

Lights, Camera, Literacy!
(Part Two)
Lesson Plan # 29

Topics:
Journal Writing
Symbols
Metaphors

Outcomes:

- Students will follow organizational procedures.
- Students will see, hear, and use applicable vocabulary.
- Students will compare the meanings of symbol and metaphor.
- Students will infer the filmmaker's meaning by including symbols and metaphors in films.
- Students will determine what symbol or metaphor to include in their own productions.
- Students will work on improving their films.

Materials:

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

DVD: ***AKEELAH AND THE BEE***
SEARCHING FOR BOBBY FISCHER

HANDOUTS: Symbols and Metaphors Venn Diagram
Symbols and Metaphors

New Vocabulary: *symbol, metaphor*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How does knowing your strongest learning modality affect the way you feel about yourself?

II. Symbols and Metaphors (60)

1. Write the words "**SYMBOL**" and "**METAPHOR**" on the board.
2. Ask students, in their groups, to discuss what these terms mean and to complete the Venn Diagram.

HANDOUT: Symbols and Metaphors Venn Diagram

3. Discuss their answers in relation to the definitions and examples on the next handout.

HANDOUT: Symbols and Metaphors

Point out to students that symbols and metaphors can add a feeling of connection to your film. The same symbol or metaphor in various scenes ties them together and keeps your audience involved in your story. Symbols and metaphors can make a movie experience fun by keeping an audience actively engaged as they infer the filmmaker's meaning for including them.

4. Turn student attention to the bottom of the handout where there are three descriptions from the films **AKEELAH AND THE BEE** and **SEARCHING FOR BOBBY FISCHER**. Tell students that they will be watching these sections of the films in a few minutes, but first, they should individually write in the "before viewing" section what these might represent.

5. Show the first scene...

DVD: *AKEELAH AND THE BEE*

Start at **1:02:30** (14th chapter "Being honored": Akeelah is honored at school and Dr. Larabee watches from home.)

Stop at **1:04:05** (middle of chapter 14:Dr. Larabee's "alone scene" ends.)

6. Instruct students to write down any other thoughts they have in the "after viewing" section.
7. Allow time to share these aloud. (possible metaphorical meaning: *too painful*)
8. Show the second scene:

DVD: *SEARCHING FOR BOBBY FISCHER*

Start at **40:23** (6th chapter "The First Tournament":
The family packs for the trip.)

Stop at **41:42** (middle of 6th chapter: The end of Bruce's phone call.)

9. Instruct students to write down any other thoughts they have in the "after viewing" section.
10. Allow time to share students' thoughts aloud. (symbolizes the game of chess 8 x 8 board)
11. Show the third scene:

DVD: *SEARCHING FOR BOBBY FISCHER*

Start at **1:20:15** (Chapter 10 "These Belong to You": the empty mantel)

Stop at **1:21:04** (middle of Chapter 10: the Washington Square arch)

12. Instruct students to write down any other thoughts they have in the "after viewing" section.

13. Allow time to share students' thoughts aloud. (possible metaphorical meaning: *The father is giving control of this "journey" to his son and respects his son's decisions about what to do with his talent.*)

III. Production (110)

1. Tell students that, as filmmakers, they want to include symbols and metaphors in their productions to engage their audience.
2. Refer students to their group's "Beginning Scene" planning sheet in the group folder and to the theme they chose.
3. Tell them to brainstorm in their group any type of symbol or metaphor they might incorporate in their film that has something to do with this theme.
4. Groups film and edit these improvements into their productions.

IV. Reflection: (15)

1. Direct students to the hanging chart paper labeled:
Why are symbols and metaphors used in films?
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.