

# Lights, Camera, MEDIA Literacy!

Lesson Plan # 29

## Topics:

**Journal Writing**  
**Classic Television Game Show: *TWENTY-ONE***  
***QUIZ SHOW***  
**Television Game Show Pre-Production**

## Outcomes:

Students will follow organizational procedures.

Students will see, hear, and use applicable vocabulary.

Students will apply storytelling techniques to the film *QUIZ SHOW*.

Students will compare the historic episode of *TWENTY-ONE* with its depiction in *QUIZ SHOW*.

Students will collaborate on the pre-production of a television show "Film Frenzy."

## Materials:

Writing journals

LCD projector

Chart paper

Post-its

Individual student pocket folders

**School Television Studio (or camcorders and computers with editing software)**

***QUIZ SHOW* Teacher's guide (from last session)**

**HANDOUT: Television Production Roles (from session #26)**

***QUIZ SHOW* Characters' Story Chart (from last session)**

**Charles Van Doren Written Statement**

**DVD: *QUIZ SHOW***

**New Vocabulary:** *no new vocabulary*

## **Sequence of Events:**

### **I. Journal Writing (15)**

1. Prompt:

**What are your feelings about your assigned role  
in the class game show?**

### **II. QUIZ SHOW (95)**

1. Ask for any comments or questions before watching the next part of *QUIZ SHOW*.

**DVD: *QUIZ SHOW***

2. Watch the rest of the film, again stopping at points throughout for discussion. (See *QUIZ SHOW* Teacher's Guide.)
3. Allow time for student reaction of the overall film.

### **III. TWENTY-ONE (20)**

1. Show students the 3rd part of the real *TWENTY-ONE* show.

<http://www.youtube.com/watch?v=CVnGLks--oA>

2. Allow time for student reaction.

### **IV. Creating a Television Show (55)**

1. If this is possible in your locale, tell students that it is your hope that their show will be aired on your local cable channel.
2. Allow students time to work on their show's preproduction.
3. Run through a rehearsal of the student game show.

**V. Reflection (15)**

1. Direct students to the hanging chart paper labeled:

**What did you learn about your role  
in creating the class game show?**

2. Hand out Post-its on which students write and post.
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.