

Lights, Camera, Literacy!  
(Part Two)  
Lesson Plan # 32

**Topics:**  
**Journal Writing**  
**Metaphor through Color**  
**LCL! 3x3 Story Path-Act II.b.**

**Outcomes:**

Students will follow organizational procedures.  
Students will see, hear, and use applicable vocabulary.  
Students will analyze a metaphor through color in film.  
Students will examine the LCL! 3x3 Story Path.  
Students will storyboard Act II. b.  
Students will be involved in film production for Act II. b.

**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  
**"Color as Metaphor" Teacher Notes**

DVD: *AKEELAH AND THE BEE*

HANDOUTS: Symbolism and Metaphors: *Akeelah's Glasses* (from last session)  
LCL! 3x3 Story Path (in student folders)  
LCL! 3x3 Story Path -Act II Planning sheet (in student folders)

**New Vocabulary:** *(no new vocabulary)*

## Sequence of Events:

### I. Journal Writing (15)

1. Today's Prompt:

**How do you feel about the way color can be used as a metaphor?**

### II. Color as Metaphor (40)

1. Direct students to take out their handout from last session.

HANDOUT: Symbolism and Metaphors: Akeelah's Glasses

2. Finish watching the film and discussing the use of color as a metaphor.

DVD: AKEELAH AND THE BEE

3. Review students' handout answers with those on the answer key.

4. Tell students that they should think about incorporating color as metaphor into their own short films.

### III. Act II. Step b. (20)

1. Direct students to their LCL! 3x3 Story Path Planning sheet.

HANDOUT: LCL! 3x3 Story Path Act II Planning sheet  
(already in student folders)

Remind students about The Magic Three and how they have already filmed the first major obstacle for their main character.

2. Now they will be planning and filming the second obstacle for their Act II.

### IV. Pre-Production (30)

1. Direct students, in their groups, to storyboard scenes for their second obstacle.

2. Groups then create shot lists for these scenes.

V. In Production/Post-Production (80)

1. Students film Act II. Step b.
2. Then they work on editing their production, thus far.

VI. Reflection: (15)

1. Direct students to the hanging chart paper labeled:

**How does the second obstacle make it impossible for the main character to return to their usual life exactly as it was?**

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.