

L.A.Crash (Kursstufe)

Unterrichtsvorschlag für ca. 2 Doppelstunden

Verlaufsplan:

- I. Als Vorbereitung auf die Behandlung und Interpretation des Films empfiehlt es sich, die wichtigsten Begriffe der Filmanalyse vorweg zu nehmen. Ausgehend von den Kenntnissen zu „plot, setting, characters, narrative techniques“, die die Schüler mit der Behandlung von Literatur bereits erworben haben, kann man auf die zusätzlichen visuellen Aspekte „field size, camera angle, camera movement, cut“ eingehen. Für die Einführung eignet sich das ABL „Redemittel Kamera“.

Gleichzeitig sollen die S erkennen, welchen Effekt der jeweilige Einsatz der Technik auf den Zuschauer hat und umgekehrt, welche Botschaft der Regisseur durch deren Einsatz vermitteln will.

Practice:

Mit verschiedenen Filmausschnitten oder Fotos können die Schüler vor einem ersten Vorspielen des Films ihre erworbenen Fähigkeiten einüben.

Lesson 1+2

II. Whetting the students' interest:

DVD: (1:00:00. – 1:02:33) Officer Ryan rescues Christine Thayer from the burning car.

Tasks:

1. Describe what you see? (who, where, what, when, why)
2. Draw on your background knowledge and analyze the use and effect of audiovisual devices?

Blackboard: *possible results*

1.

Who?	<i>A white police officer and a black woman</i>
Where?	<i>after a car accident, mostly inside the car</i>
What?	<i>The police officer is trying to get the woman, who cannot free herself from her seat belt, out of the car. It is a dangerous task because fuel is dripping on the pavement and the car is about to explode. He finally cuts her seat belt. Two of his colleagues pull him out of the car when the fuel catches fire. He crawls inside again risking his own life, and rescues the woman.</i>
When?	<i>In our time, 21st century</i>
Why?	<i>He saves her despite the risk to his own life, he takes his job seriously, he is a responsible police officer, does not think of himself.</i>

2. He uses an **extreme close-up** field size to make the viewer empathize with the two protagonists. The camera **zooms in** to show their feelings, the woman's fear and the police officer's obviously friendly and considerate behavior. An **eye-level shot** of the two faces makes the viewer think of other scenes where people get very close, e.g. when two lovers meet. It is a very intimate moment, which makes the students like the police officer and consider him an extremely nice and responsible person, especially when he is gently pulling down her skirt trying to reach over her lap in order to cut the belt.

At the end of the scene, the camera **zooms out** again with Ryan kneeling on one knee and following Christine with his eyes while she is being led away by paramedics and/or firefighters.

Homework: (possibly earlier)

Research on the net and gather information on the City of Los Angeles.

Lesson 3+4

III. Before watching the movie:

Students present their findings on the City of L.A.:

Possible results:

- *second-largest city in the US (~4mill. inhabitants)*
- *most populous city in CA*
- *in one of the most ethnically diverse counties in the US*
- *Hollywood*
- *large urban sprawl*
- *10-lane traffic*
- *need to use the car because there is little public transportation*
- *home to people from more than 140 different countries speaking more than 220 languages*
- ...

Tasks:

1. What is the movie going to be about?
2. Interpret the title "Crash" in view of your findings on the city and the scene you just saw and analyzed.

Possible answers:

- *car accidents (too much traffic, high density of population)*
- *conflicts between people from different races and social backgrounds (Hispanic or Latino ~48%, Non-Hispanic Whites ~29%, African Americans and Blacks ~10%, Asians ~11%; two and more races ~3% ...*
(https://en.wikipedia.org/wiki/Ethnic_groups_in_Los_Angeles)
- *changing source of immigrants to the US*
http://www.pewresearch.org/files/2014/05/FT_15.09.28_ImmigrationMapsGIF.gif
- *discrimination on racial grounds*

- *love story (police officer and victim of car accident?), ensuing conflicts because they are from different social and/or racial backgrounds, maybe someone from the film industry involved*
- ...

IV. Listening/viewing comprehension of sequence 1: Gap-filling exercise (00:00 – 04:40). (s. KV)

After-viewing exercise:

Getting focused on the setting and getting in touch with some characters, albeit not the most important ones.

Students can be asked to make intelligent guesses on the following topics:

- How does the police officer in this scene deal with the two women involved (shouting and uttering racial slurs)? (Compare his behavior with Officer Ryan's behavior towards Cameron and Christine Thayer later in the movie.)
- What is the relationship between the black detective and his partner?
- Who is the "kid" he finds on the shoulder of the road?

V. While – viewing activity: (04:40- 14:18)

Students concentrate on one character. They are given an overview (preferably with photos) of the main characters, but choose "their" character only from the following list of **eight** protagonists:

Graham Waters, Anthony, Peter Waters, Cameron Thayer, John Ryan, Tom Hanson, Farhad, Daniel.

Standing assignment: Focus on the **development** of your character during the course of the movie.

VI. Main protagonists are identified and put into context.

- *Black brothers: Graham, police detective and Peter Waters, petty crook, carjacker*
- *Black couple: Cameron, film director and his wife Christine Thayer*
- *John Ryan and Tom Hanson: both white police officers, partners in a patrol car*
- *Anthony: Peter's black friend, crook, carjacker*
- *Farhad: Persian storeowner, daughter Dorri, wife*
- *Daniel: Hispanic locksmith, (daughter Laura, wife)*

VII. Watch the whole movie:

Complete your notes on your character.

VIII. After viewing:

The characters' development from good to evil and/or vice versa is summed up. (Group work: characters are presented on posters, which can be re-used to review the movie just short of the final exam.)

