

Facilitation Guide

Filming Techniques Odell Chapter 6



EXPERIENCE OVERVIEW

After identifying themes they have read, students will pair quotes from Chapter 6 with filming techniques and camera angles to depict recurring themes.

Standards

COMMON CORE STATE STANDARDS

- RL.11-12.2 – Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.1 – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

MARYLAND STATE ARTS STANDARDS

- I:9-12:1: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes and values in society.
- I:9-12:1: Demonstrate and employ artistic, design, technical, and soft skills in managing and producing media artworks.

Getting Ready

WHEN TO TEACH

- While themes are a topic that could be addressed throughout the novel, there are some powerful quotes and references to themes in Chapter 6 that would lend themselves to this activity. It is also helpful to be addressing filming skills and concepts in the second half of the novel as the students get closer to their final project.

RESOURCES AND MATERIALS

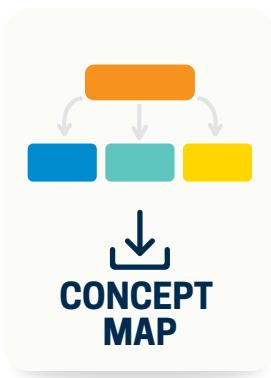
- [Film Techniques Resource Sheet](#)
- Additional Camera Angle/Shots Resources
 - [Handout](#)
 - [Video](#)
- ["Picture This" Worksheet Templates](#)

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ARTS INTEGRATION MATERIALS



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Implementation

TEACH

- Review what happened in Chapter 6, if the students have read it prior to this activity. This activity can also be done as a class and done as you're reading the book as a whole group, with intentional pauses for certain passages (some passage examples have been provided to you, but you may choose to use passages that the students select based on their questions or expressed interests)
- Add to the themes concept map based on any new themes or messages they've encountered since the last activity emphasizing theme is.
- Revisit the concept of **symbolism**, prompting them with examples from the novel, and discussing what they mean. For example: "When Fitzgerald references the green light, what types of feelings or messages come to mind?" This is the opportunity to bridge the concept of themes and literary devices, and similarly bringing their attention to the idea that visual cues can prompt us to draw upon previous interpretations or inferences from the text
- As a class, have them view this [Youtube video](#). This breaks down how to use cinematic techniques to tell stories, which is what you want them to get out of this lesson.
- Ask students to think of their favorite scene from their favorite movie and if they're able to visualize it (or if you have time to allow them to look the scenes up on their phones or computers in small groups), ask if they can identify the camera angle or movement that is used.
 - Using the reference/resource sheets you provided them, ask them if they felt like the camera angle used appropriately aligned to the point, purpose, message of that particular scene. Ask them to share their scenes in their groups or with a partner, and talk about whether the camera angle/shot/movement enhanced or detracted from the significance of that particular scene. Have some students share their examples and leading a brief discussion with their class about the use in that scene would be a good way to make sure everyone is clear on the objective.
- You also may further scaffold this activity by providing a few scenes from popular movies that use a variety of cinematic techniques to depict themes, or even prompting them with some basic examples such as:
 - What camera angle would you use when featuring a bully who is presented as intimidating?
 - What camera angle might you use to show that someone's nervously fidgeting?
 - What camera would you use to show that someone is truly enamored with another person without the other person knowing it?



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Implementation

- For the next activity, they can work individually or in groups to identify passages in Chapter 6 that carried meaning or directly tied with some of the themes identified on the concept map, and have them use their resources to imagine they were the producer and identify what type of Camera shot they would use to really emphasize the theme of that particular scene, and a brief explanation as to why..
- Some passages have been provided to you as examples, but you may use the blank version of the template to have students fill in their own based on passages that they felt most drawn to in that chapter.

Differentiation

- This activity may be differentiated based on the complexity of the passages assigned to them (if you decide to provide them specific passages) or you may ask students to complete a certain number of them to demonstrate mastery.

Passage/Scene	Camera Angle/Shot/Movement Used, and Justification