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| **Bibliographic Info** | |
| **Title and Year** | Freedom Writers (2007) |
| **Director** | Richard LaGravenese |
| **Narrative** | |
| **Character Names** |  |
| **General Plot** |  |
| **Style** | |
| **Titles:**  What is happening visually while the titles and opening credits appear? What does this tell us about the story we are about to watch? | The opening scene starts with numerous news medias mentioning the time of the LA riots. We see many live scenes during that time, as well as some context to the rising racial tensions coming from there. We then see the a voice narrative of one the main characters, named Eva, with strong words that is reflective of her family environment, from the day she saw someone get shot to the arrest of her father, and into the initiation into a gang. This starts off as kind of the overall tone that comes of the dangers and tensions that come from the life within this Long beach community. This shows that the life that these students live in have been reinforced from the past and sets the tone that their lives is tough and expected to be tough in the movie. (Sabrina Nguyen) |
| **Performances:**  Is any of the acting notably strong or weak? From your perspective, are the characters realistic? |  |
| **Mise-en-scene**:   * Set design * Decor * Props * Lighting * Costumes * Makeup | 1. When Ms.Gruwell gets to school for her first day of teaching we see her peek into the honors classroom which is neat and clean with white boards. Then we see the classroom she is teaching in. The chalkboard is dirty, desk are written on, and the classroom is cluttered. The way this set was set up allows us to infer that this class and these students are not prioritized like other students. (Alora Perez)  2.  3. |

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| **Cinematography**: | 1. There is a P.O.V shot from Margaret when the camera shifts and focuses on Erin’s necklace which is expensive. We then get a shot of Margaret’s face of concern when she sees the necklace. Later in the movie we know the reason behind her concern which is that since she believes the students are delinquents, she will be get the necklace stolen from her. (Diana Pablo-Ramirez)  2.  3. |
| * Quality (grainy, etc.) |
| * Focus (shallow v. deep) |
| * Camera distance (close |
| ups or long shots) |
| * Camera angles |
| * Camera movement (static |
| v. mobile, fluid v. shaky, |
| panning v. tracking) |
|  | 1. In the opening scene there is an overwhelming sensation when the gun  shots, the voice of a news reporter, and the sirens of the firefighters all  mend together which enables a feeling of chaos. It sets up the kind of  neighborhood that these students are living in. (Diana Pablo-Ramirez) |
| **Sound**   * Voice-over narration? * Score (instrumental | 2.  3. |
| music composed for the |  |
| film) |  |
| * Use of silence |  |
| * Sound transitions |  |
|  | 1. In the movie, Erin plays a Tupac song to appeal to her students. This is a comedic scene because the students to not take her seriously and think it is ridiculous that she is teaching them about rap. This is her first failed attempt at appealing to her kids. (Beatriz Molina) |
| **Music**   * Any notable recorded   songs in the film? | 2.  3. |
| * What mood is created? |  |
| What styles are used? |  |
| * Musical effects? |  |
| **Editing** | 1. The scene in which Eva and Sindy are getting ready to go out for the night. There is clear example of parallel editing as goes back and forth from Eva and Sindy doing very similar if not the exact things to get ready, picking out clothes, putting on makeup and even riding in similar cars. This editing shows that even though Eva and Sindy are from different gangs they are still going through the same, enjoy the same things and live similar lifestyles. (Robert Baez-Siva)  2.  3. |
| * Pace (slow or quick) |
| * Shot transitions (dissolves |
| vs. straight cuts vs. fades) |
| * Parallel editing (e.g. |
| cutting back and forth |
| between events |
| happening |
| simultaneously but in |
| different spaces) |
| **Important Dialogue or Lines** | |
| 1. “Nobody cares what I do. Why should I bother coming to school?” – Tito  2.  3. | |

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| **Repeated Images and Symbols** |
| 1. The gun in Alejandro’s waist band is shown a few times during the movie. This represents the dangers that the students experience and be exposed to every day. I also noticed that he would flash it every time a scene was getting chaotic and violent, so I believe it is meant to show safety for Alejandro since he probably felt like he needed it. I also noted that the gun only appeared towards the beginning of the movie when the students did not feel like they had Erin’s support yet. (Beatriz Molina)  2.  3. |
| **Striking Scenes or Sequences** |
| 1. The “back to school night” scene where Erin, goes through her student’s journals and comes to learn where each one of them comes from. As Erin reads the notebooks, many flashback scenes play to showcase what the children have seen (arrests, death, domestic violence, etc). It is powerful to the viewer because it allows them to finally understand what each individual is going through that would hinder them from performing academically. (Daisy Morales)  2.  3. |
| **Messages and Themes** |
| 1. Diversity: I feel like this movie teaches the viewers and the students about diversity. At the beginning of the movie, everyone just surrounded themselves with people of the same race, but towards the end of the movie, everyone in the class connected with one another and developed a strong bond no matter where they come from. (Emily Nguyen)  2.  3. |
| **Other Notes, Thoughts, Questions . . .** |
| 1.  2.  3. |