



## **Lights, Camera, Lunch:** A Literary Film Fest

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## Program Overview

Lights, Camera, Lunch is a multi-faceted student project involving costumes, filmmaking, creativity, and classic literature. Though designed and implemented with 12<sup>th</sup> grade Advanced Placement Literature and Composition students, the basic ideas can be adapted for all secondary students as part of a cumulative, year-end literary review. As part of the Advanced Placement Literature curriculum, this week-long project serves as an annual review for the standardized AP exam, as well as an engaging and entertaining activity for English classes of all levels. Student groups, on a first-come, first-served basis, are required to select a text covered in class during the year, including works such as Austen's *Pride and Prejudice* and Shakespeare's *Hamlet*, to be transformed into a student-produced and acted 5-7 minute film. Through use of a teacher-supplied video camera and a full costume closet with items from wigs to hats to full-body Renaissance armor, groups recreate the texts through film, inserting music, editing effects, and unique style. The process consists of script and dialogue creation, adaptable screenplays highlighting key scenes within the work, full costume and setting recreation, and a two-page data write-up summarizing thematic elements and characterizations to be shared amongst fellow classmates in a final packet compilation serving as a written review for exam texts.

Final films are converted into a cinema-style DVD to be shown to all classes during an action-packed lunchtime film festival, complete with a red carpet, popcorn canisters, "celebrity" guest judges (former students and current faculty) and a tuxedoed emcee (me!) Since no film festival is complete without extravagant recognition, a renowned awards ceremony is later held presenting medals and awards to winning films. Ultimately, the experience is an unforgettable trek through the year's English curriculum, providing laughs with a dramatic flair for analyzing complex literary texts.

## Sunshine State Standards/**Language Arts**

**LA.1112.1.6.2** *The student will listen to, read, and discuss familiar and conceptually challenging text;*

**LA.1112.1.7.2** *The student will analyze the author purpose and/or perspective in a variety of text and understand how they affect meaning;*

**LA.1112.1.7.6** *The student will analyze and evaluate similar themes or topics by different authors across a variety of fiction and nonfiction selections;*

**LA.1112.2.1.1:** *The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text;*

**LA.1112.2.1.2:** *The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict);*

**LA.1112.2.1.7:** *The student will analyze, interpret, and evaluate an author's use of descriptive language (e.g., tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts with an emphasis on how they evoke reader's emotions;*

**LA.1112.2.1.8:** *The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written;*


**LA.1112.6.4.1** *The student will select and use appropriate available technologies (e.g., computer, digital camera) to enhance communication and achieve a purpose (e.g., video, presentations);*

**LA.1112.6.4.2** *The student will routinely use digital tools for publication, communication and productivity.*




## Materials


Materials used for this project include:

 various works of literary merit covered throughout the year, such as Austen's *Pride and Prejudice* and Shakespeare's *Hamlet*,

 a video camera and/or digital camera with digital upload capability,

 assorted costumes, including a mix of hats, wigs, gowns, glasses, and props,

 films were optionally edited using computer software such as Microsoft MovieMaker and shown as a DVD compilation on an LCD projector,

 the film festival and awards ceremony took place in the school conference room, complete with red carpet, flashing lights, guest judges and popcorn, pizza, and drinks.

## Lesson Activities/**Assignment Guidelines**



### LIGHTS, CAMERA, LUNCH – A LITERARY FILM FEST



#### THE MISSION

Your group has been commissioned to create a short film reenacting key events from a chosen literary work. Your film will be featured during an in-class film festival competition to serve as a literary review for the open essay. Your responsibilities are as follows:

- 1) Script scenes of major importance
- 2) Create mini-film summary incorporating props and costuming
- 3) Complete the major works data sheet for the benefit of your classmates

#### SCENE SCRIPTING

For this component, your group will select key scenes of the literary work to re-enact. These scenes must provide insight into characterizations, plot and theme. Scenes may be acted as written, or they may be modernized using current language and settings as long as the modernization **maintains the integrity of the work**. Do not change any elements of plot or fundamental character traits! An entire printed copy of the script is not necessary to turn in, however, your group must submit a draft of your ideas and scene selections with basic staging cues.

#### FILMING

Your group will create a **five-to-seven minute** film version of the work utilizing appropriate props and costuming. You may use your own materials or shop in my costume closet. Major characters and events must be portrayed accurately, and, though not all members need to be on camera, all must participate in the production of the film. You may submit your project on VHS, DVD, CD or flash drives using personal video or digital cameras, or you may request, in advance, to borrow the class video camera. The completed project must be either taped chronologically or submitted after editing; I will not be contributing to any post-production efforts.

#### MAJOR WORKS DATA SHEET

In addition to the film submission, your group will also be responsible for completing the major works data sheet. Information must be thorough, accurate (duh), and complete.

ALL PARTS DUE: MONDAY, APRIL 27<sup>TH</sup>, REGARDLESS OF CLASS SCHEDULE

# Lesson Activities/**Film sign-up sample**



## LIGHTS, CAMERA, LUNCH - A LITERARY FILM FEST TEXT SIGN-UP



<u>TEXT</u>	<u>GROUP MEMBERS</u>	<u>PERIOD</u>
THE GREAT GATSBY by F. Scott Fitzgerald	_____ _____	_____
THE SCARLET LETTER by Nathaniel Hawthorne	_____ _____	_____
PRIDE AND PREJUDICE by Jane Austen	_____ _____	_____
ONE FLEW OVER THE CUCKOO'S NEST by Ken Kesey	_____ _____	_____
OEDIPUS THE KING by Sophocles	_____ _____	_____
THE DIVINE COMEDY - INFERNO by Dante Alighieri	_____ _____	_____
DOCTOR FAUSTUS by Christopher Marlowe	_____ _____	_____
THE THINGS THEY CARRIED by Tim O'Brien	_____ _____	_____
A DOLL'S HOUSE by Henrik Ibsen	_____ _____	_____
THE IMPORTANCE OF BEING EARNEST by Oscar Wilde	_____ _____	_____
METAMORPHOSIS by Franz Kafka	_____ _____	_____
HAMLET by William Shakespeare	_____ _____	_____
1984 by George Orwell	_____ _____	_____

# Lesson Activities/**Literary Data Sheet**

**Group Names:** \_\_\_\_\_

## *Major Works Data Sheet*

**Title:** \_\_\_\_\_

**Author:**

**Date of Publication:**

**Genre:**

**Biographical information about the author:**

**Information about the literary period:**

**Plot summary:**

**Memorable quotations significant to meaning:**

1.

2.

3.

4.

5.

**Significance of opening scene:**

**Significance of closing scene:**



Lesson Activities/**Literary Data Sheet, cont.**

*Characters*

<u>Name</u>	<u>Role in the story and significance</u>	<u>Adjectives</u>
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1.

2.

3.

4.

5.

**Setting:**

**Symbols:**

**Themes for discussion:**

## Lesson Activities/**Project rubric**

***Your grade will be based on:***

***A - meeting/ exceeding all minimum requirements:***

*Script:* multiple drafted ideas, thorough scene selection, appropriate and varied location choices, clear and descriptive staging cues, diverse and creative costuming options

*Film:* 5-7 minute timeframe, appropriate plot portrayal, effective presentation of theme and symbolic elements

*Data sheet:* all typed components completed thoroughly and accurately with no spelling or fact errors in correct syntactical structure and including major points of character, theme, symbolism, and genre significance

***B - meeting all minimum requirements:***

*Script:* multiple drafted ideas, thorough scene selection, appropriate location choices, clear staging cues, diverse costuming options

*Film:* 5-7 minute timeframe, appropriate plot portrayal, presentation of theme and occasional symbolic elements

*Data sheet:* all components completed thoroughly and accurately with less than two spelling or fact errors in correct syntactical structure and including major points of character, theme, symbolism, and genre significance

***C - meeting most minimum requirements:***

*Script:* drafted ideas, listed scene selection, brief staging cues and/or costuming options

*Film:* under five- or over seven-minute timeframe, unclear or inaccurate instance of plot portrayal, superficial presentation of theme and cursory coverage of symbolic elements

*Data sheet:* most components completed accurately with three or more spelling or fact errors in correct syntactical structure and including most points of character, theme, symbolism, and genre significance

***D - meeting some minimum requirements:***

*Script:* poorly drafted ideas, minimal scene selection, brief or incomplete staging cues and/or costuming options

*Film:* significantly under five- or over seven-minute timeframe, multiple instances of inaccurate plot portrayal, superficial presentation of theme and cursory coverage of symbolic elements

*Data sheet:* incomplete components with three or more spelling or fact errors in incorrect syntactical structure and missing multiple points of character, theme, symbolism, and genre significance

***F - not meeting most minimum requirements:***

*Script:* poorly drafted or incomplete lists of ideas and/or scene selection, incomplete or missing staging cues and/or costuming options

*Film:* cursory attempt at film - significantly under five- or over seven-minute timeframe, multiple instances of inaccurate plot portrayal, incorrect or missing presentation of theme and/or coverage of symbolic elements

*Data sheet:* missing and/or incomplete components with egregious spelling or fact errors in incorrect syntactical structure and missing multiple points of character, theme, symbolism, and genre significance



## Lesson Activities/**Judges' Ballots**

### QUEST BALLOT

BEST PICTURE \_\_\_\_\_

BEST ACTOR (LIST CHARACTER NAME) \_\_\_\_\_

BEST ACTRESS (LIST CHARACTER NAME) \_\_\_\_\_

BEST COSTUME DESIGN \_\_\_\_\_

BEST DIRECTING \_\_\_\_\_

BEST SOUNDTRACK \_\_\_\_\_

BEST CINEMATOGRAPHY (FOCUS ON SETTINGS AND SCENERY) \_\_\_\_\_

BEST FIGHT SCENE \_\_\_\_\_

BEST LOVE SCENE \_\_\_\_\_

## Resources

**Beside the class-covered texts, the following links may assist students with film creation:**

### **How to write a script**

<http://www.screenwriting.info/04.php>

### **Editing hints**

<http://www.microsoft.com/windowsxp/using/moviemaker/getstarted/default.mspix>

Multiple youtube.com videos also display actual footage of using various simple editing software

### **Costume supplies**

**Many of my costumes are purchased at Party City sales, garage sales, or discount costume outfitters, such as [costumeexpress.com](http://costumeexpress.com)**

Photo opportunities

