

Lights, Camera, Literacy!
(Part Two)
Lesson Plan # 30

Topics:
Journal Writing
Metaphor in Film
Parallel Scenes
Chess Strategies
Reading for Meaning
Reading to Follow Directions

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will analyze a metaphor in film.
Students will read for meaning.
Students will read to follow directions.
Students will learn chess strategies.
Students will film chess moves that show chess strategies.

Materials:

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

BOOK: *CHESS FOR KIDS*

DVD: *SEARCHING FOR BOBBY FISCHER*

HANDOUT: Chess Strategies Guide

New Vocabulary: *parallel scenes*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How do symbols and metaphors add to the enjoyment of a story on film?

II. Parallel Scenes (30)

1. Tell students you would like to show one more metaphor on film.

DVD: *SEARCHING FOR BOBBY FISCHER*

Start at **14:12** (Chapter 3 "Your Move, Dad": Josh and Dad play chess.)

Stop at **20:03** (middle of Chapter 3: The close-up shot of the chess piece indicates the father's loss.)

2. Ask students to think about the phone books on the chair and the two times the filmmaker focused on them. Tell them that when you have two similar scenes where something major changes, they are called **PARALLEL SCENES**.
3. Ask students what was different in the two parallel scenes. Then ask what metaphorical interpretation they would make of it.
(Josh is saying, "I can hold my own in this game. No coddling or assistance needed.")
4. At this point, you might say, "Josh showed he was ready to play chess. How about you? Ready to learn more about the game?"

III. Chess (140)

1. Tell students that, just as films have an Act I, II, III, so does a chess game: the opening, the middle game, and the end game. Remind students that in the LCL! intro course, each group taught one of the opening plays (*CHESS FOR KIDS* pgs 26 & 27).
2. Tell them that in order to become even better players, they are going to work in groups to learn more information.

3. Explain that the paper you are handing out is a Chess-strategy guide and that they will work on this with their group members. They can ask for help, if needed.

HANDOUT: Chess Strategies Guide

4. When all papers are turned in, pull the class together to watch the chess productions created by the groups. Students check to make sure moves have been done correctly.

IV. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about chess strategy?

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.