

**CLASS DEPARTMENT RECOMMENDATION:** 7th grade

**COURSE:** Croatian language

**TEACHING AREA:** Culture and media

**TEACHING UNIT:** *A Morning to Remember*

**CLASS TYPE:** Analysis of a short documentary film

**DURATION OF A TEACHING UNIT:** 45 minutes

### ***A MORNING TO REMEMBER* (Rudeš Elementary School, Zagreb, 2021.)**

#### **MOTIVATION**

Conversation with the students

1. Can you name some natural disasters?
2. What natural disaster hit Zagreb and Petrinja in March and then in December 2020?
3. How did you react when those earthquakes happened?
4. How should a person react if an earthquake occurs? Have you talked to your parents or teachers about what to do in such situations before these earthquakes happened?
5. Have you perhaps expressed your fear in an artistic way?

#### **THE ANNOUNCEMENT OF THE FILM**

You will watch a short film *A Morning to Remember* produced by Rudeš Elementary School from Zagreb.

#### **INSTRUCTIONS FOR WATCHING**

1. Pay attention to the kinds of shots used in the film.
2. Pay attention to all the perspectives from which the viewer gets an insight into the protagonist's character.
3. Pay attention to the narrator and his voice.
4. Pay attention to the elements that make a documentary film.

#### **WATCHING OF THE FILM**

#### **EXPRESSION OF STUDENT IMPRESSIONS**

Did you like the film? Why?

Do you understand Emanuel and his fear?

Did you react similarly to Emanuel when the earthquakes happened in Zagreb and Petrinja?

## ANALYSIS AND INTERPRETATION OF THE FILM

### 1. How does the film start? What can we see and hear in the first few shots?

The film begins with the presentation of the film's protagonist. The first few shots show Emanuel in a medium shot and a close-up shot, and his friends who talk about him, i.e. say what they think of him in medium shots.

### 2. What kind of shot is Emanuel in when he introduces himself? What does he say about himself?

He is in a medium close-up and presents basic information about himself such as his name, age, what school he goes to and what his interests are.

### 3. What can we see in the shot after that?

In the next shot we see Emanuel with his friends. They're in a three-shot, with Emanuel and his friend in a striped shirt in a full shot and the other friend in a medium full shot.

### 4. Who is Emanuel talking to while he's introducing himself?

He's talking to the viewers because he's looking into the camera.

### 5. How does Emanuel conclude his introduction? What does he say? Which editing transition is used and what appears after it?

He says that's all he has to say about himself in short. Then there is a fade-out and the name of the film appears, written in white letters on a black background.

### 6. What are the introductory shots before the opening credits (which include the name of the film and the film crew) called?

A cold open.

### 7. Which purpose does a cold open serve in this film?

It makes the protagonist familiar to the viewers.

### 8. Which shot follows the name of the film? How is the camera positioned?

A static shot that shows Emanuel in a medium close-up, talking about an earthquake in Albania and his worry that an earthquake will hit Zagreb soon.

**9. What kind of shot is Emanuel in when he says he's written a book on earthquakes?**

A close-up shot.

**10. What kind of shot follows Emanuel saying he's written a book on earthquakes?**

An extreme close-up of his hands and the cover of his book.

**11. Which shots are exchanged when Emanuel's talking about his book?**

Medium close-ups of Emanuel, extreme close-ups of his book and medium close-ups of his friends that describe him and his interest in earthquakes.

**12. What is the topic of this film?**

Emanuel's fear of earthquakes.

**13. Who speaks of Emanuel's fear? Whose perspective do we see in the film?**

The viewers see Emanuel's perspective because he explains his fear of earthquakes, but we also get the perspective of Emanuel's friends that speak of how that fear manifests in school and during class.

**14. What kind of shot is Emanuel in when he says he had a feeling an earthquake was going to hit?**

He's in a close-up shot.

**15. Who is the narrator in this film?**

Emanuel is the narrator.

**16. What do we call the narrator's voice whose source we don't see on the screen?**

We call it voice-off or voiceover.

**17. How did the film get its name?**

It was named after a sentence in Emanuel's book that he reads at the end of the film.

**18. What kind of shot is Emanuel's class in? What are his friends doing?**

His class is shown in a wide shot. Emanuel's friends are listening to him read his book about his experiences with earthquakes.

**19. How does the film end?**

It ends with an extreme close-up shot in which we see Emanuel turning the last page of his book.

**20. Is there music in the film?**

There's no music, only voices and sounds.

**21. Which elements of documentary film are present in this film?**

Authentic locations, talking to the camera, interviews, a real event as the subject of the film, real people talking about their friend and a protagonist that speaks about his experiences with earthquakes.

**EVALUATION**

- monitoring student activities while watching a film
- checking the understanding of the film by asking directed questions
- teaching sheet (quiz)

**THE TEACHING SHEET (QUIZ) is available on the Film EDUCation website.**