

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 6

## Topics:

**Journal Writing**  
**LCL! 3x3 Story Path Questions**  
**Transitioning to Print**  
**Calligraphy**

## Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will apply the LCL! 3x3 Story Path Questions to embellish their grandparent stories.

Students will identify key information about a world without print by watching and listening to a documentary.

Students will practice calligraphy.

Students will write their grandparent story using calligraphy.

## Materials:

Writing journals

LCD projector

Chart paper

Post-its

Calligraphy pens ( one set per student)

Practice paper

Calligraphy paper (for their book)

Individual student pocket folders

*Printing Transforms Knowledge Teacher Guide*

**HANDOUTS:** LCL! 3x3 Questions for Acts I. II. III

LCL! 3x3 Questions for Acts I. II. III Worksheet

*Printing Transforms Knowledge Study Guide*

**YouTube Documentary:** *A Matter of Fact: Printing Transforms Knowledge Part One*

**BOOKS:** class sets of...

*Dictionary of Prefixes, Suffixes, and Combined Forms*

*Calligraphy for Kids by Eleanor Winters*

**New Vocabulary:** illiterate, calligraphy, monks, etymology, indulgence

## Sequence of Events:

### I. Journal Writing (15)

1. Prompt:

What grandparent stories did you most enjoy? Why?

### II. LCL! 3x3 Story Path (40)

1. Ask students to mention one of the grandparent stories they especially enjoyed.
2. Tell students that most quality stories answer three questions that provide structure for Acts I, II, and III.

*Act I... What is the inciting incident that sends the main character out of their comfort zone?*

*Act II... What are the three obstacles that the main character must overcome? (These increase in difficulty.)*

*Act III... How has the main character been changed by this experience?*

#### HANDOUT: LCL! 3x3 Questions for Acts I II III

3. As a class, have students answer these three questions about the grandparent story they especially enjoyed.
4. Working in pairs, have students answer the three questions for their own story. Is there a question they have not yet answered? If so, they should fabricate more of the story to answer that question. (*Explain that good storytellers often create missing parts of stories if their purpose is to entertain.*)

#### HANDOUT: LCL! 3x3 Questions for Acts I II III Worksheet

### **III. Transitioning to Print: Grandparents Stories (40)**

1. Tell students that just over five hundred years ago, the world of media made a huge leap. Oral storytelling was no longer the only way to transmit knowledge. They will be learning about the transition from an oral world of knowledge to a printed world of knowledge. In this unit's sessions, they will be watching five parts of a documentary explaining this transformation of media and they will be creating a book of their grandparent story, partly without the use of modern technology.
2. Explain to students that they will be creating an eight-page children's picture book of their grandparent story and so they might have to condense the story with fewer words, but should maintain the quality of the story with Acts I, II, and III.
3. Allow time for students to write these condensed versions of their grandparent stories. As students finish condensing their stories, they should plan their eight pages and begin working on the illustrations. *(Students will continue this project in the next session.)*

### **IV. Printing Transforms Knowledge (40)**

1. Students will be viewing a documentary broken into five parts on [www.YouTube.com](http://www.YouTube.com).

#### ***Important!***

***Refer to the Teacher's Viewing Guide (after page 5)  
for teaching procedures with this documentary.***

2. Give each student a study guide to complete as they watch.

#### **HANDOUT: *PRINTING TRANSFORMS KNOWLEDGE* Study Guide**

3. Make sure to review the study guide for Part One, so students can study the correct answers for next session's quiz.

## **V. Etymology (20)**

1. Write this sentence on the board:  
*"Most people in 1400 were illiterate and the only people who wrote words were monks or scribes trained in calligraphy."*
2. Ask students which words are new to them.  
List these on the board: **ILLITERATE**  
**MONKS**  
**SCRIBES**  
**CALLIGRAPHY**
3. Tell students that those of them who have taken the Lights, Camera, Literacy! (LCL!) class have already had some **ETYMOLOGY** lessons which help people learn larger words based on their small word parts.
4. Divide the class into groups and have each group guess a meaning for each of the four words. Then have them write these guesses on four Post-it Notes and place each one under the corresponding word on the board.
5. Together review their answers on the Post-Its. Then together review the meanings of the words and the meaning of the sentence in dictionaries and in the *Dictionary of Prefixes, Suffixes, and Combined Forms*.

## **VI. Calligraphy (30)**

1. Point out that in the *Dictionary of Prefixes, Suffixes, and Combined Forms*, they will find: *Kalos* = beautiful *Graphy* = Writing
2. Ask students to say these two word parts twenty times in a row. It might give them a sense of how these two words turned into our modern word **CALLIGRAPHY**.
3. Explain that they are going to be practicing calligraphy and just as scribes did long ago, they are going to use calligraphy to write their grandparent book which will later be displayed at a class book fair.

4. Hand out practice paper and calligraphy materials.
5. Allow time for students to practice calligraphy and begin their grandparent books.

**VII. Reflection: (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about storytelling and calligraphy?**

2. Hand out Post-its on which students write an item 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.