

Warm-up

First, create a slide show of stills from Hollywood and international films in various genres before class. Then, the slide show will review genres and direct students' attention to the variety of worldwide cinema. Alternatively, create a Kahoot where students can guess the names of movies based on the stills provided to compete individually or in small groups on their phones before class. Finally, have students discuss in pairs whether they want to watch some of the films presented.

Teaching Tip

For Exercise 2

First, extend the exercise by asking students to work with a classmate to create three more true, false, or not given statements. Then, have them exchange their sentences with another pair. Finally, have the two pairs get together to confirm the answers.

Differentiation Strategy

For Exercise 4

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 1



Arts

How is art used for social change?

01 With a classmate, discuss the following questions.

1. What film have you seen that shows a person or group being treated unfairly? What happened?
2. Why do filmmakers depict injustice in their movies?
3. Do films about unfair treatment help us understand real-world problems? Why or why not?

02 Read "Around the World in a Weekend!" and identify if the statements are true "T," false "F," or not given "NG."

1. Hollywood films are never used to promote social change.

NG

2. *Z* is a fictional but convincing story of political assassination.

F

3. *Dodes'ka-den* was universally loved when it came out.

F

4. Different regions of the world became recognized for their filmmaking in the 1960s.

T

5. Responses to colonialism were a common theme in the international films of the 1960s and 1970s.

T

03 Using the words in bold, write an email to a friend recommending the film festival and one of the films in particular. Give reasons for your choice.

04 Work in a group. Discuss the following questions.

- Are films a good way to learn about history? Why?
- Can we understand different cultures through films? Why or why not?
- What value do film festivals like RetroReel have in communicating present and past social struggles?

Around the World in a Weekend!

Welcome to RetroReel International Film Festival, showcasing iconic films from around the world from the 1960s and 1970s, known as the turning point of world cinema, packed with experimental formats and powerful storytelling, reflecting a diversity of voices and approaches. Many films from around the world, tackling significant topics such as **colonialism** and **identity**, will also be screened. Here are some of the films we'll be presenting:

1. *8 1/2* (Italy, 1963). This is Federico Fellini's iconic experimental film within a film. It uses inner thought and a **non-linear storyline** to challenge its audience. It is not easy to follow, yet it is a classic for those interested in filmmaking. In addition, it demonstrates a clear break with traditional Hollywood-style films.
2. *Z* (Greece/France, 1969). Costa-Gavras directed this film. Based on a true story of **political assassination**, corruption, and intrigue, *Z* tells the story of the social struggle of a country in conflict and those who refuse to be silenced.
3. *The Good, the Bad, and the Ugly* (Italy/Spain, 1966). This film, directed by Sergio Leone, is an iconic example of the Spaghetti Western genre. It uses classic Hollywood western themes but is filmed in a highly stylized way and filled with antiheroes like Clint Eastwood's 'The Good.' The Spaghetti Western genre was not universally adored; however, it is **revered** in film circles for its unique style.
4. *Dodes'ka-den* (Japan, 1970). This film, directed by Akira Kurosawa, paints a mosaic of broken dreams, resilience, and the tragic beauty of human delusion and hope of the intertwined lives of the characters portrayed here. Despite being Kurosawa's first color film, it was a total commercial failure. Over time, it has gained recognition for its bold visual style, empathy for marginalized Japan, and poetic structure.
5. *Easy Rider* (United States, 1969). Known to be the epitome of independent filmmaking, this low-budget biker movie was directed by Dennis Hopper. Though the director thought it would flop with a budget under \$400,000, it grossed over \$60 million. It became a cultural icon, inspiring the rise of a **counterculture** and turning Hollywood upside down.



Language Structures and Functions Tip

For Exercise 6

First, provide or elicit the uses and forms of the linking adverbials in the word bank, including an example using each, usually part of one sentence and at the beginning of a second sentence. For example, *the bus arrived late because of this cause and effect*. *Because of this, we missed the film's start* (beginning of a new sentence). Elicit other tips for form or use from students. Have students complete the dialogue in pairs. Finally, the exercise will be closed by inviting volunteers to read their conversations aloud, eliciting any corrections from the class.

Teaching Tip

For Exercise 8

First, consider extending the task to project a key scene from the film or the trailer. Then, after all the groups have presented, invite students to discuss the movie's differing approaches. *Do they see similarities or mostly differences between these films and those described in the film festival brochure? And why?* Finally, close the exercise with a whole-class report-back session.

Differentiation Strategy

For Exercise 7

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2b.

Wrap-up

First, close the session by inviting students to write a one-sentence opinion of the use of film to highlight the need for social change and summarize the texts they wrote for Exercise 7. Then, post PRO and CON in opposite corners of the classroom. Have students move to the location in the room that best represents their opinion. Some will be near the center of the room, as they see both pros and cons of its use. Finally, have students read their sentences aloud to see if their classmates feel they are in the correct physical location.

Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

Exercise 5

05 Identify if the linking adverbials are correct "C" or incorrect "I." If they're incorrect, explain why and change the incorrect adverbials.

1. Films about identity often explore colonialism; however, they show cultural conflict.

I / not contrast / should be result / as a result

2. Colonialism is a major theme in African cinema; therefore, many stories focus on resistance and recovery.

C

3. Many films reveal the effects of racism; nevertheless, they aim to raise awareness and promote change.

I / not the opposite idea / should be cause and effect / therefore or thus

4. Gender inequality is highlighted in films from different regions; yet, some movies show more progressive roles for women.

C

5. Some directors show the impact of economic inequality; afterward, characters often live in unstable conditions.

I / not time / should be cause and effect / because of this

06 Expand the mini conversation using the linking adverbials in the word bank.

Answers will vary.

because of this so in contrast
afterward in addition moreover

Let's go to the RetroReel Film Festival!

What's that?

UNO*i*



07 Write an argument for or against using film as a tool for social change. Use the linking adverbials from Exercises 5 and 6.

08 Imagine you've been invited to choose a film from your country to include in the RetroReel Film Festival. Follow the instructions.

1. Individually, research possible films.
2. As a group, discuss the best option.
3. Create a brief explanation of why you chose this film.
4. Present your argument to other groups.
5. As a class, choose the film you want to include.