

Lights, Camera, Literacy!
Lesson Plan #7

Topics Covered Today:

**Journal Writing
Using Editing Software
Character Arc**

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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 analyze elements of character arc in *Akeelah and the Bee*.
- Students will discuss changes in script versions.
- Students will import footage into editing software.
- Students will place their scenes in order in the timeline.
- Students will trim video clips.

Materials:

- writing journals
- video cameras
- computers with editing software
- chart paper and post-its

Handouts: "Akeelah's Character Arc"
AKEELAH AND THE BEE script

DVD: *AKEELAH AND THE BEE* dvd

New Vocabulary: import, timeline, trim, character arc

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How do you feel about being a filmmaker?

II. Character Arc (30)

1. Tell students, "In most good films, characters change from the beginning to the end. Their view of the world is transformed by the journey they take to reach their goal or solve their problem. This transformation is called a **CHARACTER ARC**. Today we will analyze Akeelah's journey... Akeelah's **CHARACTER ARC**."

Hand out: AKEELAH'S CHARACTER ARC

2. As a class, compare and contrast the lines of dialogue.
3. Now watch the first and last scene on the **AKEELAH AND THE BEE** DVD. What have the filmmakers done to heighten this change Akeelah's character arc? (choice of images, the dominant *blue* at the beginning vs. the bright colors at the end, character's expressions, music)

III. AKEELAH AND THE BEE script (35)

1. Hand out the entire script to each student.
2. Direct students to compare Akeelah's dialogue on page one of the script with the **CHARACTER ARC** handout. Discuss why Doug Atchison might have decided to make the change. "Did the version in the 3/13/05 script show the character arc as well as what he wrote for the final shooting script?"
3. Give students time to read some of the script on their own before collecting them for future use.

IV. Using Editing Software (50)

1. Review the main editing screen shown in the last class.
2. Demonstrate how to **IMPORT** scenes, drag clips to the **TIMELINE**, and **TRIM** their clips.
3. Students now work in their groups to import scenes, place shots in the timeline, and trim clips.
4. When finished, students can explore other elements of the editing program on their own.

V. Revising Conflict Scene (55)

1. Students work with their groups to change their scenes. They must show one character changing from beginning to end... *could be through misunderstanding and now realizes s/he was wrong... Can the character admit that? Probably not.* They revise their storyboards and some shots... **NOT ALL...** This is the beauty of filmmaking.
2. They import this new footage into their editing program and add it to their existing scene.

VI. Reflection (15)

1. Direct students to the hanging chart papers labeled:

What I Learned About Constructing Films

What I Learned About Character Arc

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.