

Lights, Camera, Literacy!
(Part Two)
Lesson Plan #27

Topics:
Journal Writing
Context Clues
Character Traits

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will incorporate two particular vocabulary words into their production's dialogue.
Students will be involved in post-production for Act II. a. of their film.
Students will determine, through improvisation, how character traits can affect a story.

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

DVD: *AKEELAH AND THE BEE*

HANDOUTS: *AKEELAH AND THE BEE* Script page 10
Context Clues

New Vocabulary: *improvise*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How does adding obstacles make your story more interesting?

II. Context Clues (40)

1. Show the following scene sequence from ***AKEELAH AND THE BEE...***

DVD: ***AKEELAH AND THE BEE***

Start at **7:00** (near the end of 2nd chapter "ESPN": The principal and Dr. Larabee see the girls messing with Akeelah.)

Stop at **8:35** (beginning of 3rd chapter: The principal offers Akeelah the choice of the school spelling bee or detention.)

2. Ask students which Act this scene represents and why?
(*Act I. There is an inciting incident, she hesitates to go on this journey, and a mentor is first introduced.*)
3. Distribute Page 10 of the ***AKEELAH AND THE BEE*** script and read together. This is a script portion of what they've just viewed.

HANDOUT: ***AKEELAH AND THE BEE*** script page 10

4. Next, distribute the "Context Clues" paper and read through this sheet together as a class.

HANDOUT: Context Clues

Students should follow each direction on the paper, as indicated.

III. Production (60)

1. Groups redo their scenes to include the two words "scrutinizes" and "diversion" in their dialogue.
2. Then they work on editing their productions.

IV. View and Critique (40)

1. Students view group productions in turn.
2. Students share what works well and what might be improved.

V. Character Trait Improv (30)

1. Three volunteer students go to the front of the class, where they are each handed a "private" piece of paper labeled with one of these three traits: "timid" "bold" "curious"
2. The volunteers wear the name of their assigned role:
"student" "teacher" "principal"
3. Write the word "**IMPROVISE**" on the board and ask if anyone knows the word's meaning. Explain that the three students will be presenting a scene without a script; they will be making it up as they go along, improvising, based on the following:

*A student and a teacher enter a principal's office.
The teacher tells the principal that this student is
suspected of leaving a stinky lunchbag in the health room.*

4. Tell students to watch closely, because afterward they are going to match three different traits to the actors.
5. After the scene is acted out and students match each trait to the correct character, ask for more volunteers. Switch the traits to different roles and have students act out the same scene.
6. Discuss how character traits can lead a story to a very different place.

7. If time allows, switch the traits again and do the scene a third time.

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

**How do the traits you choose for your characters
influence the creation of a story?**

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.