

# PATRIOT

## AFTER WATCHING THE FILM



Picture: Danish Film Institute

### Analytical and thematic approach

#### 1. Plot summary

Write a five-point plot summary of the film in the chart below. The first column lists headlines for the different sections of the film. In the second column, write a bit more about each point. In the third column, name the relevant cinematic elements.

Point	Elaborate	Details
1 Preparations at home		
2 Hannah is sent away		
3 Biking away		
4 Meeting the Roma boy		
5 Home again		

#### 2. Setting and environment

Describe the film's physical setting and social environment. Comment on how the characters live, look, behave and speak. Use as many different adjectives as possible. You can use the pictures below for reference:



Frame grab 01:24



Frame grab 01:29

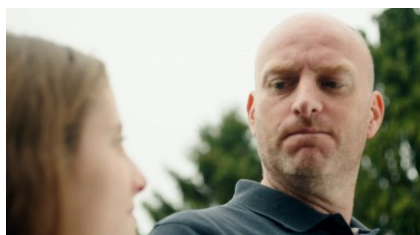
FFM  
V

### 3. Characterisation

Characterise the [main character](#), Hannah, her father and the Roma boy.

- a. What do they say directly about themselves?
- b. How are the characters described by their words, actions, language and relationships to other characters?
- c. Are the characters portrayed as flat or round characters? Argue your opinions.
- d. Do any of the characters evolve?

Find frame grabs to support your claim. An example could be the father's two facial expressions here:



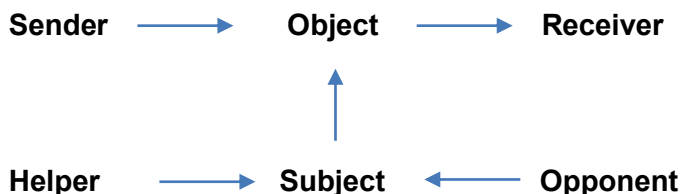
Frame grab 04:24



Frame grab 01:29

### 4. Actantial model

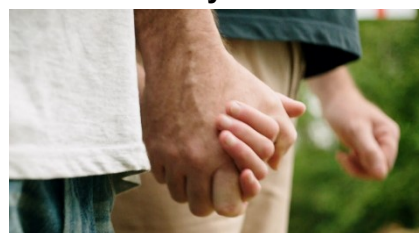
Analyse the film, using the [actantial model](#). Place the picture of Hannah in the subject's position and the remaining pictures where you think they belong. Change the perspective twice by placing first the father's picture, then the Roma boy's, in the subject's position.



The Community



Hannah



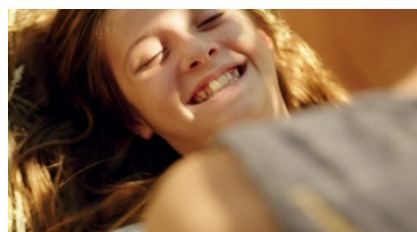
Hannah and her dad



Involvement



Freedom



Contact with other cultures



Her brother



Anger



Regret



Her dad

## 5. Symbolism

- The importance of the English flag: What does it mean that Hannah is wearing the flag as a cape, that the boy takes it from her and that it gets dirty?
- The importance of Hannah on the move: What does it mean that she is biking away from home, walking in the cornfield and tumbling?

## 6. Theme and message

After watching the whole film, look at Exercise 2 on page 1 and indicate the words that sum up the theme. What is the film trying to tell us?

## 7. Context

Read the entire anthem and compare it to other national anthems, e.g. 'God save the Queen' or anthems from other English-speaking countries. What do anthems say about a country? Relate the film to other aspects of British history and culture.

And did those feet in ancient time,  
Walk upon England's mountains green;  
And was the holy Lamb of God,  
On England's pleasant pastures seen!

And did the Countenance Divine,  
Shine forth upon our clouded hills?  
And was Jerusalem builded here,  
Among these dark Satanic Mills?

Bring me my Bow of burning gold;  
Bring me my Arrows of desire:



Bring me my Spear: O clouds unfold!  
Bring me my Chariot of fire!

I will not cease from Mental Fight,  
Nor shall my Sword sleep in my hand:  
Till we have built Jerusalem,  
In England's green & pleasant Land

## 8. Discussion

In groups of two, discuss:

- a. Why are the grownups going to London?
- b. What are Hannah's motives for her actions?

## Cinematic approach

### 9. Applying cinematic terms

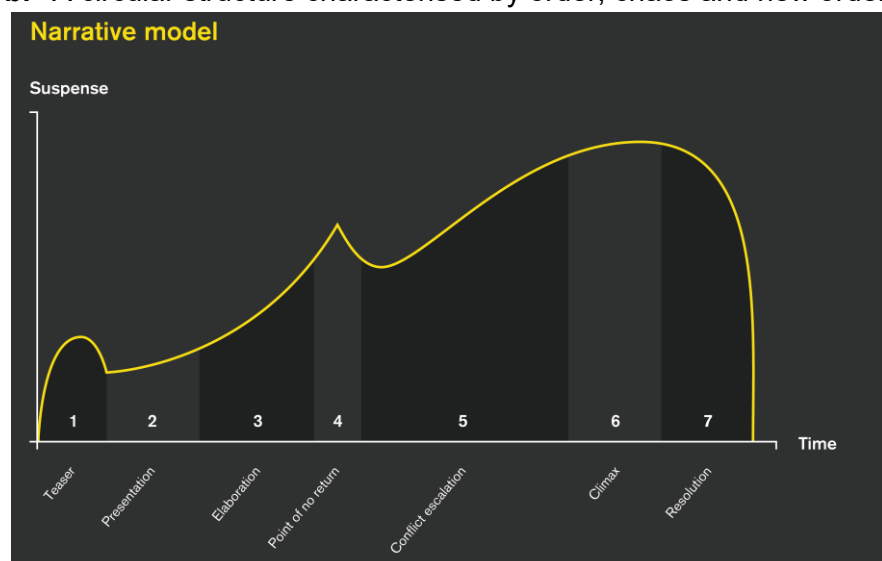
In groups of four, analyse an element from the list below. Find specific examples from the film. It is important that you comment on the effect of your chosen examples. Next, form matrix groups and present your results to each other.

- a. **Story units:** [shot](#), [scene](#), [sequence](#), [editing](#), [cut](#), [frame](#)
- b. **Camera distance:** [long shot](#), [full shot](#), [medium long shot](#), [medium shot](#), [medium close up](#), [close up](#), [extreme close up](#)
- c. **Point of view:** [point-of-view shot](#), [over-the-shoulder shot](#)
- d. **Camera angle:** [eye-level shot](#), [low-angle shot](#), [high-angle shot](#)
- e. **Camera movement:** [stationary camera](#), [pan](#), [tilt](#), [zoom in](#), [zoom out](#), [travelling shot](#), [crane shot](#), [handheld camera](#)
- f. **Sound:** [speech/dialogue](#), [voice over](#), [direct sound](#), [sound effects](#)
- g. **Music:** [underscoring](#), [leitmotif](#)

### 10. Dramaturgy

In groups of two, discuss which of the following models best fits the film. You need to substantiate your reasons.

- a. The [narrative model](#)
- b. A circular structure characterised by order, chaos and new order.



Model: Danish Film Institute

## 11. Creative assignment

In groups of two, make a film poster. Select a screenshot that you think reflects the movie, select a font that fits the film's mood and write a short tagline for the film's poster.

## Grammatical and written approach

### 12. Contextual grammar

The following is an excerpt from a review of the film. Indicate whether the highlighted words are adjectives or adverbs. Also, identify which words the highlighted words describe.

*Eva Riley, a **well-known** and talented British director of shorts, **perfectly** captures the effects of family tradition and **social** prejudice in her 14-minute drama **appropriately** called Patriot. No wonder this short film was selected to compete for the Short Film Palme d'Or at the 2015 Cannes Film Festival.*

*In the aftermath of a series of racial tensions in a **rural** British community, the young 11-year old Hannah (played by the new young talent Halle Kidd) bumps into a boy (Rafael Constantin) from a **forbidden** district. They play together, although **different** in every possible way; she's native British, he's a gipsy living in a trailer. But even though they **initially** get along, eventually things go wrong, and the film seems to end where it started. Hannah **unfortunately** lives a **brainwashed** existence, influenced by her chauvinistic far-right and foul-mouthed kin.*

<http://cinemajam.com/mag/movie-reviews/eva-riley-patriot>

Word	Adverb or adjective	Word(s) described
<b>well-known</b>	adjective	director of shorts
<b>perfectly</b>		
<b>social</b>		
<b>appropriately</b>		
<b>rural</b>		
<b>forbidden</b>		
<b>different</b>		
<b>initially</b>		
<b>unfortunately</b>		
<b>brainwashed</b>		

### 13. Written assignment

Write a 200-word paragraph about Hannah today, 20 years later, reflecting on how the event influenced her.