

The Cast of Walter McMillian

JUST MERCY



JOURNEYS IN FILM™
educating for global understanding

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About Journeys in Film

Journeys in Film is a 501c(3) nonprofit organization that amplifies the storytelling power of film to educate the most visually literate generation in history. We believe that teaching with film has the power to help educate our next generation with a richer understanding of the diverse and complex world in which we live.

We transform entertainment media into educational media by designing and publishing cost-free, educational resources for teachers to accompany carefully chosen feature films and documentaries while meeting mandated standards in all core subjects. Selected films are used as springboards for lesson plans in subjects like math, science, language arts, social studies and more. Our resources support various learning styles, promote literacy, transport students around the globe, and foster learning that meets core academic objectives.

In addition to general subject areas, Journeys in Film's programs engage students in meaningful examinations of human rights, poverty and hunger, stereotyping and racism, environmental issues, global health, immigration, and gender roles. Our teaching methods are successful in broadening perspectives, teaching for global competency, encouraging empathy, and building new paradigms for best practices in education. We seek to inspire educators, school administrators, community members and home-schooling parents to use our innovative curriculum to capture the imagination and curiosity of their students.

We also develop discussion guides for films that don't necessarily lend themselves to academic standards but cover topics and themes that are valuable for classroom discussions and in other settings, such as after school clubs, community screenings, and college classes.

Why use this program?

In an age when literacy means familiarity with images as much as text and a screen has become a new kind of page, 21st-century students are more connected to media than any previous generation. This offers educators unprecedented opportunities to engage students in learning about a variety of subjects and issues of global significance. Films, television, documentaries, and other media platforms can provide an immediate, immersive window to a better understanding of the world and matters affecting all of us.

We teach our students literature that originated from all around the world, but we tend to forget that what often spurs the imagination is both visual and auditory. Films evoke emotion and can liven up the classroom, bringing energy to a course. We believe in the power of films to open our minds, inspire us to learn more, provide a bridge to better understanding the major issues of 21st century concern, and compel us to make a difference.

When properly used, films can be a powerful educational tool in developing critical thinking skills and exposure to different perspectives. Students travel through these characters and their stories: They drink tea with an Iranian family in *Children of Heaven*, play soccer in a Tibetan monastery in *The Cup*, find themselves in the conflict between urban grandson and rural grandmother in South Korea in *The Way Home*, and watch the ways modernity challenges Maori traditions in New Zealand in *Whale Rider*. Journeys in Film brings outstanding and socially relevant documentaries to the classroom that teach about a broad range of social issues in real-life settings such as famine-stricken and war-torn Somalia, a maximum-security prison in Alabama, a World War II concentration camp near Prague; they explore complex and important topics like race and gender. Students tour an African school with a Nobel Prize-winning teenager in *He Named Me Malala* and experience the transformative power of music in *The Music of Strangers: Yo-Yo Ma & the Silk Road Ensemble* and *Landfill Harmonic*.

Our hope is that this generation of youth will contribute to the betterment of humankind through kindness and understanding, together with scientific knowledge to help solve some of the world's most pressing issues.

Our goal is to create relevant and engaging curricula and programming around media that encourage cross-cultural understanding, empathy, and knowledge of the people and environments around the world. We aim to prepare today's youth to live and work as globally informed, media- literate, and competent citizens.



Introducing *Just Mercy*

After watching *Just Mercy*, viewers may feel as if this story depicts an unfortunate moment long ago. It can be hard to believe that Bryan Stevenson's battle, against an Alabama justice system haunted by the legacies of slavery and Jim Crow laws, took place as recently as the late 1980s, given its powerful themes of oppression, discrimination, and dehumanization. But we now know that these racist ideologies still plague our present-day society.

Just Mercy is not only a film centered around themes of empathy, equity, hope, and resilience. It is a story that uplifts marginalized voices who are typically unheard, unacknowledged, or deemed undeserving of mercy in the criminal justice system. The story follows Harvard Law School graduate Bryan Stevenson's move to Alabama where he recognizes an urgent need to provide free legal assistance to minorities who have been unfairly sentenced. Central to the film is the formation of the strong connective relationships between Stevenson and the condemned men he is helping. He builds a particularly powerful relationship with Walter McMillian, a Black man wrongfully sentenced to death, who helps him navigate the challenges of confronting such a strong structure of power and intimidation. Through these relationships, viewers gain insight into the humanity of the incarcerated individuals and the motivating factors for Bryan's resilience in the face of devastating barriers.

The movie's initial scenes demonstrate the transition for Walter McMillian from living in freedom to becoming a forgotten unit within an oppressive justice system. While he is first shown as an independent business owner who takes in a moment of fresh air working outdoors as a logger, the film quickly shifts to a brutal encounter with the police that results in his swift incarceration for murder. Walter has lived through many years of racialized trauma in that area and has begun to accept the prevalence of overt racist acts as a normalcy. As a result, he initially rides the fine line of being

a source of hope for his friends on death row while holding a slightly pessimistic attitude toward the possibility of obtaining justice for himself.

As the film progresses, viewers increasingly see the characters as real three-dimensional human beings to whom they can relate. The incarcerated men become living people with histories and aspirations; Walter's family vividly show their hopes, fears, and frustrations; the Equal Justice Initiative staff members cope with racism, bureaucracy, and vested political interests. At a time when the police, the judicial system, and the prison business are under close scrutiny, this film tells the story from the perspective of one innocent man, a man who stands for many others, and the young attorney and staff who successfully challenge the system.

DIRECTOR: Destin Daniel Crettin

WRITERS: Destin Daniel Crettin and Andrew Lanham

PRODUCERS: Gil Netter, Asher Goldstein, Michael B. Jordan

EXECUTIVE PRODUCERS: Bryan Stevenson, Mike Drake, Nijja Kuykendall, Gabriel Hammond, Daniel Hammond, Scott Budnick, Jeff Skoll, Charles D. King

CAST: Michael B. Jordan, Jamie Foxx, Brie Larson

Based on the book *Just Mercy: A Story of Justice and Redemption* by Bryan Stevenson



The Case of Walter McMillian

Enduring Understandings

- Showing empathy, compassion, and mercy helps preserve the dignity and humanity of others.
- Bias, white supremacy, and racism that are sources of injustice are learned behaviors (and therefore able to be unlearned).
- The dominant narrative of white supremacy and racial difference is false and widespread; it was used first to justify slavery and then to justify racial discrimination after the end of slavery.
- Building a strong community of relationships can help to maintain feelings of hope in times of adversity.
- There are some people who are still fighting to be heard, recognized, and respected as human beings.

Essential Questions

- How do the strong relationships formed throughout *Just Mercy* help all the characters maintain hope and resilience?
- In what ways does hearing the stories of the people in prison foster resistance against a system which seeks to isolate and dehumanize them?
- How does our personal background (prior experiences, media, family history, etc.) affect the way we feel about and respond to influences?
- How do empathy and compassion help to motivate us to take action on issues that are important to us?

Notes to the Teacher

Bryan Stevenson's journey of understanding how pervasive racism is in Alabama is highlighted through his conversations and close relationships with the condemned man, Walter McMillian, and his community. Bryan is young, optimistic, and initially confident that his strong knowledge of the law will be a winning force against even an unfair legal system. He comes from a low-income background similar to that of the incarcerated men and empathizes with them, having once felt invisible and expendable in the eyes of the law. Bryan is extremely intelligent and exhibits a quiet but firm determination to seek justice in such a brutal situation.

In this lesson, the film itself is the central text as students focus on how themes, characters, and other influences impact Walter McMillian's case. Before each class period, it will be important to set the tone of a psychologically safe space for students to discuss openly how white supremacy, racism, and the criminalization of poverty serve as sources of injustice. Established classroom norms, preferably norms that students create themselves, will allow for authentic and honest conversations.

If possible, complete Lesson 1 of this guide before beginning Lesson 2 so that students have a thorough grasp of the conditions that shaped the lives of Walter McMillian, the other men on death row, and the members of Walter's family and community.

Part 1 of this lesson involves students viewing the film, which takes slightly more than two hours, and completing a viewer-response journal. They share responses with partners or small groups, participate in large-group discussion, and analyze significant quotations from the movie. Students clarify their understanding of what happens in the film, the characters involved, and key themes involving racism, prejudice, and bias.



In Part 2, the class investigates the significance of the title *Just Mercy* and considers the relationship between mercy, motivation, and justice in the context of the film. This leads students to explore the layering of themes conveyed by the film and allows them to brainstorm themes that they identify as important.

In Part 3, students switch their attention to exploring the film's relevance and how it connects to current events and issues that our society faces today. Students participate in a role-play exercise meant to help them build closer connections to and empathy for the film's characters.

In Part 4, students become familiar with the elements of a film review. They work alone or in small groups to collect and synthesize their learning about *Just Mercy* to that point. They then write an analytical film review focused on a central theme.

You will find it helpful to have multiple DVDs or computers for streaming access so that groups can scan the movie for scenes that focus on their themes. In all parts of the lesson, you will want to emphasize an open-ended approach that encourages a rich diversity of responses and insights.

Common Core Standards addressed by this lesson

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Analyze how and why individuals, events, or ideas develop and interact over the course of a text, building on others' ideas and expressing their own clearly and persuasively.

Common Core Standards addressed by this lesson, continued

CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.R.4

Present information, findings, and supporting evidence such that the listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Duration of Lesson

5-6 class periods, including time to view the film

Assessments

Responses to **Handout 1**, the viewer response journal
Class discussion
Short essays
Participation in group presentations
Participation in class discussion
Culminating film review presentation

Materials

The film *Just Mercy*
Projector
Internet and word processing access
Copies of **Handouts 1-4** for students' use

Procedure

Part 1: Viewing the Movie and Responding through Reflections

1. Before students view the movie, distribute **Handout 1** and review the ten journaling topics. (Have students look up, review, and record definitions of the following words prior to viewing the movie and engaging in the discussion activity.)

Here are some sample answers:

- a. Prejudice – an attitude or bias toward a person or group of people based on incomplete or faulty knowledge
- b. Discrimination – the unfair treatment of people based on prejudice, often related to race, age, or gender
- c. Stereotype - an oversimplified idea, usually unfavorable, about a particular person or group
- d. Bias – a personal judgment, based on stereotypes and prejudice, that can affect decisions and actions
- e. Implicit Bias – bias stemming from prejudices of which the biased person is unaware
- f. Assumption - a thing that is accepted as true without any proof
- g. Resilience - The ability to recover quickly from hardships; strength in the face of adversity.
- h. Racism - prejudice, discrimination, or bias directed against a person or group based on the racial or ethnic group to which they belong; it is often supported by institutional power on behalf of the dominant racial or ethnic group.

2. Explain that students will use the handout as the basis for a viewer-response journal and ask them to complete it as they watch the film; indicate whether they are to do their work in their notebooks or on a computer. Then start the film. The handout suggests two places to pause for students to record ideas. You may want to select additional moments. (Note: Invite students to ask you to stop and replay some clips along the way. The film moves along quickly, so it can be easy for first-time viewers to lose track of impressions.)



3. After students view the film and complete **Handout 1**, allow a little time for partners or small groups to review and discuss responses to the questions and to make sure their own handouts are complete. (Diverse responses are fine and helpful to discussion.) Allow students to reference their handouts and capture additional insights during class discussion if needed. Later, collect the handouts for use in assessment.
4. Explain that the movie is based on real events and people. Ask students to think about the extent to which they felt engaged in events depicted in the film.
5. Conduct a whole-class discussion based on the following questions:
 - a. What do you think the main actors thought of their roles? Do you think making the movie was important to them? Do you think they enjoyed making the film? (Answers may vary.)
 - b. Did you find yourself more interested in one character than in the others? Why? (In response to this subjective question, students may mention the main characters, but also figures such as Walter's wife Minnie, Eva Ansley, Ralph Myers, and Herbert Richardson)
 - c. Do you think that Bryan's growing connection with Walter and others helps him personally develop a deeper understanding of the issues of injustice, racism, mass incarceration, and punishment? Why or why not? How have you gained a better understanding of issues that you feel are important? (Bryan's journey of understanding how pervasive racism is in Alabama is highlighted through his conversations and close relationships with the condemned men and the members of Walter's community. Students may mention that while Bryan is meeting with the condemned men to help them, the men are teaching him about the dangers in challenging such an oppressive system through telling their racialized experiences while living in this community. Students may share issues of small or large scope that are important to them and they feel society should care about such as poverty, homelessness, bullying, the environment etc. They may express ways in which they have built a close connection to these specific issues that they have chosen.)
 - d. The white members of the Monroeville, Alabama, community felt that the initial conviction of Walter McMillian was an act of justice. What does "justice" mean to Bryan? Has the film influenced your own definition of justice? If so, how? (The film shines light on how the concept of justice in the minds of the characters is based on their own perceptions of what is "deserved." For the whites looking to condemn Walter, he "deserves" the punishment based on his affair with the white woman, his race, his socio-economic status, and the feeling that the family of murder victim Ronda Morrison needs to see a conviction by any means necessary. Bryan and Walter's supporters feel justice is not served as long as there are hidden truths that prove Walter did not commit the crime. Ask students to define injustice and to comment on the various examples of injustice in Walter's story and in the Monroeville community in general.)
 - e. What moment in the movie strikes you as having the greatest impact? Why? (Possibilities abound, including the execution of Herbert Richardson; Bryan's first conversation with Walter; District Attorney Tommy Chapman switching his position; Walter's court appeal decision.)
6. Have students think about simple associations that they have learned throughout their lives by answering the statement, "When I think of _____, it also makes me think of _____." Ask students "How do you think you formed that association?" For example: "When I think of salt, it also makes me think of pepper." Point out that we all have formed different associations, assumptions, and biases that

are sometimes known or unknown. When these assumptions and biases are related to stereotyping, it can result in unjust behavior or treatment towards people based on identifiers such as race, socio-economic status, and gender. Then ask: How do characters' assumptions, perceptions, and biases influence Walter's case in the movie? (We all create personal assumptions, perceptions, and biases based on our backgrounds, exposure to media, and other influences. An example of a student response based on the film happens within the first 10 minutes when Walter is stopped by the police and questioned about his work status and "fancy" truck. It is assumed by the police officer that Walter cannot work for himself or afford such a nice vehicle. This sets the stage for him to be accused of the murder.)

7. Point out that **Handout 1** asked students to record scenes that were particularly powerful or meaningful for them. Invite students to share why a particular scene stood out to them.

8. Write or project the following quotations on the board, one at a time, without identifying the speakers:

- "You're guilty from the moment you're born." (Walter McMillian/Johnny D)
- "My job is not to make people happy. It's to achieve justice for my client." (Bryan Stevenson)
- "The opposite of poverty isn't wealth. The opposite of poverty is justice." (Bryan Stevenson)
- "I was in before you even offered me the job." (Eva Ansley)
- "If you can't see the danger in what you're doing, you need to ask Harvard for your money back." (Alice Stevenson, Bryan's mother)
- "But if they take me out to the chair tonight, I'm going out smiling, because I got my truth back." (Walter McMillian/Johnny D)

For each quote, ask students which character spoke the words. How does the quote show the character's personality? What is its connection to the film as a whole?

Part 2: Focusing on Themes

1. Point out that the choice of a title is often related directly to the theme of a movie or book. The title is also often a significant force in attracting readers and viewers. Ask students to explain the significance of the title *Just Mercy*. Explore what the term *mercy* means (compassion or forgiveness) and the dual meaning of the word "just." (At first glance, it seems to mean "only" but it can also mean "morally right and fair.")

2. The movie makes clear how Bryan's personal background influenced his motivation to help wrongfully accused and condemned prisoners. Explain what factors in his life influenced him to take up the cause of prisoners wrongly convicted. (The unsolved murder of his grandfather demonstrated a lack of justice for the families of low-income African American communities. This made him feel invisible, unheard, overlooked and in "the shadows." Despite challenges and barriers throughout the film, Bryan's empathy and compassion for the prisoners and their families fueled his motivation to continue seeking justice.)

3. Write on the board: "Share an instance in which your prior experience motivated you to take action." Give students time to write about the occasion. Allow students time to share and discuss.

4. Suggest to students that *Just Mercy* is a complex film with multiple overlapping themes. Emphasize that a theme is a concept, not just a topic. If necessary, clarify with an example: "hope" is a topic; "Hope is powerful in helping people overcome challenges" is a theme. Distribute **Handout 2**, review the directions with students, and have small groups complete the exercise. (Note: Although students can do this from their memories of the movie, it is more effective if they can access it and review sections pertinent to their themes.) (Possible themes

include: the criminal justice system perpetuates a cycle of racial inequality, discrimination, and oppression of minorities and those in poverty; empathy, compassion, and mercy for others can serve to motivate actions and fuel courage despite obstacles; a supportive family or friends can make a real difference in one's life.) When they have completed the handout, have them share their responses with the group.

5. For homework, ask students to write a journal or diary entry from the perspective of Bryan Stevenson in which they respond to the following prompt: "How do you (Bryan) believe that mercy, motivation, and justice are related?" Collect writings at the beginning of the next class period for use as assessment tools.

Part 3: Forming Connections

1. Review with students the meaning of the word *theme* and tell them that a theme of a movie or literary work is an idea, a view, or an insight about reality, life, or human nature. Ask students to write paragraphs in which they respond to the following prompt: In what way(s) is the film *Just Mercy* relevant to current events and issues that our society faces today?

2. Have them share and discuss responses as a whole group. (The goal is for students to try to make connections to the film and themes that they have identified. The film seeks to highlight the stories of those often unheard or cast aside due to race and class. In addition to Bryan's clients being Black men from low-income communities, there is another layer of identity that seeks to dehumanize their existence. They are condemned prisoners which would result in many people easily categorizing them as society's outcasts or undeserving of mercy. Bryan's determination to fight for people that others have forgotten is one example of how students might make real world connections to how stories in our society can sometimes get lost in the shadows because of race, class, or gender.)

3. Point out to students that actors in films typically develop a sense of personal investment and connection with the characters they are playing. It is a commitment beyond just playing roles, particularly with movies such as *Just Mercy* in which the characters are based on actual people and their personal stories. A personal investment involves expressing empathy and understanding for the character's evolution throughout the film, capturing the character's dominant traits, and anticipating the character's emotions and responses.

4. Divide the class into partner teams and distribute

Handout 3. Assign a character for each team and provide the name of the actor portraying the character. Some are listed below; more can be found at https://www.imdb.com/title/tt4916630/?ref=fn_al_tt_1.

Bryan Stevenson (Michael B. Jordan)

Walter McMillian/Johnny D (Jamie Foxx)

Walter's wife Minnie McMillian (Karen Kendrick)

Eva Ansley (Brie Larson)

Ralph Myers (Tim Blake Nelson)

Herbert Richardson (Rob Morgan)

Explain to students that they will be participating in a role-play exercise in which Partner A is a journalist serving as an interviewer and Partner B is the actor of the character assigned. (It is not important that the character assigned be gender specific). Allow Partner A to ask the questions listed on **Handout 3** while Partner B answers the questions as the actor playing the role might do. When enough time has elapsed, ask each pair to present any insights they gained from the exercise.

Part 4: Writing a Film Review

1. The day before the lesson, ask students to bring in a local newspaper that contains a film review or, if one is unavailable, to print out a copy of a film review from an online source like www.rottentomatoes.com. Have them focus on current films.

2. On the day of the lesson, have students form groups of three or four and share copies of the reviews that they have brought so that everyone has a chance to read three reviews. (Groups may exchange reviews if necessary.)

3. Ask students to identify the elements that they saw in several of the reviews. (Examples: partial summary of the film's plot; creative elements like camera work, setting, costumes, mood, symbols; the quality of casting and acting; the filmmaker's apparent purpose such as to entertain, to inform, or to arouse emotion; the reviewer's personal evaluation of the film; additional research on the subject of the film if necessary; the number of stars the reviewer gives the film)

4. Distribute **Handout 4** for students to use as a guide in collecting and synthesizing their ideas about the film *Just Mercy*. Allow sufficient time for students, working alone or in groups, to access information and organize content.

5. Follow your usual procedures for writing: assign deadlines and approximate length, give students opportunities for multiple drafts, and provide for writing conferences with the teacher and/or peer editing.

6. When the students have finished, ask several volunteers to read their reviews aloud. Use these as a way of opening discussions about student attitudes toward the film.

Extension Activity

Invite student volunteers to complete projects or essays in which they share their earliest experience witnessing or dealing with race and/or racism.



Handout 1

Viewer Response Journal

Directions: In your notebook or electronic document, record your answers to the following questions.

- A. Define the following words prior to viewing the movie. Referencing these definitions will be useful while viewing the film as well as during reflection.

Prejudice
Discrimination
Stereotype
Bias

Implicit Bias
Assumption
Resilience
Racism

- B. During the first half-hour of the film, the viewer becomes acquainted with Bryan Stevenson as he moves to practice law in Alabama and learns about the swift conviction of Walter McMillian. Stop viewing after the scene in which Bryan visits Walter in prison for their first conversation together and the following scene showing Walter being walked by a prison guard back to his cell. (23:10)

1. What did you think about the initial encounter of the police officer and Walter McMillian?
2. What are some ways in which Bryan builds trust and a close connection with those that he is helping? Do you think it is important for the film to show these encounters? Why, or why not?
3. What are your initial thoughts after watching the first meeting between Bryan and Walter?

- C. Continue viewing up to and including the judge's initial decision on whether to grant Walter a new trial (1:41:46). Then answer the following questions.

4. Describe some encounters that Bryan personally witnesses or experiences that indicate how pervasive racism is in that community and the danger that he places himself in by taking actions against injustice. How does he feel in these situations? How does he respond?
5. What does Bryan learn about Walter's background and his community of supporters?
6. How did you react after hearing the judge's decision on whether to grant Walter a new trial after the testimony of Ralph Myers? Why did you react that way?

- D. View the rest of the movie and consider the following points.

7. How do poverty, power, and fear affect Walter's case in the movie?
8. How is intimidation used in Walter's case and throughout the film?
9. Throughout the movie, there are elements of hope and resilience such as the large group of family and community members that show up in Walter's home to meet Bryan. What are some other ways that the movie shows moments of hope and resilience?
10. Select three scenes from the movie that were particularly powerful or meaningful for you. Why did they stand out for you?



Handout 2

Analysis of *Just Mercy* Themes

Complete the chart about two themes from the film, including relevant scenes and your own analytical observations.

Statement of theme	Film scenes relevant to theme	Your analysis and observations



Handout 3

Character Interviews

Partner A: You are playing the role of a journalist. Interview your subject using the questions below. You may use your own follow-up questions if you wish.

Partner B: You are playing the role of the actor of one of the characters in *Just Mercy*. Answer the questions as you feel the actor of the role would. Try to consider the personal investment you would make in portraying this character.

Questions:

- 1) How did it feel to play this role?
- 2) What are some dominant character traits that you portrayed while in this role?
- 3) Tell me about one scene in the movie that you feel highlights your character's motivation and personality traits.
- 4) How does your character change from the beginning to the end of the film?
- 5) How do you feel the audience's insight into the character shifts along the way?
- 6) Were there any emotional moments for you while playing this role? What were they and why were they emotional?
- 7) Explain your character's most important relationships in the film. Which individuals connect most intensely with your character?
- 8) How do you feel your character affected the success of the movie as a whole?



Handout 4

Writing a Film Review

Use the following questions to collect your ideas for the film review you are going to write:

1. Make preliminary observations about what you remember about one important theme in the development of the movie. Why is this a primary theme and how does it affect the film and the viewer?
2. Identify character contributions. What are a few ways that character traits and/or actions contribute to the expression of this theme in the film?
3. Create Connections. Identify ways in which you feel your theme could connect to current issues in society.
4. Identify moments in the film when your theme is evident. Closely review those moments and focus on details.
5. Pinpoint related topics that need additional clarification and conduct relevant research.
6. Plan the content of your review, using some or all of the ideas you have described above. When you have outlined your ideas, create a guiding thesis statement that summarizes and gives direction to the review.



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