

## 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 eignen sich die „[Redemittel Kamera](#)“.

Gleichzeitig sollen die S erkennen, welchen Effekt der jeweilige Einsatz der Technik auf den Zuschauer hat und umgekehrt, was der Regisseur damit vermitteln will.

#### Practice:

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

#### Vorbereitende Homework (ggf. als [GFS in der Kursstufe](#))

Research on the net and gather information on the [City of Los Angeles](#)

#### 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>at a car accident, mostly inside the car</i>
What?	<ul style="list-style-type: none"><li>• <i>Two police officers are on their way to a traffic accident. One rushes to an overturned car.</i></li><li>• <i>He tries to free a woman helplessly hanging in her seatbelt.</i></li><li>• <i>The car's tank is leaking, fuel dripping onto the pavement. He finally manages to cut her seat belt.</i></li><li>• <i>When the fuel catches fire, his colleagues pull him out of the car.</i></li><li>• <i>He crawls inside again and rescues the woman just in time.</i></li></ul>
When?	<i>In our time, 21<sup>st</sup> century</i>
Why?	<i>He saves her despite the risk to his own life, totally committed to his job. He is a responsible police officer, quite unselfish.</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 attempts to rescue her. 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.

### Lesson 3-4

#### III. Before watching the movie:

Students present their findings on the City of L.A. (s. Vorbereitende Hausaufgabe)

Possible results:

- *second-largest city in the US (~4 m. inhabitants)*
- *most populous city in CA*
- *in one of the most ethnically diverse counties in the US*
- *Hollywood*
- *sprawling conurbation*
- *10-lane traffic, spaghetti junctions*
- *hundreds of thousands of commuters, but public transit system is rapidly growing*
- *home to people from more than 140 different countries speaking more than 220 languages (Note: in Stuttgart there are people from about 170 different countries!!)*
- ...

#### 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 ethnic and social backgrounds (Hispanic or Latino ~48%, Non-Hispanic Whites ~29%, African Americans and Blacks ~10%, Asians ~11%; two and more races ~3% ...*
- *changing sources of immigration to the US*
- *discrimination on racial grounds*
- *love story (police officer and victim of car accident?), ensuing conflict because they are from different social and/or racial backgrounds, maybe someone from the film industry involved*
- ...

IV. **Listening/viewing comprehension of sequence 1:**  
(00:00 – 04:45). (cf.LC-test and LC-key)

**After-viewing exercise/Analysis**

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

- What has happened?
- Who is who and who was saying what?
- How does the police officer in this scene deal with the two women involved (shouting insults)? (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?
- How do you know which of the two officers is the boss?
- Who is the "kid" he finds on the shoulder of the road? Make an intelligent guess.

V.

Students concentrate on one character respectively. They are given an overview (preferably with photos) of the main characters, but choose "their" character only from a 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. Are they good or evil or both? In what situation or context?

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 for revision before the exam.)