

Faces™

Let's Go to the Movies

Movies can merely entertain audiences, or they can change opinions, affect culture, and spur economic growth. This month's issue of FACES explores the filmmaking process and its effects on society.

CONVERSATION QUESTION

How does film reflect society?

TEACHING OBJECTIVES

- Students will learn about the film productions of Bollywood.
- Students will learn why British Columbia, Canada, has become "Hollywood North."
- Students will learn how 3D movies are made and how moviegoers are able to perceive the effect.
- Students will examine the cultural values of a region through film.
- Students will explore how economic decisions affect individuals, businesses, and society.
- Students will analyze the impact of innovation.
- Students will work cooperatively to complete a country research project.
- Students will use a mathematical process to solve a theme-based word problem.
- Students will calculate the volume of an object using a geometrical formula.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

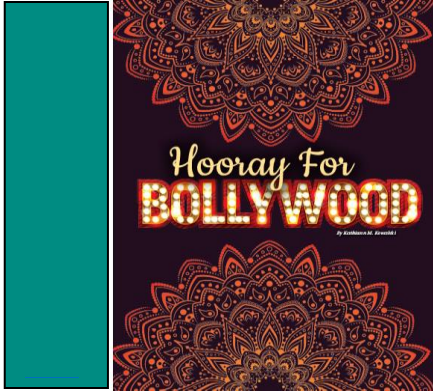
SELECTIONS

- **Hooray for Bollywood**
Expository Nonfiction
- **Hollywood North**
Expository Nonfiction
- **Seeing in 3D**
Expository Nonfiction

Hooray for Bollywood

pp. 12–15, Expository Nonfiction

Complete with gorgeous scenery and elaborate choreography, films produced in Bollywood are quite extravagant. This article delves into the history of filmmaking in India and explores the prominent themes in its productions.



RESOURCES

- Examine Cultural Values: Film Reflections

OBJECTIVES

- Students will learn about the film productions of Bollywood.
- Students will examine the cultural values of a region through film.
- Students will work cooperatively to complete a country research project.

KEY VOCABULARY

- **lavish** (p. 14) having more than is usual or necessary
- **ill-fated** (p. 14) destined to fail or have bad luck
- **faction** (p. 15) a group within a larger group that has different opinions and interests than the rest of the group

ENGAGE

Conversation Question: How does film reflect society?

Have students turn and talk to their peers about their favorite films. Discuss the elements that make a movie-going experience enjoyable. Ask students to share what they know about Bollywood. (It is India's film industry and the world's largest film industry in terms of the number of films produced and released each year.) Distribute the article "Hooray for Bollywood" and get students interested to learn more. If possible, show a video clip from a Bollywood production, readily available online.

INTRODUCE VOCABULARY

Discuss the vocabulary words and definitions. Then display the following prompts and have students discuss responses with a partner.

1. What would you expect to see if you attended a **lavish** wedding?
2. Discuss relationships from books and movies that were **ill-fated**.
3. Why should politicians try to create peace between opposing **factions**?

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion:

1. Explain the beginnings of Indian filmmaking.
2. Why are Bollywood's films produced in many languages?
3. What elements are included in most of Bollywood's lavish productions?
4. What is a "masala movie"?
5. Why do moviegoers in India attend movies?

CONCEPT/SKILL FOCUS: Examine Cultural Values

INSTRUCT: This article teaches readers that a region's entertainment often reflects its cultural values. Distribute the *Examine Cultural Values: Film Reflections* graphic organizer. Have students refer to the article to explain how each theme in Part I represents the cultural values of India.

ASSESS: Review Part I of the worksheet with the class. Then instruct students to work independently to write the essay in Part II. Collect to assess skills.

EXTEND

Social Studies: Have students locate India on a world map (Northern and Eastern Hemispheres in the continent of Asia). Divide the class into four groups and assign a different aspect of India to research: government, economy, population, geographical features. Upon completion, have groups share their research so that all students will have a more comprehensive understanding of the country of India and its people.

Examine Cultural Values In Part I, list three themes that are prevalent in Bollywood productions. In Part II, assemble the information into essay form, connecting the themes to cultural values in India.

1. _____
2. _____
3. _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

<http://www.cricketmedia.com/teacher-guides>

Hollywood North

pp. 28–29, Expository Nonfiction

The British Columbia Film Commission now ranks the province's film industry as the third largest in North America. Readers will discover why Canada is attracting and creating the world's top filmmaking talent.



RESOURCES

- Explore Economic Decisions: Lights, Camera, Action!

OBJECTIVES

- Students will learn why British Columbia has become “Hollywood North.”
- Students will explore how economic decisions affect individuals, businesses, and society.
- Students will use a mathematical process to solve a theme-based word problem.

KEY VOCABULARY

- province** (p. 28) any one of the large parts that some countries are divided into

ENGAGE

Conversation Question: How does film reflect society?

Ask students where they think the largest film industries in North America are located. Most students will likely respond with Los Angeles and New York City. While those cities are indeed the first two largest, students may be surprised to learn that the third is in British Columbia, Canada. Have students predict *why* this may be a popular locale. Then introduce the article and have students read to learn why Canada has become increasingly attractive to filmmakers.

INTRODUCE VOCABULARY

Post and discuss the key word and definition. As the author uses common vocabulary to portray the magic of “Hollywood North,” there is only one vocabulary word. Take the opportunity to do a primary word study using the word **province** as follows: *How many letters does the word have? How many letters are vowels? How many letters are consonants? How many syllables does the word have? Is it a thing/person (noun), action word (verb), or a describing word (adjective)? What words are similar to this word (synonyms)? How can you use the word in a sentence?*

READ & DISCUSS

Pose the following questions to prompt meaningful discussion:

- What kind of films does British Columbia produce?
- How many people did British Columbia's film industry employ in 2021?
- Why do filmmakers choose to film in British Columbia?
- Describe the geographically diverse shooting locations in Canada.
- Describe the advantages of British Columbia's state-of-the-art facilities.

SKILL FOCUS: Economic Decisions

INSTRUCT: Economic decisions affect the well-being of individuals, businesses, and society. This article describes how the film industry in British Columbia has affected each element. Students will complete the *Explore Economic Decisions: Lights, Camera, Action!* graphic organizer. They will use text details to explain how the decision to produce films in Canada is positively impacting the province and its people.

ASSESS: Have the class peer-review the worksheet and discuss who they think is benefiting more, the film industry or the people of Canada?

EXTEND

Mathematics: Review these two facts from page 28 of the article: “In 1978, filmmakers spent \$12 million dollars in Canada.” “In 2021, the industry spent \$4.8 billion dollars there.” Students will use the R-D-W process to answer this question: *How much more money did the film industry spend in Canada in 2021 than in 1978?* (**Answer:** The film industry spent \$4,788,000,000 more money in 2021.)

Lights, Camera, Action!

Explore Economic Decisions Use information from the article and your own critical thinking skills to explain how the economic decision to film movies in Canada affects each of the elements below.

Individuals

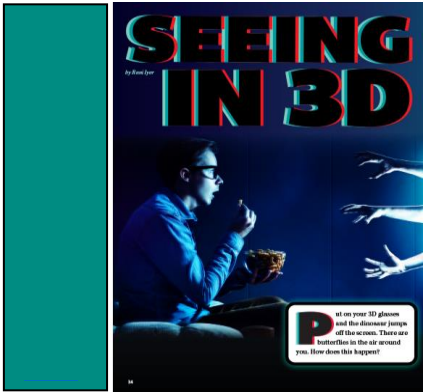
Businesses

Society

Seeing in 3D

pp. 34–36, Expository Nonfiction

Images in a 3D movie can feel as if they are jumping off the screen and coming toward you. This article explains the 3D filmmaking process and how moviegoers are able to view this riveting effect.



RESOURCES

- Impact of Innovation: Comin' Right at Ya!

OBJECTIVES

- Students will learn how 3D movies are made and how moviegoers are able to perceive the effect.
- Students will analyze the impact of innovation.
- Students will calculate the volume of an object using a geometrical formula.

KEY VOCABULARY

- **hurls** (p. 35) moves with great force
- **compensates** (p. 35) offsets a defect or undesired effect
- **dimensions** (p. 36) the length, width, height, or depth of something

ENGAGE

Conversation Question: How does film reflect society?

Ask students to share their experiences viewing 3D movies. Titles from the last decade include *Despicable Me 2*, *Ant Man*, and *Dr. Strange*. Have students discuss the experience and whether or not they liked seeing a movie in 3D. Pose this question: *Why might some films be better suited for 3D viewing than others?*

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary words. Review how to infer the meanings of new terms by using context clues and background knowledge. Then have partners work together to determine the meaning of each term. Reveal and compare definitions.

1. A comet hurled toward Earth at supersonic speed.
2. My love of baseball compensates for my lack of skill as a player.
3. The small dimensions of my bedroom don't bother me at all.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. What makes us think that a ball is coming straight at us off a 3D movie screen?
2. How do filmmakers shoot 3D movies?
3. What would happen if you tried to watch a 3D movie without the special lenses?
4. Explain how vertical and horizontal light are used to create the images we see in a 3D movie.
5. Why do some people experience negative reactions when watching a 3D movie?

CONCEPT/SKILL FOCUS: Impact of Innovation

INSTRUCT: Innovations in entertainment have influenced how we enjoy movies. New breakthroughs in technology allow filmmakers to create a more immersive experience for the audience using carefully combined innovations. Students will complete the *Impact of Innovation: Comin' Right at Ya!* chart to explain how the creation of 3D films has affected the industry and the audience.

ASSESS: Tally the results in the "Effects" column and discuss.

EXTEND

Geometry: In geometry, 3D shapes are solid shapes or figures that have three dimensions. Generally, length, width, and height are the dimensions of 3D shapes. Have students use the following formula ($V = \text{length} \times \text{width} \times \text{height}$) to calculate the volume of a rectangular prism with the following measurements: $l = 14$ inches; $w = 9$ inches; $h = 5$ inches. (**Answer:** 630 cubic inches)

Comin' Right at Ya!

Impact of Innovation Use information from the article and your own thinking skills to complete the chart below. Answer the questions with details. Then decide if each aspect of the innovation of 3D filmmaking is positive or negative. Tell why.

Question	Answer	Effects	
		Positive	Negative
1. Why does it take more time to make a 3D movie than a standard movie?			
2. How do 3D movies alter the movie-going experience?			
3. Does a movie created in 3D increase the ticket price for the audience? Why?			

THINK TANK: Tally the positive and negative responses in the “Effects” column to determine how the class feels about 3D movies.