# English EAL/D Course HSC

## Module C: Close Study of Text: The Truman Show

### Lesson Sequence 1- Predicting Themes

Before viewing the film, students will predict and engage with key themes by responding to two film posters, the film trailer and an opinion article. Students will identify visual features in the posters and use these to comparatively evaluate the posters. Students will have the opportunity to engage personally with the themes and consider their relevance for a modern audience.

This sequence offers the opportunity to front-load vocabulary and concepts which can be recycled and expanded throughout the teaching and learning program.

Student responses in this sequence may also inform their Focus On Writing tasks. The texts and discussion questions can be used to stimulate creative and reflective writing as they respond to the film’s themes.

### Lesson Sequence 2- Character Study

Students will view scenes from the film available on YouTube and begin to develop their understanding of key characters and how they are represented. They will examine quotations from character dialogue use these to support interpretive responses to characters.

## Lesson sequence one: predicting themes

Table: teaching and learning sequence

|  |  |  |
| --- | --- | --- |
| Guiding questions and syllabus outcomes | Engage in a close study of the prescribed text – The Truman Show | Evidence of learning |
| What are your students going to learn?   | **Learning intention, students will:****Develop a deep understanding and appreciation of the ways the director portrays:*** information (what is the message?)
* ideas (themes)
* form, structure and style
 | **Success Criteria:**Be able to identify an idea from the film using the stimulus provided |
| **Lesson one** (Resources and Strategies) **EAL 12-2** uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of technologiesAnalyse - how language forms and conventions used in different modes and media influence audiences (ACEEA072) | **Comparative evaluation of film posters****1.** Provide students with links to posters:Poster 1: [The Truman show movie poster #1](http://www.impawards.com/1998/truman_show_ver1.html) Poster 2: [The Truman show movie poster #2](http://www.impawards.com/1998/truman_show_ver2.html)Students read introduction (resource 1c) explaining purpose and context of this task.**2.** Students complete **information grid** (Resource 1c) to make notes comparing the posters. Depending on student need, revision of visual literacy key terms may be required: in this case, use Quizlet [Visual Literacy](https://quizlet.com/_5enup7?x=1jqt&i=2cz5x) flashcards**3.** Complete **responding to statements** (1d) to agree or disagree based on information from 1c. Optional: students contribute to an online discussion: choose a statement and post an explanation of why you agree or disagree.**4. Comparing the texts.** Students write a paragraph (PEEL/ TEEL/ PETAL) responding toWhich of the two posters do you believe is the **most engaging and most effective** in representing these three themes? Students should support their interpretations with evidence from the previous tasks (Resources 1c and 1d) | **Virtual Learning**In Google classroom or other interactive platforms create an assignment for students to respond to focus questions**Self-learning**Students to address the questions in the document booklet provided by the teacher and email to the teacher. If there is no technology student to complete the booklet and on return to school hand this into their teacher. |
| **Lesson two**Sequence (Resources and Strategies)**EAL12-1A:** responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure reflect on and evaluate personal responses to texts and those of others (ACEEA092)**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts distinguish between and evaluate facts and opinions presented in texts (ACEEA062) | Students will develop their knowledge of the plot and themes of The Truman Show by **reading** the online opinion article ‘8 Ways Your Life is Like ‘The Truman Show’ and You Don’t Even Know It’.For detailed lesson instructions and resources see **appendix #1****Before Reading**Students read statements and record their opinions. They then either contribute to a discussion in the comments feed or make an entry in their reading journal.**While Reading**Students are to read the article and write responses to each question. Cues are given for each question identifying a starting point for where to locate the information in the text. Remind students of good reading practices: in particular, re-reading and reading before and after the wording to identify context clues.**After Reading**Students should make an entry in their reading journal. The journal entry should compare their opinion with the writer’s opinion, give evidence (quotation) and reflect on how their views changed as a result of reading the article. | Completed opinion table and share this resource and discuss online with their peersShort comments feed discussion posts or reflection journal entriesFull sentence answers to literal and inferential questions.Reflection journal entry using preferred app/ program: for example, OneNote. |
| **Lesson three**Sequence (Resources and Strategies) | **Film Trailer**Send students the YouTube link to view the trailer for ‘The Truman Show’ [The Truman Show Trailer](https://www.youtube.com/watch?v=loTIzXAS7v4) (duration 2:32) to Google Classroom or other technology platform you use. Students watch the trailer and then predict what they think are the main ideas in the film using these questions as a guide:* What are the key themes that the director wants us, the viewing audience to notice?
* What message is being conveyed to the audience?
 | **Virtual learning**In Google classroom or other interactive platforms create an assignment in which students can respond. **Self-learning**Students to address the questions in the document booklet provided by the teacher and email to the teacherIf there is no technology student to complete the booklet and on return to school hand this into their teacher. |

### Lesson sequence one explained: predicting and reflecting on themes

Table: online learning structure and advice

|  |  |
| --- | --- |
| Target date for completion | Teacher to provide dates to students for completion of tasks. |
| How are you going to know that they learned it? (Success criteria)  | The specific learning task is for students to identify a theme/idea from the stimulus texts.Students record their own response to the focus questions. The questions allow for personal reflection and students' own ideas.Students can use the ideas to further add to the next writing task - PEEL paragraph. |
| Collecting evidence of student learning (Verification)  | Worksheets and posts submitted to an online learning environment of the teacher’s choosing.   |
| Differentiation  | The tasks have a level of designed-in differentiation using the mode continuum, literal support for inferential tasks and positional cues to aid reading comprehension.Teachers should also provide additional writing frames, sentence starters and modelled paragraphs as appropriate to the needs of the student group (especially for EALD Emerging and low Developing)  |
| Extension/HPGE  | EAL/D students who are developing or consolidating can be asked to complete both parts of task 1 and then write an explicit paragraph about the ideas - using the focus questions as the basis of the paragraph.  |
| Feedback (Evaluation)  | Format to be communicated clearly by the teacher, whether it is replying to posts, emailing tracked documents, providing feedback to assignment submission, via online platforms or a blended approach. For example, teachers recording oral feedback on Class OneNote and setting up quizzes to give automated feedback.   |
| Communication  | Posts, reply to posts, collaborative (One Note) completion of online document, meeting in online learning space. [Bubbl.us](https://bubbl.us/) and other activities in the [Digital learning selector – Learning activities](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=240cd) can be used to support real-time collaboration in small groups.   |

## Lesson sequence two: character study

Table: lesson sequence 2

|  |  |  |
| --- | --- | --- |
| Guiding questions and syllabus outcomes | Engage in a close study of the prescribed text – The Truman Show | Evidence of learning |
| What are your students going to learn?   | **Learning intention, students will:*** develop an understanding of key characters
* use of humour / dialogue
* an idea about a character
* form, structure and style
 | **Success criteria**Respond to focus questions and then construct a PEEL paragraph |
| **EAL 12-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning | **Character Analysis (Characterisation)**Using the opening scene for the character of Truman, [The Truman show opening scene](https://bit.ly/2TX1Pkm)(duration 0:36) answer the following questions.**Truman Burbank*** What about the opening scenes of the film makes Truman a likeable character?
* What does he say that is humorous (funny)?
* How does he interact with other people?
* What do you notice about his body language?
* What does Truman like to do in secret?
* Why do you think he does this?

Using quotes from the select character dialogue answer the following questions. This will assist students to continue to develop key ideas about the themes of the text.**Meryl Burbank (Truman’s wife)**‘For me there is no difference between a private life and a public life.  My life is my life… The Truman Show is a lifestyle. It is a truly blessed life.’ * What does this quotation reveal about Truman’s wife?
* What does she think about being part of the show?

**Christof (creator of “The Truman Show”)**‘We’ve become bored watching actors give us phoney emotions… while the world he inhabits is in some respects counterfeit, there’s nothing fake about Truman himself… it’s a life.’ Counterfeit - a copy of something that is fake (not real)Using this quotation, explain why Christof created ‘The Truman Show’.**PEEL Paragraph**Success criteria: (P) focus point/topic sentence is clearly outlined, (E) answer contains evidence from relevant dialogue quote and/or film technique, (E) there is a clear explanation about the evidence (L) final statement links to the focus pointParagraph has one focus point only. | **Virtual learning**In Google classroom or other interactive platform students to respond to the focus questions of the three characters using the dialogue/quotesGoogle Doc shared with the class, students contribute their insights and ideas about the quotes to build understanding**Self-learning**Students will need to complete the paper document with the focus questions |

### Lesson sequence two explained: character study

Table: online learning structure and advice

|  |  |
| --- | --- |
| Target date for completion | Teacher to provide dates to students for completion of tasks. |
| How are you going to know that they learned it? (Success criteria)  | To demonstrate learning students, answer the focus questions using the YouTube clip for Truman and the quotes from Meryl and Christof as stimulus.Initial feedback to the focus questions for the characters and then scaffold of PEEL to build to an analysis in the shape of a paragraph.  |
| Collecting evidence of student learning (Verification)  | Worksheets and posts submitted via online learning environments, like Google Classroom.  |
| Differentiation  | Teachers can provide for EAL/D Emerging students sentence starters to help assist. |
| Extension/HPGE  | Students can be provided with an essay question and use both the stimulus and characters to create a response in the form of a mini-essay.For example, the structure and style of a text are an important component for expressing ideas. |
| Feedback (Evaluation)  | Format to be communicated clearly by teacher, whether it is replying to posts, emailing tracked documents, providing feedback to assignment submission, upload of media/audio via online platforms. For example, teachers recording oral feedback on Class OneNote and setting up quizzes to give automated feedback.  |
| Communication  | Posts, reply to posts, collaborative completion of online documents, meeting in an online learning space. |

## Resources

Table: to do list and goal setting

|  |  |
| --- | --- |
| Outline | Today’s reflection and planning: “Wake up with determination. Go to bed with satisfaction.” (Insert your own motivational quote each lesson) |
| Today is  | My daily goal(s) are:Today’s energy levels 2 3 4 5 6 7 8 9 10I have enjoyed…  |
| One thing I will do **today** for my energy and exercise  |  |
| General To-Do List or Notes  |  |
| Reminders: (tag your teacher once you have finished goal setting) |  |

### Resource 1a

Poster 1: The Truman show movie poster #1

[impawards.com/1998/truman\_show\_ver1.html](http://impawards.com/1998/truman_show_ver1.html)

### Resource 1b

Poster 2: The Truman show movie poster #2

[impawards.com/1998/truman\_show\_ver2.html](http://www.impawards.com/1998/truman_show_ver2.html)

### Resource 1c

#### Comparing Film Posters

The following questions are adapted from: Victoria State Government Education and Training, 2019. Literacy Teaching Toolkit Visual metalanguage for comprehending and composing visual meaning [education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/multimodal/Pages/visualmetalanguage.aspx#link70](https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/multimodal/Pages/visualmetalanguage.aspx#link70)

You are going to examine and compare two film posters for The Truman Show. Both posters have the same purpose- to advertise the film, although they create different expectations in the viewer about what kind of film this will be.

You will first make notes about the posters, describing what you can see and identifying visual devices. You will use these notes to draw conclusions about the differences in meaning

##### Field- What is shown? What ideas are represented?

Table: field questions

|  |  |  |
| --- | --- | --- |
| Key questions | Poster 1 | Poster 2 |
| Who and what can you see in the image? |  |  |
| What is happening? |  |  |
| Where and when is it happening? (setting) |  |  |
| Angle(low angle, eye-level, high-angle) |  |  |
| Shot Distance(long shot, full-shot, mid-shot, close-up) |  |  |
| Offer/ DemandIs the subject looking at the viewer (demand) or at something else (offer) |  |  |
| SymbolismAre there any objects in the image that have a deeper meaning? What are they- what do they mean? |  |  |

##### Tenor- What is the relationship between the viewer and the subject? (Truman)

Table: tenor reflection task

|  |  |  |
| --- | --- | --- |
| Key questions | Poster 1 | Poster 2 |
| Angle(low angle, eye-level, high-angle) |  |  |
| Shot Distance(long shot, full-shot, mid-shot, close-up) |  |  |
| Does the subject (Truman) appear to have the same level of power as you, or more power, or less power?  |  |  |
| What colours are used? What mood (feeling) is created by these colours?  |  |  |

##### Mode- How is the text organised?

Table: mode reflection task

|  |  |  |
| --- | --- | --- |
| Key questions | Poster 1 | Poster 2 |
| What is the focal point/ most salient point of this image? |  |  |
| Are there vectors in the image? What do they tell us?  |  |  |
| Where is the subject positioned in the shot (for example centre, top left, top right) |  |  |

### Resource 1d

#### Drawing Conclusions

Table: drawing conclusions activities

|  |  |  |
| --- | --- | --- |
| Statement | Agree | Disagree |
| 1. Both posters create a light-hearted tone, suggesting that the film will involve comedy and uplifting experiences. |  |  |
| 2. Truman appears to be more vulnerable (easily hurt) in poster 1 |  |  |
| 3. Poster 1 appears to be for a more modern audience. |  |  |
| 4. Poster 1 suggests more sinister (bad) events will take place. |  |  |
| 5. Poster 2 suggests that the film has a happy ending. |  |  |
| 6. Poster 1 suggests that Truman must search for truth. |  |  |
| 7. Both posters suggest that the film will be about the power of the media. |  |  |
| 8. Both posters represent the theme of surveillance (watching someone) |  |  |
| 9. Poster 2 appeals more to a younger target audience |  |  |

#### Comparative Evaluation

In the film The Truman Show, these are some of the main themes:

* The power of the media (for example television)
* Commercialism (believing in money as the most important thing in life)
* The search for truth

Which of the two posters do you believe is the most **engaging and most effective** in representing these three themes? Write a paragraph responding to this question, supporting your ideas with evidence from your notes.

### Resource 2

#### Revision: general glossary of film terms

Table: film term and definition

|  |  |
| --- | --- |
| Film term | Definition |
| Aerial shot | A shot taken from above the scene, usually an exterior shot |
| Camera angle | The position of the camera in relation to the subject. A shot may be taken from a low-angle, high-angle or eye-level. Different meanings are associated with different camera angles.  |
| Close-up | A shot where the camera, and therefore the audience, is close to the subject: for example, when the head and shoulders of a character fill the screen.  |
| Cut | The juxtaposition and joining together of different shots, through editing, in the finished film.  |
| Editing | The joining of shots together, by cutting and arranging, to form a sequence.  |
| Establishing shot | The initial shot of a scene, usually from a distance (aerial shot, long shot) showing the viewer where the action is about to occur.  |
| Extreme close-up | A shot where the camera is extremely close to the subject, for instance a shot of the eye of an actor only.  |
| Extreme long-shot | A shot, usually of an exterior location, taken from a distance. Usually panoramic.  |
| Eye-level shot | Camera viewpoint which represents the view of an observer.  |
| Foreground | The part of the shot or scene closest to the viewer, often in front of the action.  |
| Genre | Common types of categories of film that are characterised by particular conventions e.e. Romance comedy, action adventure and science fiction are recognisable genres.  |
| Long shot | A shot where the camera is a long way from the subject.  |
| Low-angle shot | A shot where the camera is below the subject.  |
| Medium shot | A relatively close-up shot of a subject. For instance most of a human figure is evident.  |
| Mise-en-scene  | The various elements that make up the background of the scene.  |
| Montage | A series of shots, rapidly edited together to show the passing of time.  |
| Narration | A speaking voice, either from a character on-screen or an off-screen voiceover, that provides commentary on the action or plot.  |
| pan | Also a panning shot, a shot that moves the camera to encompass the full width of a scene.  |
| Parallel action | The use of cross-cutting to present multiple stories at the one time.  |
| Point of view shot | A shot that shows the viewer what the character in the film sees.  |
| Rapid cutting | A style of editing that juxtaposes short sharp scenes in a sequence.  |
| Realism | A genre of film in which authentic locations and details are used to portray reality.  |
| Re-establishing shot | Usually follows closer shots, allowing the viewer to recover a sense of the context of the scene.  |
| Reverse angle-shot | After one shot the camera turns around to show the same shot from the opposite direction.  |
| Scene | An incident in the action, composed of a series of separate but related shots.  |
| Score | The background music, separate from the soundtrack.  |
| Screen-play | The written version of the film, including dialogues, description of the action and, sometimes, directions for the camera. Use of a device to link one scene to another such as voiceover.  |
| Sequence | A series of scenes.  |
| Shot | A length of film taken without stopping.  |
| Slow motion | A shot in which time is distorted by slowing down the action in the scene.  |
| Sound | All recorded music, dialogue and background noise. Also the use of silence.  |
| Soundtrack | All of the sound recorded in a film, including the score.  |
| Symbol | An object or event that represents something else and has meaning beyond the literal.  |
| Voiceover | Dialogue spoken off-screen.  |
| Wide-shot | A shot taken from a distance, including the entire setting where the action takes place.  |
| Zoom | To make the subject appear to approach (zoom-in) or recede (zoom-out) from the camera/viewer.  |

### Resource 3

#### PEEL Paragraph structure

Table: PEEL and question support

|  |  |
| --- | --- |
| PEEL | Question |
|  **Point** – Write a topic sentence that introduces what the paragraph will be about. Use key words from the focus question |  Have you used words from the task? Does your topic sentence say what the paragraph will discuss? |
|  **Evidence** - Using Dialogue as the technique select a quote to use that supports your topic sentence. |  Use quotation ‘marks’ when introducing your quote. |
|  **Explain / Analyse** – Explain how the above quote (evidence of technique) supports your topic sentence. Write at least 2 sentences in this part of your paragraph. Use connectives to help link your ideas. |  Make sure that you show the effect of the quote you have used. The effect will link to your topic sentence! |
|  **Link** – Summarise your main point (idea) for the paragraph. Use a connective, ‘therefore / in conclusion’. | What did the paragraph say? What is it you are trying to tell a reader of your paragraph? (this must link to your topic sentence) |

### Resource 4

#### Table of connectives

Table: vocabulary, connectives

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Temporal (time) | Causal (why) | Additive (more info) | Comparative (compare to) | Conditional (could happen) | Clarifying |
| FirstSecondNextMeanwhileWhileThenLaterPreviouslyFinallyTo conclude | ConsequentlyDue toHenceaccordingly | AlsomoreoverAbove allEquallyBesidesFurthermoreAs well asOradditionally | RatherElsewhereInsteadAlternativelyOn the other hand  | YetStillAlthoughUnlessHoweverOtherwiseDespitenevertheless | In factFor exampleIn support of this  |