

Lights, Camera, Literacy!
(Part Two)
Lesson Plan # 36

Topics:
Journal Writing
"The King of Dupont Circle"
Irony
Film Festival Planning
Production Process

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will be informed of a real-life chess master.
Students will identify examples of irony.
Students will incorporate an example of irony in their own productions.
Students will work toward completing their productions.

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

Washington Post Magazine article (optional): "The King of Dupont Circle"
Washington Post Website Video: "The King of Dupont Circle"

DVD: *AKEELAH AND THE BEE*

HANDOUTS: Learning from Tom Murphy
Film Festival Planning Sheet
Invitation to Film Festival
Group Film Checklist

New Vocabulary: irony

Sequence of Events:

I. Journal Writing (15)

1. Today's Prompt:

How do you feel about your skill levels in literacy and production since learning the advanced content of this course?

II. "The King of Dupont Circle" and Irony (40)

1. Hold up The Washington Post Magazine from September 30, 2007 (if available) showing Tom Murphy's picture.
2. Ask if anyone has seen this article, which has been reprinted as well as posted and linked on many chess websites.
3. Ask if anyone has been to Dupont Circle. Explain that there is a park at in the center of this Washington, DC traffic circle, where four streets...Massachusetts Avenue, Connecticut Avenue, New Hampshire Avenue, and 19th Street, NW... all meet. Because there are permanent benches and tables, chess players congregate in a similar way as in Washington Park in New York City (seen in *SEARCHING FOR BOBBY FISCHER*).
4. Show the 3.5 minute video about Tom Murphy:

<http://www.washingtonpost.com/wp-dyn/content/article/2007/09/25/AR2007092501981.html>
5. Ask students for their impressions of Tom Murphy. What traits does he exhibit? (Lead students to noting his extreme intelligence.)
6. Tell students they are going to be watching the video again and paying attention to Tom Murphy's words. To help them do this, they are going to follow along with his narration and fill in the missing words.

HANDOUT: "Learning from Tom Murphy"

7. After students watch and fill in the words, watch the video for a third time, so that they may check their answers.
8. Remind students that they have recognized Tom Murphy's intelligence. Ask if, given his extreme intelligence, there is anything that surprised them in the film? Anything that seemed to indicate the total opposite of what you would expect from an intelligent person? (Tom Murphy's dirty fingernails as noted in the close-up)

Tell students that this is an example of **IRONY**. Write this word on the board. (If students do not mention Tom Murphy's very dirty fingernails, ask them to look for the example of irony when they watch the video for the fourth time. **Do not mention the fingernails. Have this answer come from the students.**)

9. Tell students that they are going to watch the video for the fourth time as a filmmaker and that afterward, they will have a chance to express their opinions as to the decisions made for creating the video.
10. Watch the video and discuss its effectiveness and also point out once again the IRONY in the film.
11. Show this 2-minute film clip of Akeelah, her brother, and Derrick T:

DVD *AKEELAH AND THE BEE*
Scene 16 "50,000 Coaches"
Start 1:13:00
End 1:15:00

12. Ask students to name the irony in this scene. (This reversal of Derrick T having won a contest for writing a poem in 5th grade and defending what Akeelah is doing is not what we expect from him.)
13. Tell students that filmmakers LOVE putting irony into films. Ask groups to think about a place in their film where they might include irony.

14. As an option, the Tom Murphy article could be made available to students, so that when their work is done, they might read more about him in addition to the other activities. The article may be found at: <http://www.washingtonpost.com/wp-dyn/content/article/2007/09/25/AR2007092501981.html>

III. Film Festival (30)

1. Tell students that there will be an end-of-course film festival for families. Allow time for students to fill in the information on the invitation or allow them to create one of their own.

HANDOUT: Invitation to Film Festival

2. Explain that they will be working on the marketing and presentations for the event in the days to come.

HANDOUT: Film Festival Planning Sheet

3. Review the steps that they need to complete and the schedule for the remaining sessions.

IV. Production (100)

1. Review the *Group Film Checklist* with students.

HANDOUT: *Group Film Checklist*

2. Students work on completing their productions.

V. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What is irony?

2. 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