

Lights, Camera, Literacy!  
(Part Two)  
Lesson Plan #22

**Topics:**

**Journal Writing**  
**Reviewing LCL! Vocabulary**  
**Critiquing Work as a Group**  
**Creating Mood in Film**

**Outcomes:**

Students will follow organizational procedures.  
Students will recall and make meaning of "Lights, Camera, Literacy!" vocabulary.  
Students will plan and film their first box scene.  
Students will analyze film clips created by classmates for effectiveness.  
Students will revise their box scene to add elements of suspense.  
Students will assume a filmmaking role and collaborate with a filmmaking team.

**Materials:**

LCL! word wall word cards to be posted on the wall  
Writing journals  
Video cameras  
Tripods  
Mini-dv tapes or memory cards  
Computers with editing software  
LCD projector  
Chart paper  
Post-its  
Individual student pocket folders with handouts from previous session  
Scrabble games  
Chess sets

DVD's: *SEARCHING FOR BOBBY FISCHER*

HANDOUTS: Word Wall "Insurance Cards"  
Storyboard shells

**New Vocabulary:** mood, inciting incident

## **Sequence of Events:**

### **I. Journal (10)**

Today's prompt:

**How do you feel about being the Lights, Camera, Literacy! Part Two class?**

### **II. Word Wall Bee (30)**

1. Students, in turn, say a vocabulary word they can recall from the Lights, Camera, Literacy! introductory course. As they say the word, it is posted on the wall.
2. Students also have the option to spell the word and if they spell it correctly, they get an "insurance card" which can later be traded to avoid being ousted from the game.
3. Continue until just one student is remaining. See how many more words that student can name.
4. Show students the cards for words not said, ask for the meanings, and post these words with the others on the wall.

### **III. Production Work (45)**

1. Inform students that LCL! PART TWO will be imposing more time restrictions and deadlines just like in the real world of filmmaking, where filmmakers work on a tight schedule.
2. Tell students that they try to film the Box scene in 45 minutes. That includes only Pre-Production and In-Production phases...no editing yet.

### **IV. Viewing and Critiquing (20)**

1. Remind students that the purpose of critiquing is to help all improve.
2. Together view each group's film. After each film, students should first tell what they liked and then offer suggestions for improvement.

## V. Building Mood in a Film Scene (35)

1. Show the first new word for the word wall: **MOOD**.
2. Explain that one way of knowing if a movie is effective, is if it stirs your emotions. If the filmmaker was able to make you feel scared, angry, happy, curious, or sad, filmmaking decisions had been made to build that particular mood.
3. Tell students to think of a time when they felt a strong emotion while watching a movie... maybe feeling scared or even crying. Call on students to share these experiences and to think of something the filmmaker did to heighten that particular experience. Ask what specific literary, dramatic, or cinematic aspect was especially powerful to create the strong audience reaction.
4. Write the following on the board:

*"A boy in the park loses his baseball, but finds a chess piece.  
Will he trade one for the other?"*

Ask what type of literary conflict this represents (*character vs self*).  
Ask if this scene sounds familiar to anyone (They watched this scene in the LCL! introductory course when they viewed *SEARCHING FOR BOBBY FISCHER*).

Show the following sequence, which should be cued before the lesson...

DVD: *SEARCHING FOR BOBBY FISCHER* **3:35 Start**  
**4:53 End**

(This scene shows Josh finding the chess piece and continues to where Vinnie holds the baseball and points to the chess piece.)

5. Together analyze how a suspenseful mood was created by the filmmaker. Label three charts "Literary," "Dramatic," "Cinematic" and list which elements were used in the scene.

6. Explain that like the scene they just watched, the box scene is what is called an **INCITING INCIDENT**. An **inciting incident** changes the main character's usual life and starts a journey that will take him/her to a new place.

#### VI. Adding a Suspenseful Mood (40 today/more next session)

1. Restate that the box scene is an inciting incident and they now are going to add a feeling of suspense to this scene. They need to go back to the pre-production phase and make more decisions (using the three posted charts for consideration). They have approximately 20 minutes to do this, before moving on to additional filming, for which they will get 30 minutes. Finally, they will edit for approximately 45 minutes.
2. Students should begin today and complete this the next session.
3. If any group finishes early, they may read the LCL! books and scripts, play Chess, or play Scrabble.

#### VII. Reflection (15)

1. Direct students to the hanging chart paper labeled:

**What did you learn about creating a mood for your audience?**

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.