

上外版 高二年级 选择性必修二 第四单元 第8课时
学案（教师版）

课时学习目标：

1. 能归纳总结出表演灾难故事所需的关键要素；
2. 能通过演绎灾难故事，欣赏灾难中人们表现出来的人文精神；
3. 能通过核查反思，评估本单元学习目标的达成情况。

Learning activities:

Activity 1: Recollect the disaster stories you have seen or read and the forms which disaster stories are often in.

1. Answer may vary.
2. A a film, a TV play, a documentary, a novel or a short story, etc.

Activity 2: Read the screenplay of the disaster story of *Titanic* and find out the important elements of a disaster story suitable for role-playing.

The disaster story should be in a dramatic and conversational format.

A scene is included.

The screenplay of the disaster story of <i>Titanic</i>	Stage directions:
Scene: The ship sinks and both Jack and Rose are in the ice-cold sea.	
ROSE: I'm so cold.	
JACK: Listen, Rose. You're going to get out of here. You're going to go on and you're going to make lots of babies and you're going to watch them grow and you're going to die an old, old lady, warm in your bed. Not here. Not this night. Not like this. Do you understand me?	
ROSE: I can't feel my body.	
JACK: Winning that ticket was the best thing that ever happened to me. It brought me to you. And I'm thankful for that, Rose, I'm thankful. You must do me this honour. You must promise me that you will survive ... that you won't give up ... no matter what happens ... no matter how hopeless. Promise me now, Rose, and never let go of that promise.	
ROSE: I promise.	
JACK: Never let go.	
ROSE: I will never let go, Jack. I'll never let go.	

Activity 3: Interpreting the disaster story to better act out the story.

1. Read the screenplay again and use some adjectives to describe Jack's feelings when he was encouraging Rose.

Worried, caring, thankful, firm, etc.

2. Think about the spirit conveyed in the disaster story.

Wholehearted love and devotion, etc.

Activity 4: Assign roles and learning how to better act out the disaster story

1. Think of some tips to improve your performance in the role-playing.

Adjust the tone to reflect the characters' emotions.

Use body language and facial expressions.

2. Write down some stage directions about tone, body language and facial expressions to improve performance.

I'm so cold. (Body language: trembling)

Listen, Rose! You are going to... Do you understand me? (Facial expression: determined)

I can't feel my body. (Tone: feeling weak)

Activity 5: Rehearse and then act out the story based on the tips and their interpretation of the story.

Activity 6: Make brief comments on the role you have played and imagine the character's feelings and thoughts on helping others or being helped.

Comments on Jack:

I played the role of Jack. He is so devoted to his beloved one as to sacrifice his life, which is very brave and respectable. I think we should also help others selflessly.

Comments on Rose:

I think Rose must be very grateful to Jack for his devotion.

However, she faced up to the disaster at last, so she was also brave and perseverant.

Activity 7: Form groups of 3 to 5 people and discuss with group members and choose another disaster story suitable for role-playing to prepare for the assignment.

Group members	The suggested disaster story	Advantages	Disadvantages
Group member 1	The Day after Tomorrow	dramatic conversational arousing people's concern for natural disasters	It was released in 2004 so most people are not familiar with the disaster story. ...
Group member 2			
Group member 3			
Group member 4			
Group member 5			

Assignments

- [Group work] Choose another disaster story and shoot a video of your disaster story with your group members.
- [Individual work] Finish Self-assessment on P65 in the textbook.