

# Lights, Camera, Literacy!

## Lesson Plan #5

### Topics Covered Today:

### Journal Writing Elements of a Script Character Traits and Motivation

#### Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will assume a filmmaking role and collaborate with a filmmaking team.

Students will revise their conflict scene through storyboard and film the additional scenes.

Students will analyze a scene from the script of *AKEELAH AND THE BEE*.

Students will discuss elements of character traits and motivation in two scenes from the *AKEELAH AND THE BEE* script.

Students will analyze elements of character traits and motivation in their conflict scene and determine how to incorporate these elements into the filmmaking process.

#### Materials:

writing journals

video cameras

chart paper and post-its

DVD: *AKEELAH AND THE BEE*

Handouts: *AKEELAH AND THE BEE* scene "A" 5 pages

"Character Traits"

*AKEELAH AND THE BEE* scene "B" 4 pages

Storyboard shell

"Traits and Motivation"

**New Vocabulary:** script, character traits, motivation, interior, exterior, slugline, subtext

## Sequence of Events:

### I. Journal Activity (15)

1. Today's Prompt:

What is your opinion of participating in spelling bees?

### II. Revise conflict scene (45)

1. Groups finalize their decision regarding incorporating a reversal in their conflict scene.
2. Students revise their group storyboard to include the reversal.
3. Students film the reversal. (In most cases, this will mean their revising just their last scene; some might want to redo more.)

Show students the location of the Scrabble games, which are available to use when assigned work is complete.  
Do not teach the actual rules at this time, as those will be taught as part of a lesson in LCL! Part Two.

### III. Elements of a SCRIPT (40)

1. Show this scene from the *AKEELAH AND THE BEE* dvd.  
Scene 9 "I Need a Coach"
2. Hand out script pages of the same scene.

Handout: *AKEELAH AND THE BEE* scene "A"

3. Discuss how the scene is read. The scene heading is called a **SLUGLINE**. In the slugline:  
**INT = INTERIOR**  
**EXT = EXTERIOR**

Scripts use present tense, simple structure, few or no adjectives nor adverbs. Why? To allow for interpretation by those working on the production, which includes set and costume designers, and actors? Film is a medium of collaboration!!

4. Class discussion- "How does the script version compare with the film version?" (This is a revised shooting script, so the pages are very close to what they see in the film and because the writer is also the director; he did not have to hand over his "vision" of the movie to others, which happens more often with moviemaking.)

#### IV. CHARACTER TRAITS AND MOTIVATION (50)

1. Discussion: What is "**CHARACTER?**" How is it revealed in film?  
(By actions, what is said about them, what the character says)  
Explain that often what characters don't say reveals character.  
This is called "**SUBTEXT.**"
2. Tell students that they are going to see how the writer/director works with an actor to reveal character.  
Show "Inside the Mind of Akeelah" (Bonus feature on the dvd)  
(Regarding the caption...Terrence is Akeelah's brother; they are discussing that scene.)  
Discuss after viewing.
3. Show the first part of Scene 10: **Javier's Birthday Party**  
(...up to when Akeelah goes with Javier)  
What did they learn by Georgia's changing her mind about going to the party (insecure in a new, different setting)  
How did the filmmakers help you to know this?  
(showed the scene of the party from her point of view and her fun behavior switched via body language of the actor)  
Ask them what is Georgia's **MOTIVATION** for staying in the car? In other words... Why did she do what she did? (to feel comfortable)  
*The reason she acted that way is her **MOTIVATION.***
4. Look again at the handout of Script Scene "A." As a class, discuss what on the page reveals character traits and character motivation. (ex.: "She takes big breath." = nervous)
5. Small groups or partners read Script Scene "B" and make a list of characters traits and motivation.

HANDOUTS: CHARACTER TRAITS

*AKEELAH AND THE BEE* scene "B"

6. Students share answers in the whole group.

V. Conflict Scene: TRAITS AND MOTIVATION (35)

1. Tell students that when the motivation of characters are at odds, that is when there is character vs. character conflict.
2. Students work in production groups to:
  - 1) create traits for their character(s)
  - 2) create motivation(s) for their character(s)
  - 3) decide how they can show this in their scenes; and
  - 4) revise storyboards, as needed.

HANDOUT: "Traits & Motivation"

3. Students put these worksheets in their folder for safekeeping.

VI. Reflection (15)

1. Direct students to the two hanging chart papers labeled:

**What I learned about scripts**

**What I learned about character and motivation**

2. Hand out Post-its on which students write an item to post on each chart.
3. Discuss their observations to clarify any misconceptions and wrap up the day.