

Lights, Camera, Literacy!
(Part Two)
Lesson Plan # 31

Topics:
Journal Writing
Metaphors and Symbols
Metaphor through Color

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will analyze metaphors through color in film.

Materials:

Writing journals
LCD projector
Chart paper
Post-its
Individual student pocket folders
"Color as Metaphor" Teacher Notes

DVD: *AKEELAH AND THE BEE*

HANDOUT: Symbolism and Metaphors: Akeelah's Glasses

New Vocabulary: *metaphorical*

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How did learning new chess strategies improve your chess game?

II. Metaphors and Symbols (30)

1. Ask students to recall the metaphors and symbols in the films *AKEELAH AND THE BEE* and *SEARCHING FOR BOBBY FISCHER*.
2. Ask students if anyone had thought about Akeelah's glasses being a symbol. Ask what they think the glasses might represent. List responses, but don't arrive at a class decision at this time.
3. Distribute the handout and make sure students understand the directions. Point out that after writing their answer on the line after #17 to stop... that they will again be watching the entire film *AKEELAH AND THE BEE* and checking their answers of when she wore her glasses. Tell them not to fill in the last answer on this handout until they have finished watching the film.

HANDOUT: Symbolism and Metaphors: Akeelah's Glasses

III. Color as Metaphor (140)

1. Tell students that along with checking their answers, they will be watching *AKEELAH AND THE BEE* again in its entirety for a specific purpose and that is to observe the use of color as metaphor in film. Explain that they are going to see a whole new layer of the film that they probably didn't notice the first time.
2. Ask students how colors might be used as metaphors. List their answers, but don't yet react to any.
3. Tell students that the filmmakers for this movie had specific ideas about what they wanted colors to represent and they used these metaphors throughout the film.

4. Explain that the film will be stopped at various places to discuss the use of color as a metaphor.
5. Use the "Color as Metaphor" Teacher Notes for discussion at various points in the film. Also keep in mind that students will be checking their guesses about when Akeelah wears her glasses.

DVD: *AKEELAH AND THE BEE*

6. Most likely, time will be needed at the beginning of the next session to complete the film and discussion.

IV. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

What did you learn about using color as a metaphor?

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.