

Lights, Camera, Literacy!
(Part Two)
Lesson Plan #21

Topics:

Welcome
Journal Writing
Three Aspects of Film
Stages of Production
Roles and Collaboration
Literary Conflict

Outcomes:

Students will follow organizational procedures.
Students will see and hear applicable vocabulary.
Students will introduce themselves to classmates via a video recording.
Students will react to a student-made film via the three aspects of film.
Students will discuss literary conflict.
Students will plan a character vs self conflict scene.
Students will recall collaboration skills.

Materials:

Video cameras
Tripods
Mini-dv tapes or memory cards
LCD projector
Chart paper
Post-its
Individual student pocket folders

DVD: THE HALLOWEEN TRICK

HANDOUTS: Box Scene
Three Aspects of Film
Working Effectively as a Team
Camera Shots
Storyboard shell

New Vocabulary: (No new words today...all review)

Sequence of Events:

I. Welcome and Organizational Items (30)

1. Review:

Name tags, ground rules, bathroom, question bin

II. Journal Writing (20)

1. Review ground rules for journals:

Emphasis on content

Not graded

Not revised

Not read aloud in class

Teachers will read (Respond to at least four students' entries per day, so that each student receives written content feedback each week.)

2. Hand out LCL! journals and direct students to complete today's journal entry.

Prompt:

**In what ways has the LCL! intro course
been making a difference in your life?**

3. Collect journals and store in a visible spot, so that each day when students arrive, they may get their journal and respond to the prompt on the board without being directed.

III. Introductions (40)

1. Determine random groups of four.

2. Ask students to remind the class how to:

a) carefully take the **CAMCORDER** out of its case.

b) put the tape or memory card in the camera

3. Assign locations for filming.

4. Instruct students to rotate filming each other individually. The student being filmed should state:
 - a) full name
 - b) their hopes/expectations for this course
 - c) prior filming experiences
5. The entire class watches each of the introductions.
6. Discuss differences in how the introductions were shot regarding composition, close-up vs. extreme close-up, and sound levels.

IV. Three Aspects of Film (45)

1. Remind the class of the film that they created in the LCL! introductory course.
2. Tell them that they are going to watch one of the completed films that was created by four LCL! students.

DVD: *THE HALLOWEEN TRICK*

3. Show the production in its entirety and ask for reactions.
4. Hand out and review "The Three Aspects Of Film" checklist.

HANDOUT: The Three Aspects Of Film

5. Direct the students to watch THE HALLOWEEN TRICK again...this time as filmmakers... so that they might react to how the three aspects of film were addressed in this production.
6. Afterward engage students in a discussion aimed at reviewing their knowledge base from the first LCL! course.

V. Creating a conflict scene (45)

1. Review the four main types of literary conflict (character vs self, vs character, vs, society, vs nature).

2. Tell students that their group will be creating a new conflict scene in which they **MUST** show character vs self. (*Make sure to remind them that physical combat is not allowed in any work they create in the LCL! courses.*)
3. Review the directions for the conflict scene.

HANDOUT: "The Box Scene"

4. Review the three production steps (Pre-Production, In Production, and Post-Production),
5. Tell students they will be involved in pre-production today and filming tomorrow.
6. Review collaboration guidelines, individual roles, and storyboards.

HANDOUTS: Working Effectively as a Team
Storyboard shells
Camera Shots

(When not in use, these handouts should be kept in school in group pocket folders.)

VI. Reflection (15)

1. Direct students to the hanging chart paper labeled:

How can you already tell that LCL! Part Two is kicking things up a bit?

2. Hand out Post-its on which students write their response to post on the chart.
3. Review the comments on the Post-Its with the class, so students have a sense of what was learned. Make sure to clear up any misconceptions.