THE GRAND SEDUCTION LESSON PLAN

TARGET GRADE LEVELS: Grades 9-12
SUBJECT RELEVANCE: English – Oral Communication

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Connections</td>
<td>1</td>
</tr>
<tr>
<td>Pre-Viewing Activity</td>
<td>1</td>
</tr>
<tr>
<td>Post-Viewing Activity</td>
<td>2</td>
</tr>
<tr>
<td>Student Handouts</td>
<td>3</td>
</tr>
<tr>
<td>Quiz</td>
<td>4–5</td>
</tr>
</tbody>
</table>

MAIN THEMES AND MESSAGES
Justice, equality, equity, overcoming adversity, following dreams, finding identity and purpose, independence, destiny, friendships, father-son relationship, community, economy, family, determination/perseverance.

LESSON PLAN OVERVIEW AND OBJECTIVES
This lesson guide is to supplement the high school academic English courses (grades 9 through 12). The lesson activities are presented to provide the teacher with ideas for implementation and assessment of the “Oral Communication” strand of the course.

The film THE GRAND SEDUCTION provides a contemporary avenue for infusing relevance and interest into the content of the high school English courses. For each of the aforementioned strands, clear connections (and extensions) between the film and content will be provided:

- **“Premise”** - shows the connection between the curriculum material and the contents of the film.
- **“Guiding Questions”** - can be used to engage student thinking in class-discussions, or can serve as the core-questions in mini-assignments or projects,
- **“Sample Activities”** – ideas for formative or summative assessment
CURRICULUM CONNECTIONS

Oral Communication:
1.4 identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways
1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them
2.1 communicate orally for a range of purposes, using language appropriate for the intended audience
2.4 use appropriate words, phrases, and terminology, and a variety of stylistic devices, to effectively communicate their meaning and engage their intended audience
2.5 identify a variety of vocal strategies, including tone, pace, pitch, and volume, and use them effectively and with sensitivity to audience needs and cultural differences

PRE-VIEWING ACTIVITY

Pre-Viewing Activity: “Inferences from Imagery”
Materials: computers for poster viewing
Time Allocation: ~20-30 minutes

Students can practice their analytic, reasoning, and extrapolation abilities by examining the movie poster for THE GRAND SEDUCTION and developing a synopsis for the film.

1. Students will be organized into groups of two or three, and choose one of the following roles for themselves:
   a. Recorder (responsible for typing or writing)
   b. graphic analyst
   c. Tagline analyst

2. Students will use the poster below and create a hypothesized synopsis of the movie.

3. The plot mentioned in their synopsis write-up must reference the movie poster as evidence of their thinking.

Students, working in small groups of 2-3, should take the following into consideration when analyzing the movie poster: number of characters, tagline of the film, title of the film, actor(s) featured, facial expression and body posture, colours used, objects, icons, symbols, colour, and mood created.

[printable copy of poster on page 3]

Modifications and Notes: After students have completed their syntheses, the trailer can then be shown to the students. The plot shown in the trailer can be compared to the ones that the students drafted → students can make revisions as necessary

https://www.youtube.com/watch?v=z61Xwqxl8hM
POST-VIEWING ACTIVITY

ORAL COMMUNICATION

Premise:
*THE GRAND SEDUCTION* contains a host of diverse issues and topics that will lead students to learning more about themselves, as well as their identity as Canadians, in their exploration. The activity and discussion questions will give students the opportunity to explore the major themes of the movie, as well as aspects of the film that illustrate Canadian cultural values and characteristics.

Guiding Questions:
1. How did the main characters (Murray and Dr. Lewis) change their speech patterns to suit their emotions? (for example, Dr. Lewis talking on the phone to his fiancée vs. him with Murray while fishing)
2. How did the way the main characters talk or what they talked about reveal aspects of their personality?
3. How was your perception of Canadians affected by the events told in the film?

Sample Activity:
“Four Corners”

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Four A4 sheets of paper or four sheets of flipchart paper (for larger signs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Allocation:</td>
<td>~15 minutes</td>
</tr>
</tbody>
</table>

This activity will serve to encourage student’s reflection of various aspects of the film, such as the theme, or major plot points. Modification of the “corner signs” will alter the focus of the activity. In preparation for the activity, the teacher will post the signs around classroom, after which students will be instructed to travel to one of the “corners”.

**Thematic Development:**
Students can be asked to choose the theme that they felt was most representative of the film: *Truth, Justice, Interdependence, Finding Meaning*

**OR**

Students can be asked to choose which characteristic about Murray makes him a good mayor: *honesty, commitment, determination, or empathy.*

Once students have gone to their chosen corner, the teacher can then facilitate a discussion where students rationalize their choices. The context of their corner can also be discussed in relation to books they’ve read, movies they’ve seen, or even to their personal lives (if the atmosphere allows for it).

**Modifications and Notes:** If one corner is empty, that corner can be incorporated into the conversation by examining why no one went to that corner.
THE GRAND SEDUCTION

POST-VIEWING QUIZ /10

1. How does Murray fix the problem of the old, broken house in town?
________________________________________________________________

2. What special dish does the town restaurant prepare for Dr. Lewis?
________________________________________________________________

3. What was strange about the fish that Dr. Lewis catches, and what does Murray say to explain it?
________________________________________________________________
________________________________________________________________

4. How many people does the oil company say they need to work in the factory?
________________________________________________________________

5. What is the name of the fake son that Murray says he lost? When did this happen?
________________________________________________________________

6. What is the job that the old mayor of Tickle Head finds in town?
________________________________________________________________

7. What happened to the fake resident of the town, Mr. Smith?
________________________________________________________________
________________________________________________________________

8. Why is Dr. Lewis no longer going to marry his fiancée?
________________________________________________________________

9. Where does Murray get the money for the $100,000 bribe for the oil executive?
________________________________________________________________

10. Which sport and team are the townspeople actually interested in?
________________________________________________________________
THE GRAND SEDUCTION

POST-VIEWING QUIZ (ANSWERS)

1. How does Murray fix the problem of the old, broken house in town?
   He puts a sign in front of it: “World Heritage House”

2. What special dish does the town restaurant prepare for Dr. Lewis?
   The restaurant has lamb dhansak as a special.

3. What was strange about the fish that Dr. Lewis catches, and what does Murray say to explain it?
   The doctor says that the fish is cold – Murray says that is because it is a big fish that came from deep in the water.

4. How many people does the oil company say they need to work in the factory?
   They need 150 people to work in the factory.

5. What is the name of the fake son that Murray says he lost? When did this happen?
   Murray’s fake son Gerald passed away 10 years ago.

6. What is the job that the old mayor of Tickle Head finds in town?
   He is working as security as the airport.

7. What happened to the fake resident of the town, Mr. Smith?
   Murray told Dr. Lewis that Mr. Smith had a heart attack in the middle of town and died because they had no doctor to save him.

8. Why is Dr. Lewis no longer going to marry his fiancée?
   He finds out that she has been cheating on him with his best friend.

9. Where does Murray get the money for the $100,000 bribe for the oil executive?
   Henry, who quits his job, borrows the money from the bank.

10. Which sport and team are the townspeople actually interested in?
    The townspeople like watching hockey – the Montreal Canadiens.