

Lights, Camera, Literacy!
(Part Two)
Lesson Plan #26

Topics:
Journal Writing
Act II Obstacles and Reversals
The Magic Three
LCL! 3x3 Story Path-Act II

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will write obstacles for Act II.
Students will examine the LCL! 3x3 Story Path-Act II steps a, b, c.
Students will apply "The Magic Three" to stories they know.
Students will complete a planning sheet for the LCL! 3x3 Story Path-Act II steps a, b, c.
Students will be involved in pre-production for Act II of their film.
Students will film Act II of their original production.

Materials:

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

Book: *FORTUNATELY*

HANDOUTS: LCL! 3x3 Story Path (in student folders)
LCL! 3x3 Story Path-Act II for *AKEELAH AND THE BEE*
LCL! 3x3 Story Path-Act II Planning sheet
Storyboard shell
Shot list

New Vocabulary: *obstacles, brainstorming, "The Magic Three", threshold*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How did knowing the official rules of Scrabble affect your game?

II. Obstacles (35)

1. Read ***FORTUNATELY*** to the class. Explain that this is a fun exaggeration of **OBSTACLES** needed in any Act II. Further explain that, as a filmmaker, if you include an element of surprise... **a REVERSAL**... as to how your character overcomes an obstacle, you will gain the trust of the audience, who thinks you are quite clever and will then go along on your film's "ride" to discover what other surprises are in store.
2. Review with the class that **BRAINSTORMING** is important for the creative process. Make sure they understand that "brainstorming" means listing any ideas that comes to mind, no matter how silly or stupid, without anyone reacting. It usually requires stating the obvious before the more creative ideas pop out.
3. Allow students ten minutes to put their own brainstorming ideas for obstacles on paper. Direct them to meet in their groups to share their lists. (Save these papers in their group folder for later reference.)

III. "The Magic Three" In Storytelling (30)

1. Explain that there is a formula that is very satisfying in storytelling called "**THE MAGIC THREE.**" One use of "The Magic Three" in storytelling is when a main character, after entering a new world, has to overcome three obstacles before attaining their goal.
2. Ask students to think of simple examples. (*The Three Little Pigs, The Three Bears, The three guesses in Rumpelstiltskin*)
3. Discuss The Magic Three in ***AKEELAH AND THE BEE.*** (Akeelah enters the District Bee, then the Regional Bee, then the National Bee.)

4. Explain that the three obstacles are sequenced in order of difficulty with the easiest obstacle happening first and the hardest obstacle happening last. The Magic Three is going to help them create their own Act II.
5. Their group's choices for the Magic Three will determine their Story Path steps a, b, and c for Act II.

HANDOUT: LCL! 3 x 3 Story Path (in their folders)

Point out that on the Story Path, the main character meets their first obstacle (a), then the second, harder obstacle (b)...Often called "the point of no return," because life can never be the same after this midway point in the story. This is where the character says or thinks, "THERE IS NO TURNING BACK NOW." Finally, at step c, the main character meets the third and hardest obstacle.

6. Review together the LCL! 3x3 Story Path-Act II for *AKEELAH AND THE BEE*.

HANDOUT: LCL! 3x3 Story Path-Act II for *AKEELAH AND THE BEE*

IV. Pre-Production (45)

1. Direct students, in their groups, to choose three obstacles from their groups' lists to be their first, second, and third obstacles and to write these on their LCL! 3x3 Story Path-Act II planning sheets.

HANDOUT: LCL! 3x3 Story Path-Act II Planning sheet

2. Groups storyboard scenes for the first obstacle (Act II.a.).
3. Groups create shot lists for Act II.a..

V. In Production/ Post-Production (60)

1. Students film Act II. a.

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

How does "The Magic Three" help guide your filmmaking?

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.