

Lights, Camera, Literacy!
Lesson Plan #16

Topics Covered Today:

**Journal Writing
Loglines/Summary
Planning for the Film Festival**

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will learn about and practice writing loglines.
Students will plan for final revision to their scene.
Students will demonstrate knowledge of the filmmaking process.

Materials:

writing journals
cameras
computers
tripods
5 pieces of folded paper: on each is written a movie title (see below)
chart paper and post-its

Handouts: "An Invitation to the 20th Day Film Festival" (customized by each school)
"Planning for the Day 20 Film Festival"

New Vocabulary: logline, summary, credits

Sequence of Events:

I. Journal Activity (15)

1. Prompt:

How are you feeling about the productions
you are creating in class?

II. Loglines/Summaries (40)

1. Tell students that Doug Atchison won the most prestigious screenwriting contest - the Nicholl screenwriting contest - sponsored by the Academy of Arts and Sciences, the same organization that presents the Oscars each year. (*Students might recall his telling them about this contest in the interview.*) Over 5,000 scripts are entered into this competition each year and in the year 2000, *AKEELAH AND THE BEE* was one of five scripts that won. Show students the website: www.oscars.org/awards/nicholl/index.html

2. Explain that in Doug Atchison's contest application, a summary of the movie was needed. In the movie world, 1-2 sentence summaries of movies are called **LOGLINES**. Read the following logline to the students and have them guess the movie it describes:

LOGLINE: *In the 17th century, Captain Jack Sparrow and a young blacksmith rescue the Governor of England's daughter and reclaim his ship. (Pirates of the Caribbean)*

3. Direct a member of each group to randomly choose a folded paper on which one of the following movie titles is written:

*Shrek, Finding Nemo, Spiderman,
Harry Potter, Wizard of Oz.*

Each student individually writes a logline for the movie chosen. Then each group puts the individual ideas together to create one logline to present to the class.

4. The logline is read aloud by a member of the group and the rest of the class guesses the movie.

III. The 20th Day Film Festival (10)

1. Explain to students that on Film Festival Day, they will be presenting their best group production. They may invite family to attend.

HANDOUT: "An Invitation to the 20th Day Film Festival"
(to customize)

2. Explain to students that they may choose their conflict scene or their "INT. A ROOM" scene to show. Tell them that they will get time to further develop and refine their production, to add **CREDITS**, and to burn their work to a DVD.

IV. Production work (120)

1. The class discusses their work so far. Are there possibilities for improvement? Review the three ways of analyzing film: literary, dramatic, cinematic. Can their scenes be improved in any way?
2. Groups meet to discuss possible improvements and work on a final storyboard.
3. Groups submit final storyboards for their revised scenes.
4. Students plan, rehearse, shoot, edit, their final work for the film festival.
5. Teacher assists, as needed.

V. Reflection (15)

1. Direct students to the hanging chart papers labeled:

What I Learned About Loglines

What I Learned About the Film Festival

2. Hand out Post-its on which students write an item to post on the chart.
3. Teacher wrap-up to review and clear up any misconceptions.