THE GRAND SEDUCTION LESSON PLAN

TARGET GRADE LEVELS: Grades 9 - 12
SUBJECT RELEVANCE: English – Reading and Literature Studies

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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 “Reading and Literature Studies” 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

Reading and Literature Studies:
1.1 read a variety of student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading
1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts
1.6 analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements
3.3 use a variety of strategies, with increasing regularity, to explore and expand vocabulary, focusing on the precision with which words are used in the texts they are reading

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 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
POST-VIEWING ACTIVITY

READING AND LITERATURE STUDIES

Premise:
Films, though primarily an audio-visual presentation, have their foundations in literature. Screenwriters produce a script which is then used and interpreted by the actors to produce the scenes and emotions of the film. As such, discussion and exploration of the scenes and characters of THE GRAND SEDUCTION is an extension of students’ ability to understand the text behind the film.

Guiding Questions:
1. How important is the selection of the movie title? Is there such thing as a “good” or “bad” title (elaborate)?
2. What was the most important message or moral that you took away from the film?
3. What was the turning point in the film for the main characters?

Sample Activity: “GOOD, WITH A SIDE OF NEUTRAL…?”

| Materials:                  | Student instruction handout (PAGE 4) |
|                            | Student fill-in handout (PAGE 5-6)   |
|                            | Computers for research              |
| Time Allocation:           | ~60 minutes                         |

The importance of assessment was a large one throughout the film “THE GRAND SEDUCTION”, as the townspeople had to convince the doctor that Tickle Head was a town worth living in. In a parallel function, assessment in the form of movie reviews can have the same effect upon whether films are successful.

In this activity, students will be analyzing a positive review (“THE GOOD”) and then concluding the activity by writing a response to a series of questions revolving around the idea of “neutrality” and bias in reviews.

| Modifications and Notes: | Students can be directed to certain websites to search for film reviews: imdb.com, rottentomatoes.com, as well as using search engines and newspaper websites |
THE GRAND SEDUCTION

BRENDAN GLEESON TAYLOR KITSCH

"CHARMING"

"HILARIOUS"

IT’S GOING TO TAKE A BIG LIE TO SAVE A LITTLE TOWN
GOOD, WITH A SIDE OF NEUTRAL...?

“two thumbs up!”, “4.5 out of 5 stars”, “certified fresh”

The quotations above are all examples of short but powerful statements that can lead us to either seek out a film, or give us the necessary push to go watch a movie that we might have been hesitating to. Western society finds itself in an increasingly review-oriented “buy, see, and do” culture where our personal intentions are easily influenced by external factors. Tied into this theme of influence is neutrality, or objectivity – evaluating something while keeping your personal feelings, prejudices, and interpretations removed. Is it possible to express yourself (thoughts and feelings) without bias in anything you do in life, much less through a review?

In this activity, you will be exploring the language, phrases, imagery, and general characteristics that authors will incorporate into their movie reviews.

THE GOOD
Find a positive review of the film. Analyze the review and record the following details in the chart on the following page:

- A short, overall summary of the review
- 3 – 5 key words or phrases that exemplify the positive nature of the review
- A sentence that captures a new insight into the film

THE SIDE OF NEUTRAL
The neutral aspect of a review is not something that immediately comes to mind. In fact, it’s almost contradictory to the purpose of a review: which is to evaluate and analyze a movie with the purpose of expressing an individual's opinion of it. Write a response that incorporates answers to the following questions in the space provided on the next sheet:

✓ For what purpose do people write movie reviews?
✓ What are your thoughts on the possibility of bias in movie reviews?
✓ How can a movie reviewer be objective in their opinion?
✓ How can a movie review be neutral?
✓ Do you read movie reviews before watching a movie (why or why not)?
✓ Do you think that reading a review before watching a movie might bias you to a certain opinion?
GOOD, WITH A SIDE OF NEUTRAL...?

Name: _____________________ Date: ______________________

THE GOOD

SUMMARY

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

KEY WORD / PHRASES

1. ________________________________________________

2. ________________________________________________

3. ________________________________________________

4. ________________________________________________

5. ________________________________________________
Please write your response in the space below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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.