

Lights, Camera, Literacy!
Lesson Plan #3

Topics Covered Today:

**Viewing the Film *AKEELAH AND THE BEE*
Viewing the Doug Atchison interview**

Outcomes:

Students will follow organizational procedures.

Students will view *AKEELAH AND THE BEE*.

Students will view a taped interview of Doug Atchison.

Students will receive a loaned copy of the *AKEELAH AND THE BEE* novelization.

Materials:

Books: *AKEELAH AND THE BEE*

DVD: *AKEELAH AND THE BEE*

DVD: Doug Atchison interview

New Vocabulary: Novelization

I. Journal Activity (15)

Today's Prompt:

How do you feel about watching *AKEELAH AND THE BEE* in class today?

II. Viewing the film (155)

- a. The film should be set up as a large-screen experience, with both classes
- b. Review the four types of literary conflict. Introduce the title *AKEELAH AND THE BEE*. Ask if any have seen this film before. Ask those who haven't yet seen the film to guess what the film might be about. Tell students that this course uses this film as a study tool and to watch the film carefully...not in the way they might on a weekend with friends...but rather in a way that they can hear every line of dialogue and closely watch all that is happening. Let them know that this is a tightly written film...Everything in it is there for a reason and they don't want to miss a thing.

The film is going to be used to help to help them learn about filmmaking. As they watch this special film, they should look for any of the four types of literary conflict and also look for favorite camera shots.

- c. Show the entire film, including the credits. Point out all of the jobs...all of the people involved in creating this movie.
- d. Ask if anyone noticed the name of the writer/director (Doug Atchison).
- e. Show the interview of Doug Atchison.

III. NOVELIZATION (15)

1. Ask if anyone knows what this word mean. Explain that the script for *AKEELAH AND THE BEE* was the first form of the story...an original script. Then the story was adapted into book form and this is called a "novelization." Allow each student to take one of the books home "on loan."

IV. Reflection (15)

1. Direct students to the hanging chart papers labeled:

What were your favorite camera shots?

What types of conflict were shown?

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.