THE GRAND SEDUCTION LESSON PLAN

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

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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 “Writing” 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**

**Writing:**
1.1 identify the topic, purpose, and audience for a variety of writing tasks  
1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate  
1.3 locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate  
2.1 write for different purposes and audiences using a variety of literary, informational, and graphic forms  
2.3 use appropriate descriptive and evocative words, phrases, and expressions imaginatively to make their writing clear, vivid, and interesting for their intended audience  
2.5 explain, with increasing insight, how their own beliefs, values, and experiences are revealed in their writing  
3.7 produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations

**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.*

![movie poster](http://www.showfilmfirst.com/wp-content/uploads/2014/08/grand_seduction_ver2_xxl.jpg)  
*printable copy of poster on page 3*

**Modifications and Notes:** After students have completed their synopses, 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](https://www.youtube.com/watch?v=z61Xwqxl8hM)
**POST-VIEWING ACTIVITY**

**WRITING**

**Premise:**
The film *THE GRAND SEDUCTION* provides an audio and visual oriented medium for delivering messages about introspection, determination, and success in a relevant and interesting context. Students can practice skills like writing for an intended purpose and audience through the creation of such pieces as letters, discussion question responses, movie reviews, and interviews, to name a few.

**Guiding Questions:**
1. Do you think that the reception of this film would be different for an international audience, as opposed to a Canadian one?
2. Why was this film created (what message was the director trying to get across)?
3. Are there any other mediums (book, graphic novel, play, etc) that the story of the film could have been as effectively represented with?
4. If you had never been to Canada before and then saw this film, what impressions would you have of the country (the attitudes of the citizens, the landscape, and the music)?

<table>
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<th>Sample Activity:</th>
<th>“With this Hand, I Shall Pen the Future”</th>
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In this activity, students will have the opportunity to creatively practice their writing skills as they analyze the film’s story, and write about a modification that they would make to the plot.

The activity is divided into four distinct, though related, components:
2. “A DEVIATION FROM FILMIC REALITY” – students will select a critical moment from the film and re-imagine it, thereby creating an alternate “reality” (within the realm of the film’s universe) to the one they initially witnessed as they watched the film as it was originally intended.
3. “CHANGES, THREESFOLD” – students will extend their thinking and identify three ways in which their “deviation” will have affected the characters/setting/plot of their alternate reality
4. “A NEW FINISH” – students will conclude the activity by writing a new ending based on the “filmic deviation” they made and the ramifications of it.

**Modifications and Notes:**
- **Students should be encouraged to begin their writing with the “THE DEVIATION FROM FILMIC REALITY” section** – it will provide a good focal point for the student to write their summary and changes around
- **Students can be divided into groups to discuss key moments before beginning the activity**
BRENDAN GLEESON  TAYLOR KITSCH
THE GRAND SEDUCTION

"CHARMING" "HILARIOUS"

IT’S GOING TO TAKE A BIG LIE TO SAVE A LITTLE TOWN
WITH THIS HAND, I SHALL PEN THE FUTURE

As a member of the audience watching a movie, you can engage with the experience to a certain degree. You process and resonate with the dialogue, the vivid imagery and costumes captivate your attention, and your emotions could be echoed by those around you as you tear up at the sad scenes and gasp during moments of surprise. Ultimately, you are an observer that absorbs the film without the opportunity to affect change…until now.

In this activity, you will have the chance to create an alternate reality within the universe of the film that you will colour with your imagination and describe with your analytical skills. The following are the four aspects of this new reality that you will have to elaborate on – a separate handout (“PEN THE FUTURE, CHART THE CHANGE”) with spaces for writing will be provided for you to complete.

A SUMMARY UNTIL THE CHANGE
Describe in as much detail as possible all of the important plot and character developments until the “point of deviation” that you decide upon.

THE DEVIATION FROM FILMIC REALITY
Choose a scene from the film that you feel had an important role in how the remainder of the film played out – this is where you alter the course of the film’s reality. Write an alternate version of the scene, taking care to include details about the setting, mood, characters (feel free to include dialogue), that would have had a profound outcome on the remainder of the film.

CHANGES, THREEFOLD
Identify three ways in which your deviation from reality will have affected the plot, characters, or theme in your alternate reality of the film. Be sure to contrast how things would have been before the deviation, and how things will have changed.

A NEW FINISH
As your last step in sealing the finality of this new reality you have created, write a detailed description of how this alternate storyline would have ended.
PEN THE FUTURE, CHART THE CHANGE

A SUMMARY UNTIL THE CHANGE:

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THE DEVIATION FROM FILMIC REALITY:

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___________________________________________________________
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?

________________________________________________________________


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.