

Lights, Camera, Literacy!
(Part Two)
Lesson Plan #24

Topics:
Journal Writing
Storyboarding
Shot List
LCL! 3X3 Story Path:
Beginning Scene & Step I.a. Production

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will compare a sample storyboard with the filmed scenes.
Students will create a shot list for Beginning and Step I. a. scenes.
Students will create Beginning and Step I. a. scenes of their group film.
Students will assume a filmmaking role and collaborate with a filmmaking team.

Materials:

Writing journals
Video cameras
Tripods
Mini-dv tapes or memory cards
Computers with editing software
Chart paper
Post-its
Individual student pocket folders

DVD: *SEARCHING FOR BOBBY FISCHER*

HANDOUTS: *SEARCHING FOR BOBBY FISCHER* Storyboards
Sample *SEARCHING FOR BOBBY FISCHER* Shot List
Shot List
Storyboard shell

New Vocabulary: *shot list, locations, camera placement*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How does the LCL! 3 x 3 Story Path help you create a better film?

II. Storyboards (20)

1. Distribute the storyboards for ***SEARCHING FOR BOBBY FISCHER***
LCL! 3x3 Story Path: Beginning and Step I. a. scenes.

HANDOUT: *SEARCHING FOR BOBBY FISCHER* Storyboards

2. Explain that these storyboards mirror the film closely, but that is not always the case, because, as they know, decisions are made in post-production that can alter the original plan for a film.
3. Show the same scene sequence (shown in the last session), so that students may follow along with the storyboards.

DVD: *SEARCHING FOR BOBBY FISCHER*

Again start in chapter one with the movie's title.
(This comes after the black and white scenes with the voiceover about Bobby Fischer.)
Stop when Vinnie points to the chess piece.

4. Allow time for student reaction. Then ask students to think about this question, "Were these scenes shot in sequence?" Point out the amount of time it takes to set up shots in one **LOCATION**. Tell them to imagine moving equipment and crew for a big-budget movie. Ask students how filmmakers might better plan to save time and money (*Shoot all scenes in one location at the same time no matter where they fall in the sequence of the film.*)

III. Shot Lists (25)

1. Ask students to guess how many different **CAMERA PLACEMENTS** were necessary for the scenes they just watched.
2. Allow time for groups to examine the storyboards and to write their group's guess on chart paper headed "Number of Camera Placements."
3. Hand out the sample **SHOT LIST** for *Searching for Bobby Fischer* storyboards and allow time for student reaction.

HANDOUT: Sample Shot List for *Searching for Bobby Fischer* storyboards

4. Watch the scenes again, but this time, pause and count with the class to verify the numbers. Tally each time the camera is situated in a different spot.

DVD: **SEARCHING FOR BOBBY FISCHER**

As before, start in chapter one with the movie's title.
(This comes after the black and white scenes with the voiceover about Bobby Fischer.)
Stop when Vinnie points to the chess piece.

5. Direct groups to create a shot list for both their own Beginning scene and Step I a. scene.
6. After reviewing the shot list with you individually, the groups continue to work on their production of these scenes.

IV. Production (125)

1. Display the production timetable:
Pre-production (20)
In Production (45)
Post-Production (60)
2. Allow students to work on their films.

V. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

How do shot lists help filmmakers save time and money?

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.