

## Lesson Suggestion 4: Examination of Expository Programming Themes

Course(s)	<ul style="list-style-type: none"><li>This activity could be adapted for English, Media, and Communications courses listed (see Appendix A for related courses and policy document expectations)</li></ul>
Resources required	<ul style="list-style-type: none"><li>Video of <i>The Corporation</i> (only view the first hour or two)</li><li>Access to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.</li></ul>
Timeframe	<ul style="list-style-type: none"><li>In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.</li></ul>
Background and/or prior learning	Students should have a basic knowledge of expository programming, and be familiar with the concept of a theme in literature or media.
Suggested learning strategies	<ul style="list-style-type: none"><li>Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.</li><li>View the first hour or two of <i>The Corporation</i>. Ask students to identify themes used to tell the documentary’s story (i.e., using mental illness to frame their characterization of corporations).</li><li>Generate a list of student reactions to this theme. How did they react when this was presented? Did it alter the way that they watched the film?</li><li>Generate a list of other themes that students have observed in other media presentations (e.g., news, documentaries, films, etc.). Discuss how these examples compare to <i>The Corporation</i>.</li><li>In small groups, have students discuss and be prepared to respond to the following questions:<ul style="list-style-type: none"><li>How does the use of themes contribute to effectiveness of expository programming?</li><li>Are there any shortcomings of theme use?</li></ul></li><li>Facilitate a class discussion about small group findings.</li></ul>
Extensions	Separate, but related, issues about the presentation of the documentary could be included in this lesson, or expanded into subsequent lessons. They include: <ul style="list-style-type: none"><li>how the narrative structure is articulated through the use, sequencing and/or juxtaposition of visuals, written text, graphics, format of interview segments, and use of sound effects and voice-overs</li><li>on <i>The Corporation’s</i> Web site, the film is posited as a satire described as “darkly amusing.” Is it perceived that way by students? Or is it perceived as a serious piece that attacks rather than pokes fun at corporations and capitalism?</li></ul>
Assessment/evaluation	Formative <ul style="list-style-type: none"><li>Observation of student interaction and participation in the process</li><li>Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another</li></ul>