# Stage 6, Year 12 - EAL/D: Module C

The Truman Show directed by Peter Lindsay Weir, AM: reading and responding lesson sequence.

## Module C: Close Study of Text

**Prescribed text**: The Truman Show directed by Peter Weird, Paramount Home Entertainment (Australasia) P/L

### Learning focus

Students will develop their knowledge of the plot and themes of The Truman Show by reading the online opinion article ‘[8 Ways Your Life is Like ‘The Truman Show’ and You Don’t Even Know It’.](https://www.elitedaily.com/life/culture/life-exactly-like-truman-show/1044838)

Before reading, they will record their personal responses to some of these themes by responding to statements. Depending on the platform being used to deliver this learning sequence, students may record responses in a reflection journal or may contribute to a discussion in a comments feed.

While reading, students will answer questions to identify literal information from the text and find supporting evidence for making inferences about the composer’s opinions.

After reading, students will compare their personal responses with the views of the composer.

The lesson will also provide the opportunity to practise a number of readings strategies such as prediction, skimming and scanning and making inferences about word meaning based on context.

#### Lesson goal:

All students will develop some knowledge of the key events and themes of ‘The Truman Show’. They will identify facts and opinions and will express and support personal responses to some of the key themes.

Most students will contribute to a discussion by responding to the ideas of others. They will also

Some students will reflect on how and why their opinions changed or did not change as a result of reading the article.

#### Syllabus Outcomes and Content

* responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EAL12-1A
* reflect on and evaluate personal responses to texts and those of others (ACEEA092)
* thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts EAL12-5
* distinguish between and evaluate facts and opinions presented in texts (ACEEA062)

All outcomes referred to are from [English EAL/D syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-english/english-eald-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017

#### Resources

* Students need a computer with access to the internet
* Online opinion article [8 Ways Your Life Is Like 'The Truman Show' And You Don't Even Know It](https://www.elitedaily.com/life/culture/life-exactly-like-truman-show/1044838) By Paul Hudson, ‎May‎ ‎28‎, ‎2015
* Pre-reading opinion worksheet
* Comprehension questions
* Student reflection journals (for example, through the ‘assignment’ function on Google Docs)

#### Background information

This task is for use before teaching of the prescribed text film ‘The Truman Show’ to build the field related to key themes and events of the film.

Future lessons may use the article as a model for writing using a range of structural and language features such as figurative language, rhetorical devices and evaluative language.

### Learning sequence

#### Task 1: Pre-reading opinion chart

Explain to students (can be adapted to be posted in a feed or recorded): You are about to read an opinion article in which the writer responds to ideas from ‘The Truman Show’ and explain how the film is relevant to issues in our everyday life. Before you read you will think about some of the main ideas from the article and decide whether you agree or disagree with the writer’s opinions. While you read you will answer questions to develop your knowledge of the film and find evidence of the writer’s opinions. After you read, you will write an entry in your reflection journal comparing your opinion with the opinion of the writer.

Students read statements and record their opinions. They then either contribute to a discussion in the comments feed or make an entry in their reading journal.

#### Task 2: While reading

Students are to read the article and write responses to each question. Cues are given for each question identifying a starting point for where to locate the information in the text. Remind students of good reading practices: in particular, re-reading and reading before and after the wording to identify context clues.

#### Task 3: After reading

Students should make an entry in their reading journal. The journal entry should compare their opinion with the writer’s opinion, give evidence (quotation) and reflect on how their views changed as a result of reading the article.

### Reading an online opinion article

#### 8 Ways Your Life is Like the Truman Show

**Task 1**: complete the ‘my opinion’ column. Respond to each statement with:

* A (agree)
* D (disagree)
* U (Unsure)

**Task 2:** Choose one statement that you agree or disagree with. Write a post in the comments feed (or in your reflective journal) identifying your opinion and giving reasons. Your post should be 3 - 5 sentences long. You should use ‘because’ and ‘for example’ in your answer.

Example:

I agree that ‘there is too much advertising in the world’ because everywhere you look you can see advertising for different products. For example, advertising appears on social media all the time. People even wear advertising on their clothes- just think about all the Nike brand clothes you see people wearing on the street.

**Task 3:** Read the posts made by other students. Choose at least one post and reply to it. Say whether you agree or disagree with the opinion and give reasons.

Table: statements and opinions

|  |  |  |
| --- | --- | --- |
| Statement | My opinion | The Writer’s Opinion |
| 1. Smart phones and social media (like Facebook and Instagram) are good.  |  |  |
| 2. There is too much advertising in the world. |  |  |
| 3. You cannot be happy in life if you do not have a good job. |  |  |
| 4. It is more important to have a safe life than an exciting life. |  |  |
| 5. It is easy to trick people and make them believe something that is not true. |  |  |
| 6. People are always pretending. They do not show their true selves. |  |  |

### While Reading

**Task 4:** Read [8 Ways Your Life Is Like 'The Truman Show' And You Don't Even Know It](https://www.elitedaily.com/life/culture/life-exactly-like-truman-show/1044838).

Answer the following questions. For each question, the first words of the paragraph (paragraph opening) are given to help you find where the answer is in the text. To find the answer, you might need to read before and after the paragraph.

Table: questions to answer while reading

|  |  |
| --- | --- |
| Paragraph opening | Question |
| For those of you who haven’t seen it … | 1. Where is Truman ‘born and raised’?  |
| This little world … | 2. What happens to Truman? |
| Most importantly … | 3. What does the word ‘oblivious’ mean? What does this mean for Truman? |
| And even more frighteningly … | 4. What does the writer say Truman and the reader have in common?  |
| People post updates … | 5. What do people post updates about?  |
| People post updates … | 6. Does the writer think social media is a good thing? |
| In our day and age … | 7. Where does advertising appear |
| The problem is it isn’t maintainable … | 8. Which does the writer think we need more: safety or excitement?  |
| Truman couldn’t get over … | 9. What is Truman afraid of? |
| Truman never figured out … | 10. What are three things Truman did not do? |
| Think about it … | 11. Why does the writer use a rhetorical question here? What point are they trying to make? |

### After reading

**Task 5 -** Write an entry in your reflection journal about the themes in the film ‘The Truman Show’. Aim to do the following:

* describe some of the main events of ‘The Truman Show’ (what happens? Where?)
* use at least two quotations from the article
* identify at least two of the writer’s opinions about the themes of ‘The Truman Show’
* explain how your opinion in similar/ different to the writer’s opinion
* describe whether your opinion changed as a result of reading the article.