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The American Culture through the analysis of some of its most iconic films.
A workshop for senior students

Trabajo de Titulación para optar al Grado de Licenciado en Educación y al Título de Profesor de Inglés

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Introduction

Throughout human history, the term *culture* has been considered an incredibly complex concept, as it is constantly evolving, expanding, and developing. This complexity is visibly reflected in the multiple changes in people's lives, as culture involves everything that surrounds them: their views on knowledge, beliefs, societies, among many others. Consequently, it is important to understand the definition of culture for the purposes of this pedagogical proposal.

Among many definitions of culture, Moran's is the most suitable for these purposes: "The evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products based upon a shared set of perspectives on the world and set within specific social contexts" (2001:24)

Language and Culture

The language used by a group of people who share certain characteristics is contained in culture and, at the same time, the cultural experiences of those people modify the language; in other words, language is culture and culture is language. According to Moran (2001:47), "Language-and-culture are two sides of the same coin, especially –and always— when we immerse ourselves in the culture. Each mirrors the other, and one is inseparable from the other – *when we are in the culture"* (my italics).

Following Moran's previous idea, language embodies the members of a culture, their practices, ideas and beliefs, communities, and products.

Cultural products

Products are the visible dimension of culture; they can clearly portray how a culture has changed or how its members have been adapting it through time. Art forms are creative manifestations; they are one type of products that goes beyond being physical manifestations of a culture; therefore, they can be closely related to the cultural perspectives of a community and depict its most distinctive characteristics. From that perspective, films can be considered cultural products.

Films as cultural products

During the last one hundred years, films have become an important part of human lives, as they, as cultural products, and more specifically, art forms, became one of the most meaningful ways of expressing feelings, beliefs and experiences, not only with language and colors, but also with beautiful imagery that makes people reflect and think about their own existence in the world. From Georges Melies, at the beginning of the twentieth century, to Quentin Tarantino with his latest films, renowned directors like Orson Welles, Alfred Hitchcock, Martin Scorsese, Steven Spielberg, among many others, have transformed their ideas into images and metaphors in order to tell stories that transcend nations, religions, and generations. Those stories, sometimes, show the culture of place by exhibiting its strengths and weaknesses as well as those elements that make it proud and ashamed.

American Films

Usually, when someone is asked about the film industry in general, the first word that comes to their minds is *Hollywood*, the place where almost all the big companies, such as Warner Brothers, or Paramount Pictures have amazing studios to shoot the box office success of the year. Either because of the actors starring in the films produced and distributed by these studios, or because of the renowned directors in charge, it is assumed that the most successful movies come from the United States.

According to the UNESCO Institute for Statistics (2016), the United States is the second larger feature film producer in the world; the first one is India, which doubles the number of movies released per year; however, according to the UNESCO Institute for Statistics (2016), the indisputable box office leader is the United States, whose movies are released almost on every corner of the planet, making the American film industry earn billions of dollars per year.

It is true that most of the movies are actually created in the United States, and more specifically in Hollywood, but not all of them portray what the American society is really like. However, the movies that do show the true nature of Americans are varied and cover a great variety of themes that can be analyzed to understand better their culture.

According to Lule (2012:383),

"In one sense, movies could be characterized as America's storytellers. Not only do Hollywood films reflect certain commonly held attitudes and beliefs about what it means to be American, but they also portray contemporary trends, issues, and events, serving as records of the eras in which they were produced."

In Antoine Fuqua's 2001 film *Training Day*, Denzel Washington and Ethan Hawke, as the film's protagonists, are immersed in the underground world of corruption of Los Angeles, a world that is probably unknown to people outside that city, and specially unfamiliar to some people across the globe. Wolfgang Petersen's 1997 film *Air Force One,* features Harrison Ford as the president of the United States; who, in the 124 minutes that

the movie lasts, becomes a one-man army, an action hero that saves the day and the country. The same happens to Bruce Willis as John McLane in Michael Kamen's 1988 *Die Hard* and to Matt Damon as Jason Bourne in Paul Greengrass's 2002 *The Bourne Identity* and its sequels.

Those are just some examples of how Americans films portray themselves and their culture. It is essential to mention that there are countless films that could be used to deeply analyze this culture from different perspectives; war films and actions heroes like the ones previously mentioned; films about racial issues and discrimination; films about young Americans and their concepts of freedom, and even films about people overcoming difficulties and becoming successful businessmen, such as Steve Jobs.

Lule (2012:383) states that

"The relationship between movies and culture involves a complicated dynamic; while American movies certainly influence the mass culture that consumes them, they are also an integral part of that culture, a product of it, and therefore a reflection of prevailing concerns, attitudes, and beliefs."

All in all, some American films are the product of the American culture and all the elements that shape it, but some of these films have turned out to be so culturally powerful that they have become iconic works of art, considered "objects created by an artist of great skill" (Cambridge Dictionary Online). For example, Francis Ford Coppola's 1972 *The Godfather* is a movie that depicts the corruption of the mafias in New York in the 70's but, nowadays, the film and its sequels have become so powerful, remarkable and original pieces of the pop culture of the United States, that merchandising, parodies in mass media, songs, and even video games about them have been created.

Pedagogical Proposal

Considering all the ideas mentioned before, a workshop has been devised in order to fill a cultural gap in the MINEDUC program proposed for Chilean senior students. This workshop aims to integrate cultural elements into the English lessons for the students to closely approach the American culture and includes only feature (full-length) films as content input. Defined by renamed institutions such as the American Film Institute, the Academy of Motion Arts and Sciences and the British Film Institute, among others, a feature film corresponds to "A film which running time corresponds to 40 minutes or longer" (Academy of Motion Picture Arts and Sciences, 2006).

The importance and benefits of teaching any language within a proper context are widely known. From that perspective, the current syllabus proposed by the MINEDUC for high school levels includes a few units regarding cultural elements, such as Unit 3 "La vida juvenil en otros países" in 9th grade (Ministerio de Educación, 2011:67); Unit 3 "El mundo que me rodea, relaciones personales y redes sociales" (Ministerio de Educación, 2011:67) in 10th grade; and Unit 2 "Costumbres y tradiciones del mundo" (Ministerio de Educación, 2011:64) in 11th grade. However, the 12th grade syllabus does not include any units regarding cultural content and none of the units previously mentioned explicitly refers or include aspects from the American culture. How can we, then, teach the English language without presenting the students with the context in which it is used?

Regretfully, this is not the only problem in the Ministry's directives. The objectives proposed for classroom and evaluation of the different units in the 12th grade syllabus include "Reconocer vocabulario temático de la unidad, palabras clave, expresiones y frases hechas"; "Reconocer expresiones para hacer peticiones formales"; and "Aplicar vocabulario temático de la unidad" (Ministerio de Educación, 2011:35) , among others. The objectives previously mentioned correspond to the initial stages in Bloom's taxonomy, and even though the objectives that follow aim at higher levels in the taxonomy, such as "Incorporar las funciones de años anteriores" and "Aplicar el vocabulario temático de la unidad" (Ministerio de Educación, 2011: 38), they do not seem adequate for the students' proficiency, as 12th graders should be able to approach to more advanced objectives. Moreover, the activities presented are not challenging and by any means contain instances

for the students to employ and develop their critical thinking skills. There are no activities that require the students to infer, interpret or criticize contents.

Considering the above, the general objective of this workshop is to provide Chilean ESL senior students with the opportunity to get in contact with different elements from the American culture through the critical analysis of iconic American films, providing them with instances to interpret and critically analyze the cultural themes and contents contained in such films and, at the same time, practice and develop their language skills through activities that encourage the use of critical thinking skills.

This workshop also aims to provide activities that help the students' work to move from the initial to the advanced levels in Bloom's taxonomy. Consequently, the most appropriate syllabus for this workshop is the Task-Based model. Willis (as cited by Ellis, 2003: 212) proposes six different task types regarding Task-Based language teaching. Because the initial stage in Bloom's taxonomy has been widely covered by the textbook used by seniors, this workshop includes the most advanced task types in the task-based model proposed by Willis: Comparing, problem solving, sharing personal experiences and creative tasks. A task-based syllabus presents the content at different stages for the students to get involved in the American culture.

More importantly, as the workshop is designed based on the advanced tasks proposed by Willis, the activities presented will require the students' active use of critical thinking skills, "conceptualizing, applying, analyzing, synthesizing, and/or evaluating information" (Scriven and Paul, as cited by Elder & Paul, 2011:58))

Among the many benefits of this workshop, students will be able to perceive their improvement throughout the course, mostly as a consequence of the task-based structure and activities provided. By the same token, as a result of the staged implementation of Bloom's taxonomy in the classroom activities, critical-thinking skills will be developed and strengthened. Finally, all the elements mentioned above will provide a favorable environment for the students to encounter and learn about films and American culture through the use of the English language, contributing to the development and reinforcement of all the skills involved in the language learning process.

Needs analysis

A 35-statement survey was devised in order to collect evidence that helps with the creation of an appropriate syllabus. This survey was applied to a group of 40 senior students, 22 males, and 18 females, who attend Liceo Santa Teresa de los Andes, a semi-private school located in Viña del Mar.

The pie charts presented below correspond to the most relevant statements in relation to the creation of the syllabus, as well as the results and conclusions drawn from them. (The complete survey can be found in Appendix 1)
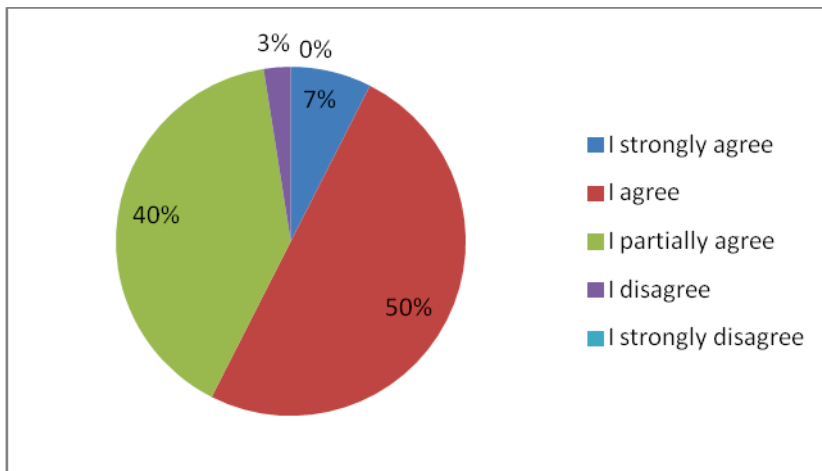
1. I am interested in learning English
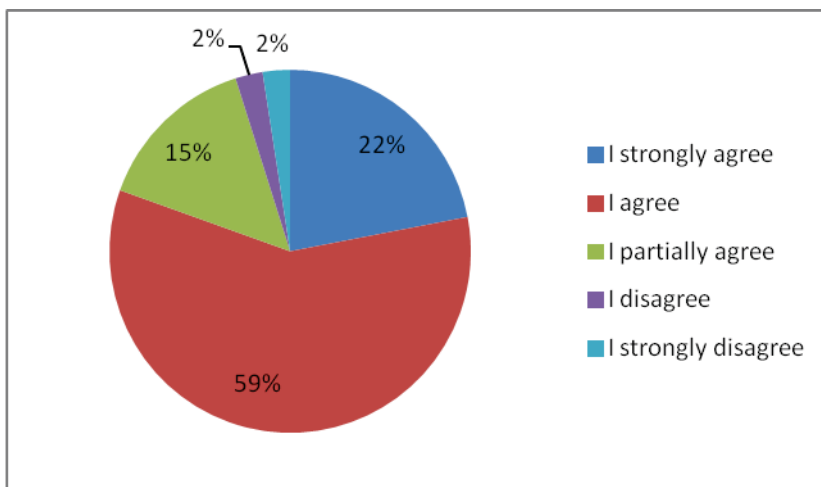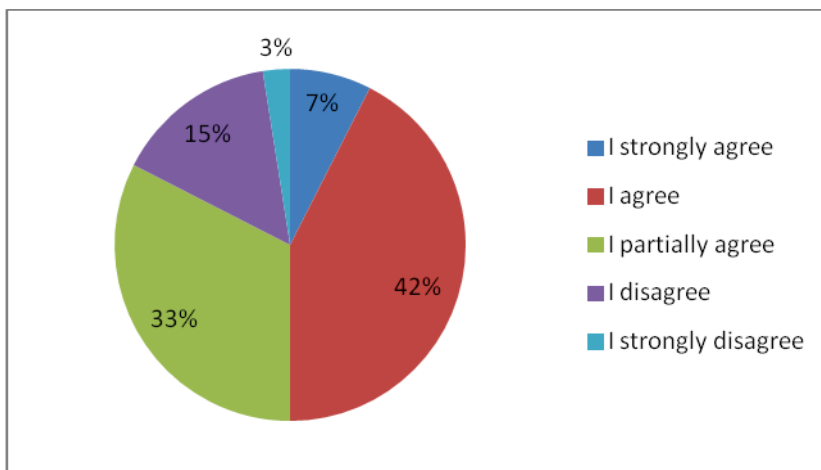
2. I feel confident about my English skills
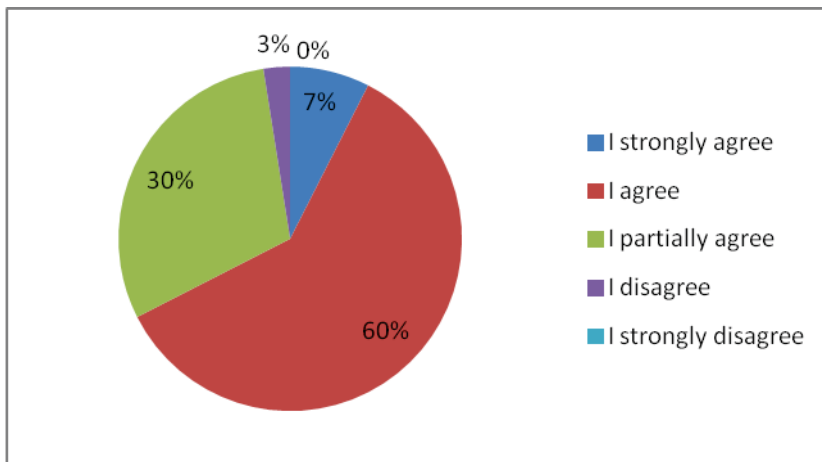
3. I can understand texts in English without difficulties

4. I can understand recorded audios or conversations in English without difficulties

5. I am able to have conversations in English
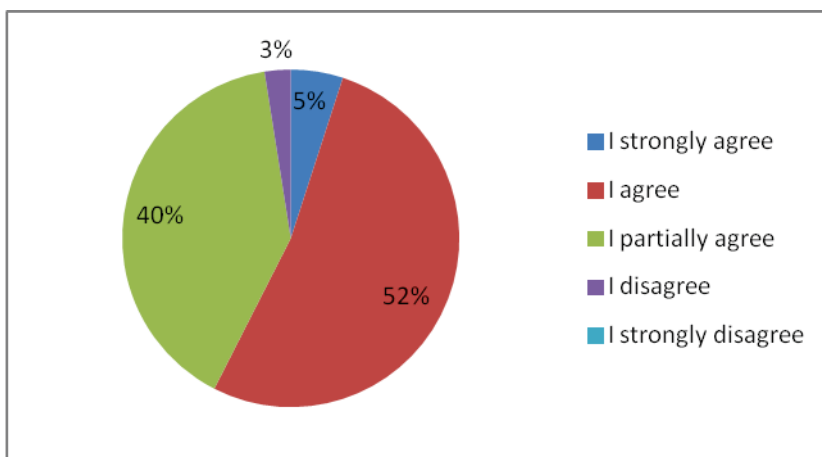
6. I can create comprehensible text in English
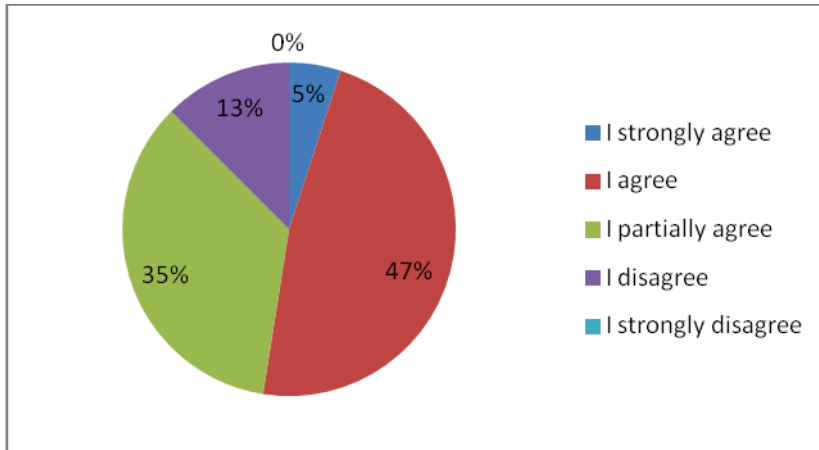
7. I think that it is crucial to learn about culture along with language
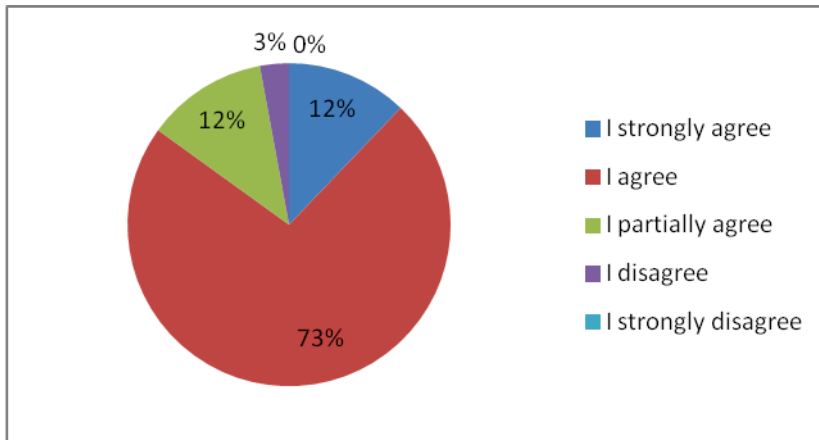
8. I have learned about other people's cultures in English lessons
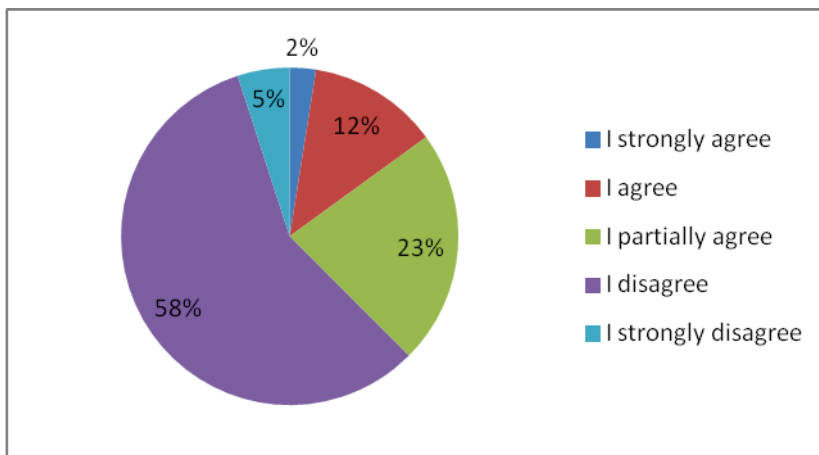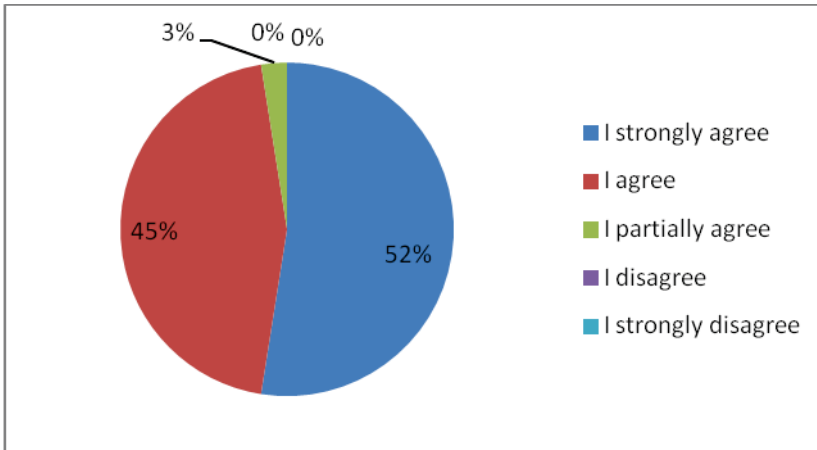
9. I am interested in learning about other cultures

17. I watch movies because of the story
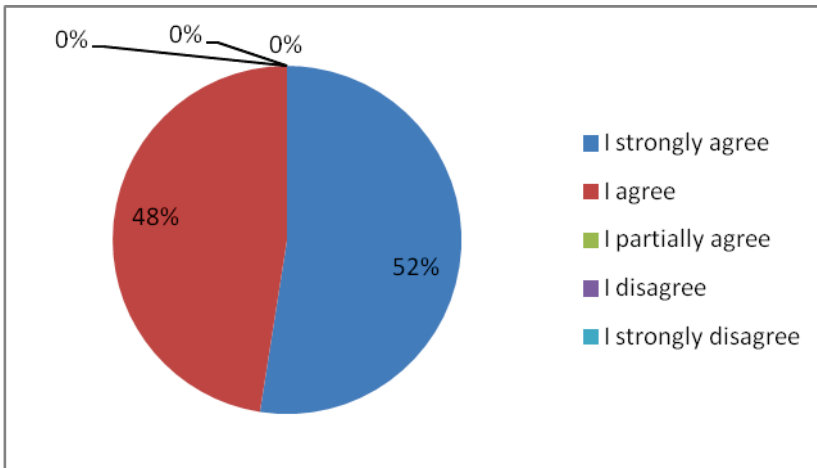
18. I like to watch films
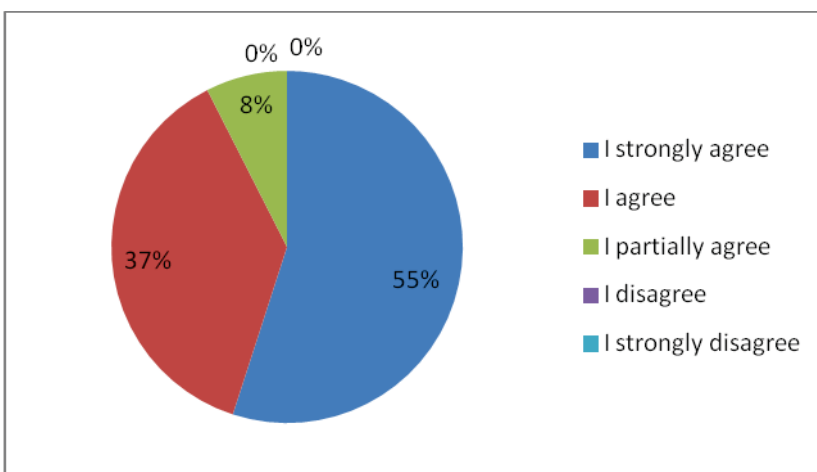
19. I have watched some Chilean films
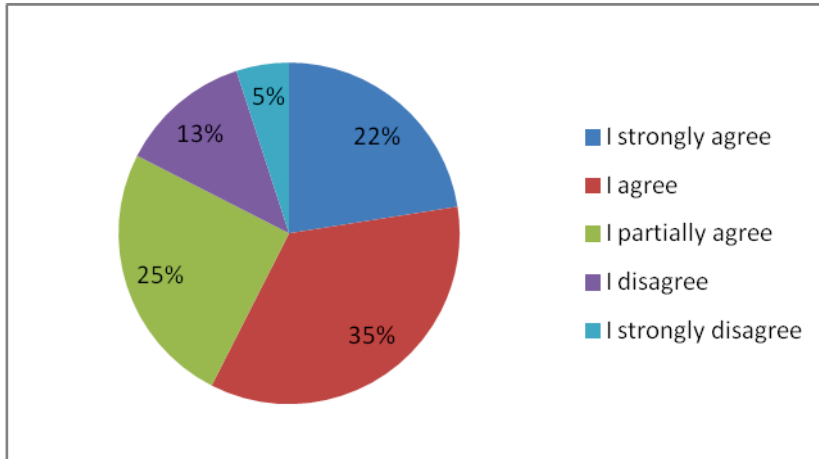
20. I have watched some films from other countries
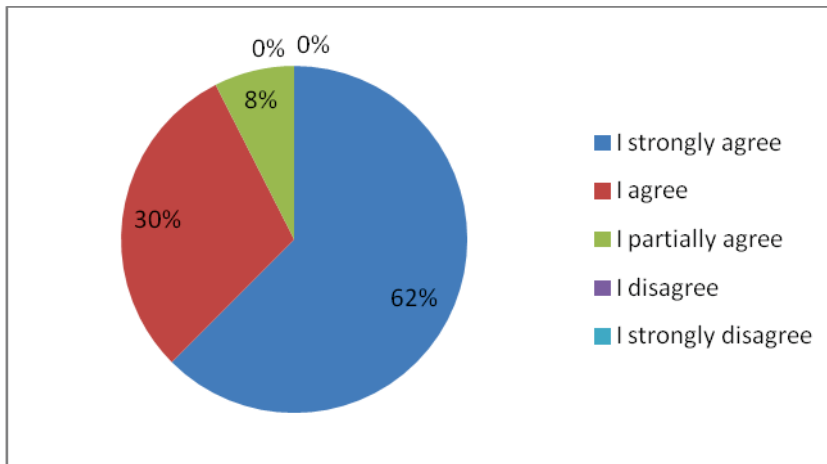
22. The only way to understand other people's culture is by living in the same context or situation
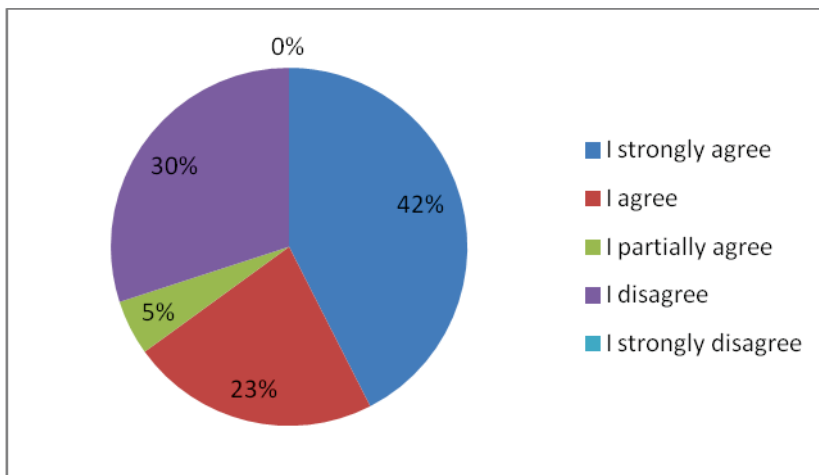
The Needs analysis shows the students' extended interest in the English language, with only four percent of the class showing a lack of interest in the subject. Regarding language skills (Questions 2 – 6), most of the students expressed confidence when using the English language, which corresponds to what is expected from senior students that actively participate in the English lessons.

In relation to Culture, fifty-eight percent of the students point out not having learned about other people's culture in the English lessons (Question 8). Nevertheless, all the students show interest in learning about other cultures and the importance of learning about culture along with language (Question 7). Likewise, nearly all of the students expressed their enthusiasm about Films and Cinema, mostly on international films rather than Chilean films. (Questions 18 – 20).

In consideration of the Needs analysis results, a task-based syllabus that incorporates the study of American cultural elements embedded into the American Films has been designed- In addition, this syllabus includes activities where the students will have the chance to use the language in a communicative context, intended to develop and apply critical thinking skills as well as to reinforce their listening, speaking, reading and writing skills.

Syllabus

Name of the course: The American culture through the analysis of some of its most iconic films.

Type of course:	Elective
Audience:	Senior students
Time:	20 lessons
Class hours:	90 minutes
Teacher's name:	Francisco Ramos Zamorano
Email:	fjrzevo@gmail.com

Rationale and General Objective

This workshop aims to provide the students with opportunities to experience the American culture through the analysis of some of its most iconic films. Through this process, students will encounter different aspects of this foreign culture by the critical analysis of the cultural elements embedded in the American films. The activities proposed in this task-based syllabus were designed based on the advanced levels of Bloom's Taxonomy, which contains challenging activities for the students to develop critical thinking skills, as well as the integrated use of the four language skills within a communicative context. The syllabus is divided into five units, four lessons for each unit.

Assessment Criteria

There will be one assessment per unit. In units one, two, three and four, the assessment is a test, which includes the contents examined in the lessons, asking the students to critically analyze scenes from American films, by considering the cultural elements contained in them. In Unit Five, the assessment will be based on the presentation of one American film at a Film festival. The students will be required to apply the knowledge acquired, critically analyzing a film, presenting its characteristics, cultural themes and its relation to different aspects of the American culture.

Unit	Type of assessment	Percentage
Unit 1	Written test	15% of the final grade
Unit 2	Written test	15% of the final grade
Unit 3	Written test	15% of the final grade
Unit 4	Written test	15% of the final grade
Unit 5	Group presentation: analysis of an American film on a Film Festival, considering all the aspects studied in the workshop.	40 % of the final grade

Scope and sequence

Unit	Lesson	Specific objectives	Lesson Activities
Unit 1: Introduction to the workshop: Cinema and Culture	1.1 Introduction to Cinema	Identify the main characteristics of films and film industry. Describe the main characteristics of film genres. Understand the importance of cinema in the human history.	Think/pair/ share activity: Discuss questions related to films, their characteristics, and their importance to art and human history. The students reflect about the questions, then they discuss their answers with a classmate and finally the answers are whole class share their answers. Jigsaw activity related to film genres.

	1.2 Introduction to Culture: How do films reflect culture?	Understand the concept of culture. Recognize cultural elements in different aspects of everyday life. Correlate the concepts of cinema and culture: Understand their connection. Compare the relation of culture and films in the American context and in the Chilean context.	Read different definitions of culture. Contrast the common theme between the definitions. Share opinions regarding the concept of culture. Debate about the connection between films and culture in the American and the Chilean cultures, considering concepts such as cultural practices and products by providing examples and sharing findings with the class.
	1.3 Technical characteristics and concepts in films	Recognize the most common screenplay structure. Understand the importance of the film score. Differentiate types of film shots and resources.	Provide examples of movies that follow the 3-act screenplay structure. Discuss in groups, providing at least 3 examples. A film description is presented. Read it and arrange it according to the screenplay structure reviewed. Think/pair/share activity: Listen to different scores of films and think about what they evoke. In pairs, share ideas and construe the intention of the director or producer behind the

			decision of including those scores. The students discuss their ideas with the class. Read the description of the director's intention. Match each statement with the film resource that the director should use in order to transmit such intention.
	1.4 Evaluation of the unit	Define the concept of culture. Recognize the technical elements in any film. Determine the importance of culture in any society. Correlate the concepts of culture and films.	Answer the test, considering all the elements studied in the previous lessons.
Unit 2: **People through the eyes of cinema**	2.1 People in American Films: characteristics and cultural elements	Identify the different types of characters in a film. Determine the relation between the characters and varied aspects of the American culture. Classify the characters according to different	Discuss a list of American cultural aspects in groups. Watch different examples of characters in American films. Categorize them according to the themes previously discussed.

		aspects of the American culture.	Share your findings with the class, always supporting your ideas.
	2.2 Film study: *Independence Day* (1996)	Identify the movie themes in the film. Identify the cultural themes in the film.	Watch the movie in class. Take notes if necessary, always focusing on the elements reviewed in previous lessons.
	2.3 People in American films: cultural analysis	Demonstrate understanding of the main topics of the film. Demonstrate understanding of the cultural elements contained in the movie and further analysis of the film by the use of critical thinking skills.	In groups, students share your opinions of the movie regarding: -Plot -Protagonists -Secondary story of their interest Describe what the American cultural elements present in the film are, and how the director shows them. Construe if there is any film resources that support the way in which culture is presented. Present your findings to the class.
	2.4 Evaluation of the unit	Define the different types of characters in films.	Answer the test, considering all the elements studied in the

		Classify the characters according to the recurrent themes in American films. Contrast the cultural theme and the way it is presented in the film. Provide their opinions regarding controversial issues.	previous lessons.
Unit 3 **Cities through the eyes of cinema**	3.1 Cities in films: Characteristics and cultural elements	Understand the importance of settings in films. Contrast the characteristics of the settings and the cultural aspects presented in films. Construct theories regarding the director's view on the cultural elements presented in the film.	In groups, discuss the importance of settings in a film and the difference between setting and context. After watching different examples of film settings, theorize about the cultural elements presented, and explain how they could reflect the American culture. Discuss in groups, and then present your finding to the class, contrasting the differences of opinion. Individually, think of a movie in which the setting strongly reflects (one or more) characteristics of the American culture, focusing on the director's view and the way it is presented. Discuss the examples with the class and

			examine if there is any recurrent cultural element in the movies mentioned.
	3.2 Film study: *A Bronx tale* (1993)	Identify the movie themes in the film. Identify the cultural themes in the film.	Watch the movie in class. Take notes if necessary, always focusing on the elements reviewed in previous lessons.
	3.3 Cities in American Films: Cultural analysis	Recognize the use of different film resources in cinema. Critically analyze a scene considering different film resources and aspects of the American culture. Interpret the use of film resources in relation to the aspects of the American culture presented. Theorize about the different interpretations of characteristics of the American culture in films. Compare film settings in American films to Chilean films.	In groups, share your opinions regarding the plot of the movie watched last class. Discuss about the American cultural elements present in the film, and describe how the director shows them. Distinguish the resources that support the way in which culture is presented and explain them to the class. After watching a scene from the film: -Identify the setting and its general characteristics -Critically analyze the scene based on: Only images Images and narration

			Answer questions about the scene watched in relation to the city. Compare this city to other cities in Chilean films.
	3.4 Evaluation of the unit	Define the different types of settings in films. Classify the settings according to the recurrent themes in American films. Critically analyze the cultural theme and the way it is presented in different film scenes. Provide their opinions regarding controversial issues.	Answer the test, considering all the elements studied in the previous lessons.
Unit 4 **Social conflicts through the eyes of cinema**	4.1 Social conflicts in American Films: Characteristics and cultural elements	Distinguish the different social conflicts contained in films. Estimate the importance of the inclusion of social conflicts in films. Correlate social conflicts presented in films with aspects of the American culture.	Discuss in groups about what social conflicts are and give examples of social conflicts in Chile and in the United States. Discuss about themes and conflicts in movies. Match the social conflict with its corresponding movie. In groups, share your knowledge about the movies in the examples and point out

			what these movies reflect about the American culture.
	4.2 Film study: *Selma* (2014)	Identify the movie themes in the film. Identify the cultural themes in the film.	Watch the movie in class. Take notes if necessary, always focusing on the elements reviewed in previous lessons.
	4.3 Social conflicts in American Films: Cultural analysis	Correlate social conflicts presented in films with aspects of the American culture. Contrast the American culture elements presented to varied current events in the American society. Compare and contrast social conflicts in the American culture and the Chilean culture	In groups, share your opinions regarding: -Plot -Protagonist -Setting -Social conflict Discuss the cultural elements in the film watched last class. Analyze how the director portrays those elements. After watching a scene from the film, describe the social conflict and critically analyze its importance in relation to the American culture. Compare the social conflict presented in the movie to current social conflicts in Chile and in the United States.

	4.4 Evaluation of the unit	Describe different types of social conflicts in films. Classify different movies according to the recurrent themes in American films. Critically analyze the cultural theme and the way it is presented in different film scenes. Provide their opinions regarding controversial issues.	Answer the test, considering all the elements studied in the previous lessons.
Unit 5 **American films through the eyes of the students**	5.1 Final project: Film festival.	Understand the guidelines presented in the rubric. Organize their work according to the topic of the workshop.	Read and discuss in groups the rubric for the final presentation. Take notes regarding the examples presented in class. Establish the group tasks regarding the final project. The groups are assigned an American film that is appropriate for analysis.
	5.2 American Film Analysis	Design a final presentation considering the elements studied along the workshop. Research about different aspects of the American	After watching the film assigned, critically analyze the following elements: -Plot -Protagonist

		culture.	-Setting
		Select relevant information according to the topic.	-Social conflict -American culture aspect included in the film. - Similarities or differences with the Chilean context.
		Critically analyze aspects of the American culture, providing evidence.	
		Correlate aspects of the American culture to current themes in American films.	Mind mapping: Create a mind map with concepts taken from the previous analysis in order to start with the elaboration of the presentation.
		Analyze the social conflict portrayed in the film in relation to the Chilean context.	
		Hypothesize about different interpretations of an aspect of American culture present in films.	
	5.3 American Film Analysis	Design a final presentation considering the elements studied along the workshop.	Considering all the information collected, the analysis from previous lessons, and mind map created elaborate the final presentation.
		Research about different aspects of the American culture.	
		Select relevant information according to the topic.	
		Critically analyze aspects of the American culture, providing evidence.	

		Correlate aspects of the American culture to current themes in American films. Analyze the social conflict portrayed in the film in relation to the Chilean context. Hypothesize about different interpretations of an aspect of American culture present in films.	
	5.4 Film Festival	Appraise the American cultural values present in the movies showed by the classmates.	Present your film at the American Film Festival, describing the cultural aspects that it contains, in which way it relates to current events in the American society, and a comparison with the Chilean context.

Sample Lessons

TECHNICAL CHARACTERISTICS AND CONCEPTS IN FILMS

Have you ever noticed similar patterns in the structure of films?

- Your teacher will present a video on the techncal chatacteristics in films.
  Watch it closely and take notes if necesary.

- Get in groups and discuss the question above. Don't forget to take notes!
  You will have to share your opinions with all your classmates.

> Objectives:
>
> Recognize the most common screenplay structure.
>
> Understand the importance of the film score.
>
> Recognize different types of film shots and resources.

THREE–ACT SCREENPLAY STRUCTURE

- Pay attention to your teacher's explanation of the Three-act structure based on *The Anatomy of storytelling (Truby, 2008)*
- Complete the diagram presented below with the corresponding characteristics.
- Use different colors to differentiate the acts, sequences and points.

Act I   Act II   Act III
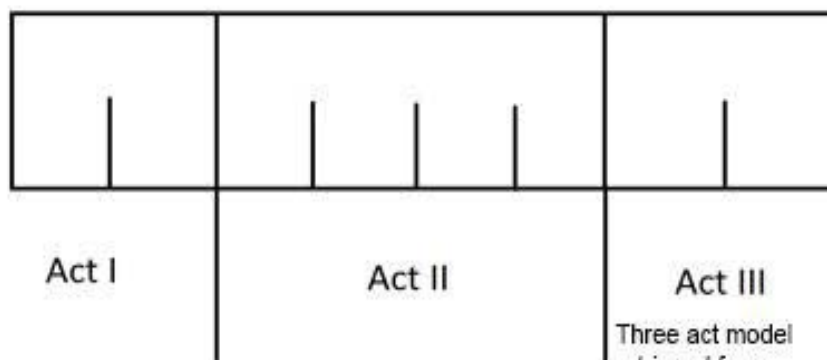
Three act model retrieved from
The anatomy of story telling, 2008

27
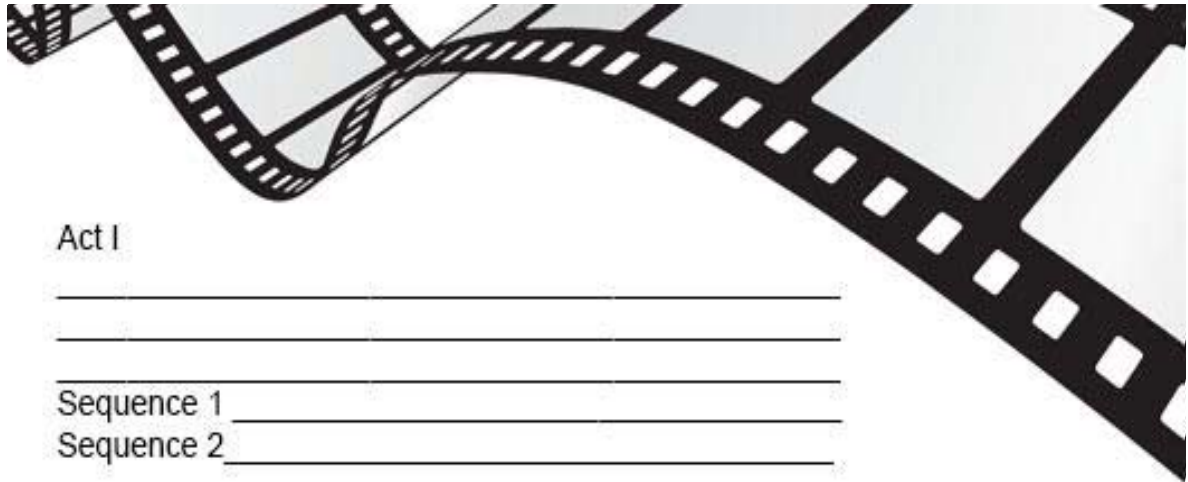
Act I

_____

_____

_____

Sequence 1 _____

Sequence 2_____

Act II

_____

_____

_____

Sequence 3 _____

Sequence 4 _____

Sequence 5 _____

Sequence 6 _____

Act III

_____

_____

_____

Sequence 7 _____

Sequence 8 _____

The Three-act structure is not the only type of structure screenplay, however, it is the most widely used.

Adapted from
The anatomy of story, 2008

Group discussion:

Do you know of any other movies that follow the Three-act structure? Provide at least 3 examples, recognizing and classifying the acts.

Listen to the teacher's description of an non-existent film. Identify the acts and arrange them according to the Three-act structure.
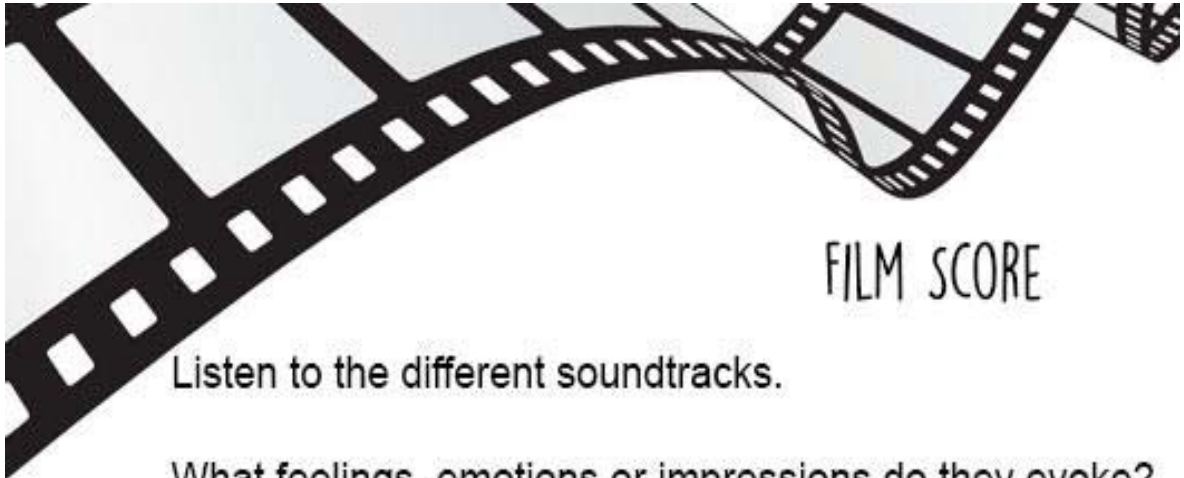
FILM SCORE

Listen to the different soundtracks.

What feelings, emotions or impressions do they evoke?
Write down your ideas.

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goo.gl/IyRkhg

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goo.gl/Q2z1y3

retrieved from
goo.gl/pzSre7

CITIES IN AMERICAN FILMS: CULTURAL ANALYSIS

Objective:

Critically analyze a scene, considering different film resources and aspects of the American culture.

A community represents a unifying element between the characters. The city is a character by itself.
Adapted from *Representing Religion in World Cinema(2003)*

Get in groups and share your opinions regarding the plot of the movie *A Bronx Tale (1993)*

Discuss:

- What are the American cultural elements present in the film? Describe them.

- How does the director show them?

- Are there any resources that support the way in which culture is presented?

Take notes if necessary, you will contrast your finding with the class!

You will watch a scene from Act I of *A Bronx Tale*.
Identify the setting and the context.

Identify the American cultural elements reflected in the scene

(A Bronx Tale, 1993)

Critically analyze the scene based on:

Only images

Images and narration

Score and other film resources

Retrieved from goo.gl/LYwFL0

Individually, answer the following questions.

-What does this scene say about the city? Are there any conflicts?

-What are the cultural aspects involved?

-Who are the participants in the scene? Do they belong to the same context?

In groups, present your opinions in relation to the previous questions. Finally discuss and answer the following questions:

-Compare this city to other cities in films: Are they similar? Why is it so important to establish a setting?

-Could we say that in this movie the city is the protagonist? Why? Why not?

SOCIAL CONFLICTS IN AMERICAN FILMS: CHARACTERISTICS AND CULTURAL ELEMENTS

Objective:

Distinguish the different social conflicts contained in films.

Estimate the importance of the inclusion of social conflicts in films.

Social conflicts were taboo for many years in filmmaking, as they reflect the reality in people's lives.
Adapted from *Movie Censorship and American Culture (2006)*

Get in groups and discuss the following questions:

- What are social conflicts?

- Do you know of any social conflicts in our country?

- Do you know about any American social conflicts?

- After listening the teacher's explanation discuss in groups:

- Are there themes that should be banned in cinema?

- Is it good to expose actual conflicts in movies?

- Should movies only be produced for light entertainment?

- Are there any benefits of exposing social conflicts on cinema?

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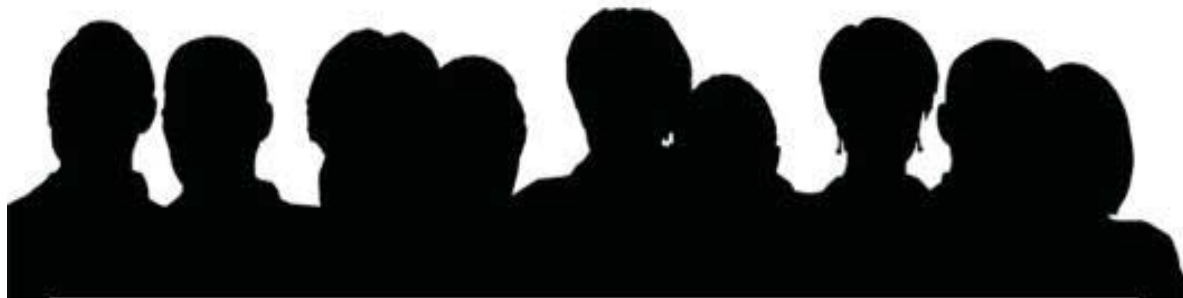
After watching the movie trailers, match the social conflict with its corresponding film.

Racial discrimination - Terrorism- Gender discrimination - Slavery
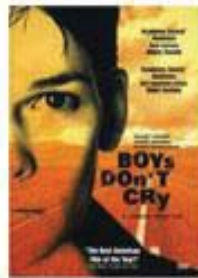
Individually, answer the following questions:

- In your opinion,what do these particular movies reflect about the American culture? Refer to at least two of them
Consider all the elements reviewed in the previous lessons.

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- Do you know about other movies that relate to discrimination or other social conflics? Are there Chilean movies that reflect social conflicts? Investigate on your own and create a summary to share in class.

Appendix

Needs Analysis Survey

	Questions	I strongly agree	I agree	I partially agree	I disagree	I strongly disagree
1	I am interested in learning English.					
2	I feel confident about my English skills.					
3	I can understand texts in English without difficulties.					
4	I can understand recorded audios or conversations in English without difficulties.					
5	I am able to have conversations in English.					
6	I can create comprehensible texts in English.					
7	I think that it is crucial to learn about culture along with language.					
8	I have learned about other people's culture in English lessons.					
9	I am interested in learning about other cultures.					
10	I don't often see evident results of my classroom work.					
11	I enjoy having conversations in English.					
12	I like to create power point presentations or videos on a computer.					
13	I prefer working on paper rather than online.					
14	I like to work in groups.					
15	I understand a topic or content better when I read about it.					
16	I understand better when I watch and listen to an explanation.					
17	I watch movies because of the story					
18	I like to watch films					
19	I have watched some chilean films					
20	I have watched some films from					

	other countries.					
21	Further analysis of information always provides new perspectives on a topic.					
22	The only way to understand other people's culture is by living in the same context or situation.					
23	I can express my own opinion in relation to a specific topic.					
24	I like to look for information about movies					
25	I can understand movies in English without subtitles.					
26	I like movies about the history of the United States					
27	I like war movies					
28	I like movies about racial issues					
29	I like science fiction movies					
30	I like thrillers					
31	I like horror movies					
32	I like suspense movies					
33	I like to talk about movies with my friends					
34	I watch movies because of the actors					
35	I get dissapointed when a good actor stars in a bad film					

Workshop: The American culture through the analysis of some of its most iconic films.

Test 1

Unit 1: Technical characteristics and concepts in cinema.

Name: **Date**

Answer the following questions individually:

1.- Define feature film

2.- In which way do films and culture relate? Explain using concepts reviewed in class, such as cultural practices, products, etc.

3.- After listening to the score, construe the intention of the director or producer behind the decision of including or assigning the piece of music.

Workshop: The American culture through the analysis of some of its most iconic films.

Test 2

Unit 2: People through the eyes of cinema.

Name:_____   **Date**_____

After watching a scene from *Independence Day (1996),* choose one of the characters in scene and write a short essay (max. 250 words) referring to:

1.-Their role in the plot of the film.

2.-In which way do they relate to the cultural elements presented and developed in the film.

3.-Which cultural elements the characters represent? Which cultural values are embedded in the character chosen?

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Workshop: The American culture through the analysis of some of its most iconic films.

Test 3

Unit 3: Cities through the eyes of cinema

Name: **Date**

Considering the cultural aspects discussed in class, choose a Chilean city of your interest and write a short essay (max 250 words) answering the following :

1.-If the city chosen was the setting of a movie, what themes and cultural elements would be included? Would they be positive or negative? Consider the director's or producer's view.

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Workshop: The American culture through the analysis of some of its most iconic films.

Test 4

Unit 4: Social conflicts through the eyes of cinema

Name: **Date**

Considering the cultural aspects discussed in class, write a short essay (max 250 words) answering the following questions:

1.- If you were a director/producer/screenwriter, how would you approach to a social conflict present in the Chilean context? How would you present it?

2.-Which social conflict would you choose? Why?

3.-What would you expect from your audience?

4.-What aspects seen in American films would you include to portray these conflicts? Provide examples.

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Rubric for tests one, two, three and four

Category	4	3	2	1
Grammar & Spelling	Student makes almost no errors in grammar or spelling.	Student makes few errors in grammar or spelling.	Student makes some errors in grammar or spelling that distract the reader from the content.	Student makes several errors in grammar or spelling that distract the reader from the content.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.
Capitalization & Punctuation	Student makes almost no errors in capitalization or punctuation.	Student makes few errors in capitalization or punctuation, but the essay is still easy to read.	Student makes some errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Student makes several errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.
Evidence and Examples	All of the evidence and examples are specific, relevant to the topic.	Most of the evidence and examples are specific, relevant to the topic.	At least one of the pieces of evidence and examples is relevant to the topic.	Evidence and examples are NOT relevant AND/OR are not explained.
Accuracy	All supportive facts and answers are reported accurately.	Almost all supportive facts and answers are reported accurately.	Some supportive facts and answers are reported accurately.	Most supportive facts and answers were inaccurately reported.

Rubric for the Group Presentation

Category	4	3	2	1
Analysis	Accurately describes several dominant elements or principles used in the film and accurately relates how they are used by the director to reinforce the theme, meaning, mood, or feeling of the film	Accurately describes a couple of dominant elements and principles used in the film and accurately relates how these are used by the director to reinforce the theme, meaning, mood, or feeling of the film	Describes some dominant elements and principles used in the movie, but has difficulty describing how these relate to the meaning or feeling of the film.	Has trouble picking out the dominant elements.
Language Use	Student's grammar is highly accurate. he/she uses appropriate and varied language according to the topic along with elements learned during the workshop	Student's grammar is mostly accurate and he/she uses appropriate language related to the topic along with elements learned during the workshop	Student's grammar is sufficiently accurate. He/She uses limited vocabulary related to the topic.	Student's grammar is mostly inaccurate. He/she uses imprecise vocabulary in relation to the topic.

Preparedness	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Respect	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

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