EDCP 481 (2016) PRESENTS:

A Science-Fiction/Fantasy Guide for Educators

Preface & Acknowledgements

This text represents the work of a group of 20 teachers enrolled in a Media Studies course at the University of British Columbia in the summer of 2016 designed by Dr. Stephen Petrina and taught by Rachel Ralph. The challenge for the group was to write a Media Studies text that appealed to students in a range from 8-12 in the school system, providing teachers with an interesting, diverse and rich resource for use in the classroom. The individual sections can be adopted and integrated into any number of subjects or adopted as a textbook for New Media Studies in the schools. Many of the Media Study Guides span provincial curricula, exploring commonalities and differences.

We acknowledge the support of family and friends and the various cultural agents and artists whose illustrations or texts were incorporated into the sections of the book. We acknowledge the work of students who contributed towards publishing this textbook.

We hope you are as inspired with the insights within each section, as we were producing these, and we encourage you to continue learning about media, culture and technology.

Table of Contents

VARDIP & JEONGBAE

AVATAR

Media Study Guide

Title: Avatar

Rating:
PG-13 (USA)
PG (Canada)

Running Time:
2h 42min

Directed by:
James Cameron

Production Company:
Lightstorm Entertainment, Dune Entertainment, Ingenious Film Partners

Distributed by:
20th Century Fox

Release Date:
December 18, 2009 (Canada)

Introduction

By 2154, humans have run out of natural resources. The Resources Development Administration (RDA) finds a planet, Pandora, which obtains a lot of valuable mineral but is already inhibited by Na'vi and the atmosphere is poisonous to humans. To conquer Pandora, scientists use Na'vi human hybrids called "Avatar" operated by genetically matched humans; Jake Sully, paraplegic former Marine. His mission is to infiltrate into Na'vi's. However, he falls in love with Neytiri and becomes a one of the true and powerful members. Can Jake protect Navi from humans?

Learning Outcomes

After engaging with this study, students are expected to be able to do:

- Understand and acknowledge the necessity of protecting nature
- Participate and debate with others about Jake's betrayal against humans
- Analyze both positive/negative effects of media

Themes

Imperialism

Director James Cameron acknowledged that the film is "certainly about imperialism in the sense that the way human history has always worked is that people with more military or technological might tend to supplant or destroy people who are weaker, usually for their resources".

"All energy is borrowed and someday you have to give it back"-Avatar

Spirituality

One of the film's philosophical underpinnings is that the Na'vi represent that sort of aspirational part of ourselves that wants to be better, that wants to respect nature, while the humans in the film represent the more venal versions of ourselves.

WHAT DOES "I SEE YOU" MEAN?

Which means: when you see me you bring me into existence. In the blockbuster movie Avatar when they say "I see you" it means I see the love and your feelings and your soul and you mean everything to me.

"I SEE YOU" - When Neytiri meets Jake again
https://youtu.be/A71gopP1SsY

Environment

The film hits all the important environmental talking-points—virgin rain forests threatened by wanton exploitation, indigenous peoples who have much to teach the developed world, a planet which functions as a collective, and evil corporate interests that are trying to destroy it all.

PERFORMANCE CAPTURED BY CGI

Cameron has used the Computer generated imagery (CGI) extensively in Avatar. He specifically used a novel technique called "image-based facial performance capture" that required actors to wear some special headgears already equipped with camera.

Before Watching

Discussion Questions

What is an Avatar and what does it mean to you?

What is imperialism? Why is it important to learn about imperialism?

Watch the trailer Avatar? Discuss your initial reactions. What does it make you expect from the film? Who is it appealing to? How is this trailer successful/unsuccessful as a teaser and promoter of the film?

Activity

View and analyze the image "Creation Story of the Iroquois" and the "Tree of Life" image from Avatar. Are there commonalities between the two texts? What type of meaning is conveyed in these images? How is the use of color illustrated in both texts?

90 second student-centered reflection activity. You will be required to hand write in 90 seconds, without trying to stop writing, what these two images mean to you. The prompt questions above have been provided to help start and guide you in this process. Remember this is not a race to see who can write the fastest but more of a stream of consciousness activity.

Our great mother does not take sides, she protect the balance of life - Neytiri

After Watching

The mainstream media depicted the film as an action-packed tale of self-discovery. The movie was full of special effects that brought a virtual world to life. Although not new to Hollywood, why is this in fact a much more subtle, yet problematic telling of colonial history through animation. The humans arrived on Pandora divided by the imperial and colonial mission: on the one hand, we see those who advocate a brute force, a type of direct colonization of the 'natives' who live there (in this case the Na'vi), waging war against them in order to extract resources. On the other, we have the employment of an administrative body that is required by the former to produce a type of colonial knowledge that enables the fulfilment of this mission. This institution is bound in anthropological ethnographic work that allows the researchers to learn the Na'vi with the hopes of producing a type of power-enhancing colonial knowledge. Two characters in particular embark on this journey and occupy a crucial role in the film as imperial scientists and informants, Jack and Grace, who in collecting knowledge simultaneously construct the 'other'. The concept of 'Us' vs 'Them' is introduced.

Discussion Questions

As Sully arrives in Pandora, what are his first impressions?

Why is Grace angry about Sully being there? What does she say regarding his qualifications?

According to Selfrige's discussion with Grace, why are the Americans in Pandora?

How do Americans view the Na'vi people? What comments are made about the Na'vi?

What is Ewya? What do the seeds of Ewya reveal?

The Na'vi people greet one another with "I see you" when they meet. What does this mean?

What is the tree of life? What is its significance?

Why do the Americans become violent and attack the Na'vi people?

Describe the transformation that Sully undergoes throughout the film. How does he change? What influences his change?

How is the Na'vi way of life different from that of Americans? Which is better and why?

Describe how the Na'vi people respect and value their environment versus the Americans. What do each value?

How were the objectives of the imperial powers portrayed in the movie? How did the movie portray the actions of the native people (in this case the Na'vi)? In terms of how the actions of the imperial powers were carried out, did the use of technology affect the actions of the imperial powers and in what ways?

Why is Grace angry about Sully being there? What does she say regarding his qualifications?

According to Selfrige's discussion with Grace, why are the Americans in Pandora?

How do Americans view the Na'vi people? What comments are made about the Na'vi?

What is Ewya? What do the seeds of Ewya reveal?

The Na'vi people greet one another with "I see you" when they meet. What does this mean?

What is the tree of life? What is its significance?

Why do the Americans become violent and attack the Na'vi people?

How is the Na'vi way of life different from that of Americans? Which is better and why?

Describe how the Na'vi people respect and value their environment versus the Americans. What do each value?

How were the objectives of the imperial powers portrayed in the movie? How did the movie portray the actions of the native people? In terms of how the actions of the imperial powers were carried out, did the use of technology affect the actions of the imperial powers and in what ways?

Activities

1

WRITING ACTIVITY

How does this film bring awareness of imperialistic ideas? How does this film, through the use of technology, demonstrate the motives and reasons for imperializing that we have talked about in class? Provide examples and explain each. Answer in essay format. (250 words)

2

CREATE SOCIAL MEDIA TEXT

Create your own Avatar by using the website: http://www.avatarizeyourself.com/ Save your Avatar picture and upload it to chatterpicks or skitch. Use one of these apps to reference either the theme of imperialism, environment, or spirituality. Replicate these images and share on social media (Facebook, Twitter, Instagram, Snapchat, etc). Create a hashtag and get all images to promote using the same hashtag.

3

CONSTRUCT POSTER

Create posters that present the negative side effects of imperialism (digital or on paper). Replicate these posters or images and share on social media (Facebook, Twitter, Instagram, Snapchat, etc). Create a hashtag and get all poster-makers to promote using the same hashtag.

Call Of Duty: Zombies

A Comprehensive Media Guide

Contents

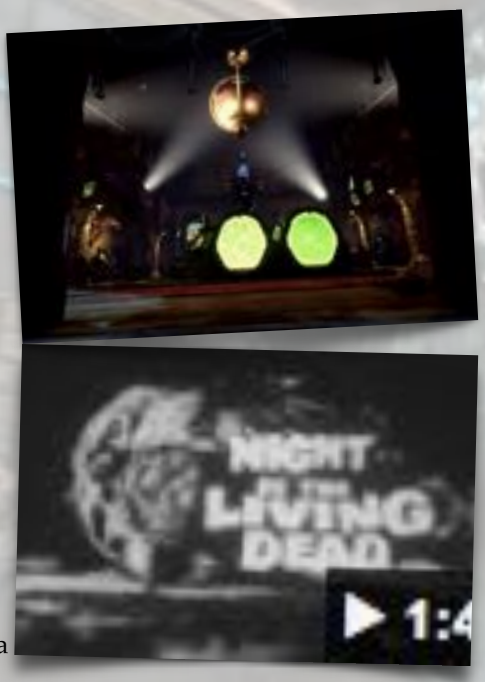


Figure 2a

Title: Call of Duty: Zombies

Genre: Science Fiction

Developer: TreyArch

Rating: M (for mature)

Platforms: Playstation, Xbox, PC

Introduction

Call of Duty: Zombies is a single and multiplayer video game where the player has to survive infinite waves of zombies. The maps or "episodes" take place over several video games: *Call of Duty: World at War, Black Ops, Black Ops 2 and Black Ops 3*.

This aspect of the Call of Duty franchise was in fact, never intended to exist as it never "fit in" with the Call of Duty universe. However, when head developer Mark Lamia realized how incredibly entertaining and addicting the the Zombie side project was, he had to put it in as an extra feature to *World at War*.

From there the Zombie multiverse was born. The players loved the game mode and what's more they began to speculate about what everything game could mean. So an audience informed story was born.

*For the full background of *Call of Duty: Zombies*, Click Here.

Connections

Beyond the purpose of entertainment the Zombie Franchise provides us with a launching pad for several education topics/ideas:

- Analysis of zombies as a metaphor for mass movements lends us perspective in order to reflect on how we as individuals should think critically.
- Reflecting on how artificial intelligence and technology is contributing to the written narrative of our future
- The audience is not a passive viewer. Instead, it as an active contributor to the constant development of stories in media and in society.
- Zombies as an example of cultural phenomenon. Check out Figure 2a.

Themes, Concepts & What to Know

- **Capitalism, Communism & Consumerism:**

The game explores these themes through dialogue of the characters and the actions that you must complete to be successful in the game. Surviving means you have to earn your hard earned $. The disdain the characters have toward this attribute of the game is expressed strongly and often. However, if things are offered for free, they are more than willing to comply. This puts into question how easily manipulated we can be.

- **Social & Political Movements:**

Zombies are directly relatable to the danger of mass movements. What happens when we follow without thinking for ourselves? History (specifically Nazi and Jihadist genocides) shows us what can happen when people act as zombies. Furthermore, the troubling political state in which the United States is undergoing right now points toward intolerance towards others when we blindly follow. For a comment on this theme refer to figure 3a.

Figure 3a

Figure 3b

- **Artificial Intelligence:**

Artificial Intelligence is a major contributor to the cataclysmic damage done to the world in *COD: Zombies*. What are the implications of developing technology that has an unknown purpose?

The Audience:

The Developers at Treyarch stated that without the gaming community informing the plot of *Zombies* the game would not essentially exist. This puts into question the assumed notion that the audience is a passive consumer of the media they receive in their every day lives. Rather, they are an active contributor to the information and themes they wish to explore. For a visual representation of this theory refer to figure 3b.

What to know and ask before playing the game:

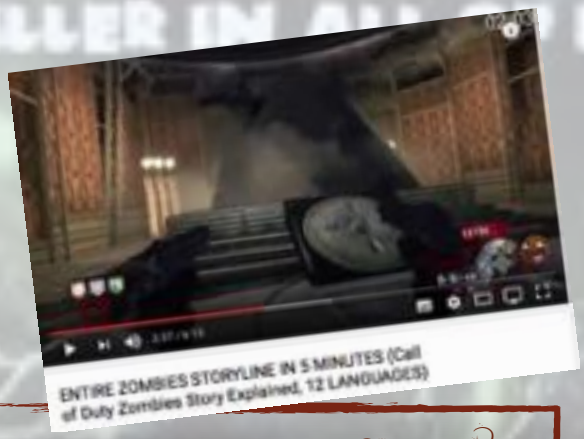
- **Is gaming relevant and does it inform and reflect society?**
- **What is a movement, how do they start and how do they play a role in moulding society?**
- **What is artificial intelligence and what is it's effect on society?**
- **What is an audience and what role does it play in creating story, media, entertainment, what we consume? Does it effect anything?**

The Zombie Storyline

Enter Edward Richtofen. A German scientist that is part of a scientific division called 935. It may be worthy to note that they are funded by the Nazi party. Richthofen along with the head scientist Dr. Maxis are looking for a way to "cure" the human condition. They are testing with an elemental substance called 115 that contains something called Vrill. Vrill is told to be a substance form the lost city of Atlantis that enables people to create fantastical weapons. It may also be worthy to note that testing with 115 can lead to mutation. Ie. Zombies.

As the story develops we find that Richthofen and Maxis have been testing on POW's which is where we insert Dempsy, Nikoli and Takeo into our story. Their memories have been erased from the testing, and after Richofen attempts to kill Dr. Maxis for not mass producing Vrill induced weapons, our four comrades start on a teleportation journey though time and space. Ultimately, Rictofens quest for world domination ends in a Zombie apocalypse. Not however, before ripping the space time continuum, creating an alternate timeline. One where Richthofen and Dr. Maxis are in fact friends rather than opposing forces, and the goal is not to dominate the world, but rather save it from their original selves. However, be weary, because no one can really know if Richthofen 2.0 is to be trusted.

Since the story takes place over several games, times lines, develops through cut scenes, player dialogue and most of all hidden easter eggs during gameplay, the story can be quite convoluted. Thus, it can be helpful to refer to a story guide for zombies. Figure 4a is a fantastic resource for this. If you want an in depth explanation of the story, check out figure 6a on page 6.



Characters

There are over forty characters in the COD zombie multiverse. All characters serve the purpose of continuing the storyline of our four protagonists. This is true with the exception of the characters from "Mob of the Dead" & "Shadows of Evil", as we do not know the purpose of these two "episodes" yet. Though, it should be noted that Richtofen has briefly been mentioned and has even shown up in both episodes with little explanation. Our four main characters are:

Edward Richtofen- A German Scientist

Tank Dempsy- An American Soldier

Nikoli Belinsky- A Russian Soldier

Takeo Mazaki- A Samurai to the Emperor

*For a full comprehensive list of characters click here.

Play Order

*Note that because their are several COD Zombies timelines this is only a suggested play order that I feel will give the greatest synthesis of the timelines.

- Nacht Der Untaten (Original Timeline (OT))
- Verrückt (OT)
- Shi No Numa (OT)
- Der Reise (OT)
- Kino Der Toten (OT)
- Ascension & Five (OT, happening at the same time)
- Call of the Dead (OT)
- Shangri-La (OT)
- Moon & Nuke town (OT, happening at the same time)
- Origins (Alternate Timeline (AT))
- Green Run (OT)
- Die Rise (OT)
- Buried (OT)
- The Giant (AT)
- Der Eisendrache (AT)
- Zetsubo No Shima (AT)
- Gorod Krovi (Purgatory Dimension (PD)
- Mob of the Dead (PD)

Interactive Activities

Artificial Intelligence Activity

Using a rudimentary programming language (like action script) design a basic game with a brain and zombie. Walk through the task of attributing abilities and artificial intelligence to the various characters in this game and discuss the symbolic nature of 'zombie-hood.' This would readily segway into a discussion and opportunity for critically responding to issues related to characterization, motivation and cultural zeitgeist.

The Zombie Fishbowl Activity

A copy of Call of Duty zombies will be brought into the class and four students will be selected to take part in a game of zombies. The rest of the students will gather around in a fishbowl formation and provide discussion on what is happening in game, their experience with the game and the themes discussed in class. If one of the gamers get knocked down, the student will tag out with another student.

Questions

These are guiding questions that can be used after the students have had the opportunity to either play the game or watch a synopsis of the zombies storyline or both. They would be best utilized during the activities in class and for post discussion.

- Are people simply zombies for participating in a mass movement?
- What are some active ways of insuring that you are in fact thinking for yourself, and not following a movement because it "sounds good"?
- Is cultural phenomenon something that develops over time or simply luck of the draw? Explain your position.
- What motivates you and why?

A Further Look

Figure 6a

There is no question that the concept of zombies has been around for a long time. It is a topic that has been directed in relation to how we participate in society and the zombie culture is so imbedded in our media. *Call of Duty: Zombies* gives us the opportunity to engage with social and societal topics in an entertaining manner. Figure 6a is an extensive, in depth 45min video on the storyline of *COD: Zombies*. It provides the viewer with a greater understanding of the game and what topics are useful to explore when engaging with the gaming material.

One of these topics that has been covered is the idea of mass movements and what the impact is of mass movements on society. Figure 6b is great resource when exploring this topic and the lyrics of the song *Zombie* by the Cranberries in Figure 6c, is a fantastic resource for thinking critically about the things we consume, the leaders we follow and the ideologies we choose to live our lives by.

Figure 6b

Figure 6c

Resources

2a. https://www.youtube.com/watch?v=pEZp9fVyWAM

3a. https://www.youtube.com/watch?v=6Ejga4kJUts

3b. https://www.youtube.com/watch?v=74kpFX5s4-Y

4a. https://www.youtube.com/watch?v=VsenadHmU3o

6a. https://www.youtube.com/watch?v=6-e5-R2b87E

6b. https://www.youtube.com/watch?v=rfEAhUlMjfo

6c. http://www.azlyrics.com/lyrics/cranberries/zombie.html

Cod: Zombies background- http://www.digitaltrends.com/gaming/zombies-dont-belong-call-duty-hell-get/#ixzz4Eu3JMV3x

Zombie Characters- http://callofduty.wikia.com/wiki/Zombies_(mode)

Harry Potter

Introduction

This media guide explores the fantasy movie series *Harry Potter* directed by Chris Columbus that was adapted from the highly successful book series written by J.K. Rowling. The first *Harry Potter* movie was released in November of 2001 and transported viewers into the magical life of a young wizard, Harry Potter, as he begins his journey at Hogwarts School of Witchcraft and Wizardry. Along his journey, Harry develops a bond with close friends Ronald Weasley and Hermione Granger. Together, Harry and his friends find themselves in the center of many obstacles and trials, leading them to make monumental decisions often leading to triumph.

The purpose of this media guide is to provide both students and teachers an introduction into the themes of gender, social class, and power through both discussion based, and interactive based activities. Students will explore these themes through explicit examples from *Harry Potter* and will also be challenged to understand these themes in a broader life context. The movie provides students with an initial understanding of these concepts making them easier to digest and most importantly, more enjoyable.

Learning Outcomes

Students will be able to:

- Explain how gender, socioeconomic status, sorcery and power relate to Harry Potter
- Understand how people are born into their social classes and how this affects their power, privilege and responsibilities
- Understand how media shapes character role and character development
- Go through the design and media process of sketching to developing to seeing a created end piece.

Key Concepts and Discussion

There are many key concepts in Harry Potter from death to love, below are a few concepts looked at in detail.

Gender

Within the movie series Harry Potter, gender is a concept that carries throughout the series in both a negative and positive manner. The movie provides both strong male and female leads, these female leads break the gender norms that are established by society. However, there are characters whom at the start of the series only fall into the typical gender norms, but others who start off in the typical gender norms then carry on to develop as much more than the stereotypical view they were once seen in. Within the series Hermione is a strong character who stands up for her rights and breaking the norms. In the following clip: https://youtu.be/JB2ZfDph1pE Hermione punches Draco, breaking this idea that female characters do not fight, but what is Draco's reaction telling us? What gender norms do we associate with males?

Discussion Questions

1. In what way are gender norms presented in the movie(s)? How are they being broken?
2. In the movie the Quidditch teams are co-ed, what does this say about the wizardy society and how they view gender roles?
3. What if Harry Potter was a girl? Do you think her journey would follow the same path of Harry Potter?
4. Why do you think the director/writer chose to portray Harry Potter as a male?
5. Do you believe Harry Potter being a male reinforces gender stereotypes within society? Why or why not?

Social Class

The representation of social class within the movie series underlines issues within society on how social class is viewed. Within the movie social class is important in shaping your status, your education, and social life, among other factors. This mimics what it is like in reality for the divides created in these areas based on social class. Social class in the movie is seen with the difference in economics; with the Malfoy family being depicted as well off and allowing for them have privileges others do not have. This is a contrast to the Weasley Family who is poor and do not have the same access as the Malfoy's do. Watch the following clip: https://youtu.be/saW6kE5a_zA, what does it tell us about social class in the movie?

Discussion Questions

1. How does the Weasley family reinforce social class stereotypes throughout the movie?
2. Do you believe there are any pivotal scenes in which any of the Weasley's define the lens society views them through? If so, provide a brief description of the scene and explain how it breaks the 'norm' of the Weasley family.
3. When we first meet Harry he is living with family who do not treat him very well. How does his social class standing change in terms of his living conditions when he begins living at Hogwarts?
4. Imagine there were real wizards living within our society and we 'muggles'' knew about their magical powers. Do you believe they would be viewed as lower, middle, or upper class and why?

Sorcery

Magic, witchcraft, and wizardry are all at the base of what is happening in Harry Potter. The perfection of spells, and the ability to have power from magic carry the movie along. Sorcery is needed for students to practice to perfect what they are doing, but they need to understand that they have to follow rules for their own safety, similar to that of a classroom. Watch: https://youtu.be/nAQBzjE-kvI what does it teach us about consequences?

Discussion Questions

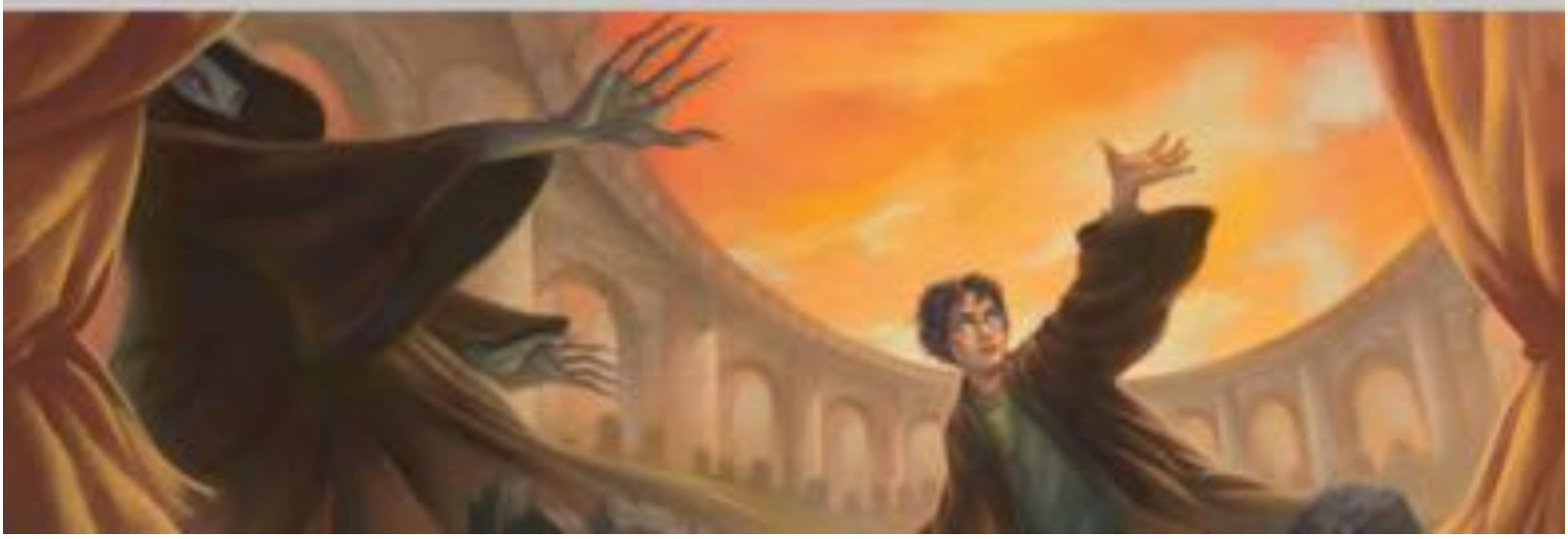
1. When you hear the word sorcery what comes to your mind? Formulate a definition of sorcery based off what you know about it. **Think-Pair-Share:** Share your definition with the person sitting next to you, compare and contrast any similarities or differences in your two definitions.
2. Imagine you were attending Hogwarts School for Witchcraft and Wizardy, do you believe you would use your magic only when necessary 100% of the time, or do you believe you would use magic for your pleasure at one time or another?
3. As a wizard, you are advised not to use magic outside of Hogwarts, do you believe you would be able to follow this rule? Why or why not?
4. Why do you think this rule is put into place? Take on the perspective of a wizard at Hogwarts and think about what some of the positive and negative consequences of this 'rule.'

Power

Power in society can drive people crazy. The media shows people wanting to obtain power, to become the one who is in charge and able to control people, companies, animals, etc. In Harry Potter Voldermort is fighting and wanting to gain this power, to be able to control everything that is around him. Power to him is what is most important. Power becomes a representation of the ultimate goal, and no one can stand in his way of obtaining this goal. However, is power all that matters in society? Watch: https://youtu.be/ocgLSwK6sY8 what does Voldermort mean in his power speech?

Discussion Questions

1. Do you believe one of the houses at Hogwarts hold more power over another house? How so?
2. Do you believe Harry holds any power over the other kids at Hogwarts given his upbringing? If so, do you think it is 'fair' that he holds this power?
3. Can you think of any examples or times where Harry held power over the other children at Hogwarts?
4. How would you explain the power division between Dumbledore and Voldemort? Who do you think holds more power? Do you think this person deserves to hold more power? Why or why not?



Previewing Activity

Students will get into groups of 4-5 and create a unique house name and house symbol using a design app, (e.g. Logoscopic Studio, SketchBook Express, Draw Free). Guidelines will be provided for what each group needs to include in their description of their house. The symbol should reflect the special power or history of the house outlined in the guideline. Groups are responsible for breaking up the roles in the assignment fairly and equally amongst themselves. They will be posting the house name, symbol and short description, which includes the special power the house, has on the class blog. Students will then come up to the sorting hat which will contain each of the house names inside of it. They will then pull a ticket out to reveal which house they belong to. The students will stay in these houses and earn points for their house with positive behavior. Students who are misbehaving can cause for house points to be lost. This allows for students to be accountable for one another's behaviour and actions. The house that earns the most points at the end of each month or the unit will win a treat.

Post-Viewing Activity

Students will get into groups of 4-5 and recreate a scene in Harry Potter. The twist is that they will need to change the genders of the characters in the scene. Groups will need to pick their main character, and choose a pivotal scene for this character (5 minutes max). Along with students needing to act, film, and edit this assignment, they will need to provide a blurb answering the following questions on how the change in the character's gender played into the scene recreation.

1. Did they change the scene because of the gender of the characters had changed?
2. Did they keep the scene as is? Why?
3. What does the original scene depict of gender stereotypes? Were any stereotypes broken?
4. What does the recreated scene depict of gender stereotypes? Were any stereotypes broken?

After creating this short recreation students will need access to either iMovie or Windows Movie Maker to edit the film they have created. After they have created their completed project, students should upload the video to the class blog. Students should be provided a checklist to think about including: costumes, props, music, attempting to memorize as many of their lines as possible, etc.

What we need?	We've got it
Costumes	
Props	
Script	
Music	
Memorization	

Further Sources

Websites:
http://www.harrypotter.bloomsbury.com/uk/
http://www.scholastic.com/teachers/unit/harry-potter-everything-you-need
https://www.pottermore.com/
http://harrypotter.wikia.com/wiki/Harry_Potter

Academic:
Vaughn, Mary EN. "Keeping It Reak: Teaching and Learning in the Harry Potter Series." (2011)

Play:
Harry Potter and the Cursed Child

Movies:
Harry Potter and the Philosopher's Stone
Harry Potter and the Chamber of Secrets
Harry Potter and the Prisoner of Azkaban
Harry Potter and the Goblet of Fire
Harry Potter and the Order of the Phoenix
Harry Potter and the Half-Blood Prince
Harry Potter and the Deathly Hallows **Part 1 & 2**

Books:
Harry Potter and the Philosopher's Stone **(1997)**
Harry Potter and the Chamber of Secrets **(1998)**
Harry Potter and the Prisoner of Azkaban **(1999)**
Harry Potter and the Goblet of Fire **(2000)**
Harry Potter and the Order of the Phoenix **(2003)**
Harry Potter and the Half-Blood Prince **(2005)**
Harry Potter and the Deathly Hallows **(2007)**

Image Credits

https://upload.wikimedia.org/wikipedia/commons/thumb/5/51/Deathly_Hallows_Sign.svg/2000px-Deathly_Hallows_Sign.svg.png
https://upload.wikimedia.org/wikipedia/commons/thumb/6/6e/Harry_Potter_wordmark.svg/2180px-Harry_Potter_wordmark.svg.png
https://www.flickr.com/photos/swruler/467392575
http://img10.deviantart.net/28b3/i/2015/242/c/6/hogwarts_wallpaper_hp__by_helina01-d97pm8i.jpg
http://vignette4.wikia.nocookie.net/harrypotter/images/8/88/Heiligt%C3%BCmer_des_Todes_VSM_2.jpg/revision/latest?cb=20131125143427
http://gwcoffey.com/sorting/assets/hat.png

By: Alysha, Arshbir, Manjot, and Satbir

A Media Study Guide by Stephen Cook, Kim Yoohoon, Mike Schell, and Paul Best

INTERSTELLAR

Title: Interstellar

Rating: R13 (USA), PG (Canada), PG12 (UK), M (Australasia), 12 (South Korea). **Length:** 169 minutes
Director: Christopher Nolan. **Release Date:** November 6, 2014

Producers: Emma Thomas, Christopher Nolan, and Lynda Obst

Screen play: Jonathan Nolan and Christopher Nolan.

Starring: Matthew McConaughey, Anne Hathaway, Jessica Chastain, Bill Irwin, Ellen Burstyn, Michael Caine

Music: Hans Zimmer, **Cinematography:** Hoyte van Hoytema, **Editor:** Lee Smith,

Production Companies: Legendary Pictures, Syncopy, and Lynda Obst Productions

Distributed by: Paramount Pictures *(North America)*, Warner Brothers *(International)*

Curriculum Connections

This study guide to accompany Interstellar has been designed for Secondary School students. It includes activities and discussion prompts for English, Physics, History, and Media Studies.

Introduction

Set in Earth's future, a global crop blight causes a devastating calamity, a like the Irish potato famine, but on a massive scale. Similarly, a second Dust Bowl is slowly making the planet uninhabitable. Professor Brand (Michael Caine), an exceptional NASA physicist, is diligently working on a scheme to move the entire global population to a new intergalactic home via a wormhole. In order to finalise which of the three most promising planets could be mankind's new habitat, Brand must send former NASA pilot Cooper (Matthew McConaughey) and a team of explorers and researches through the wormhole and across the vast expanse of space in a race against time to identify the best site.

Before viewing

1. What do you know about the Irish potato famine of the 19th Century
2. The Dust Bowl was a phenomena of poor farming practices in the mid-west of the United States, what was the consequences?
3. Physicist Albert Einstein proposed a theory of relativity that has been proven by different experiments during the past century, what did it hypothesise about time?
4. Evaluate what was the benefit of man's first landing and exploration of the moon in July 1969?

BIG IDEAS

- ***Local, National and Global conflict can have lasting effects on the contemporary world***
- ***Emerging technology's impact human health and wellness***
- ***Human activities and resource use affect the environment***
- ***Electric fields and forces act in similar ways to gravitational ones***

THEMES AND KEY CONCEPTS


Joseph Cooper and Amelia Brand

1. Love (Love transcends time and space)

The movie explores 'power of love' as one of its main themes by examining relationships between characters. For example, Cooper's relationship with his children, Amelia's relationship to Edmunds, the astronauts relationships between themselves, and humanity's relationship with itself. Humanity wants to save their loved ones and the earth, using self-preservation like love and gravity to transcend time and space.


Joseph Cooper and Murphy Cooper

DIALOGUE

First quote: (1:28:21)

Brand: "**Love is the one thing we're capable of perceiving that transcends dimensions of time and space.** Maybe we should trust that, even if we can't understand it."

Second quote: (00:40:35)
[*comforting his daughter*]
Cooper: I love you, forever. You hear me? I love you forever. And I'm coming back. I'm coming back.

Questions to ponder:

Evaluate the following relationships and how love influenced them:

Cooper and Murphy
Amelia and Edmunds
Astronauts and ground control

Provide your personal experience that was derived from power of love
Hate is the opposite of love, examine it hate was depicted in the movie and its consequences.

Do you strongly agree, somewhat agree, no opinion, disagree, and strongly disagree with what Brand said, "Love is the one thing we're capable of perceiving that transcends dimensions of time and space"?

THEMES AND KEY CONCEPTS

2 - Space travel: time and gravity

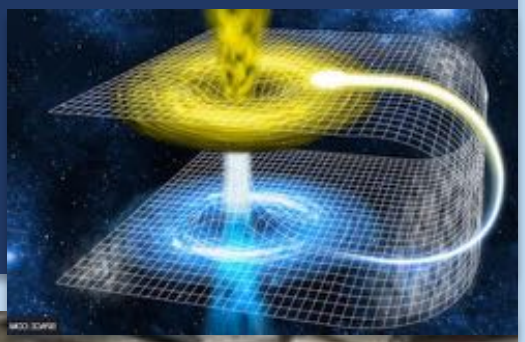
One of the most prevalent theme to "Interstellar" is the relationship between space travel, time and gravity. The film does an excellent job in explaining these concepts in a simple, easy to learn language.

Here are some inquiry questions to help you further understand these concepts.
Research about Professor Steven Hawkings and find out about him?
Analyze what his contribution to space travel has been?
How did Cooper and Brand use the black hole?

What are some of the ways that humanity could use wormholes?

Check out, "Stephen Hawking - Black Hole Time Travel"
https://www.youtube.com/watch?v=i0cVdPHOIxw on YouTube and find the parallel between his theory and when Cooper and Amelia used the black hole in the movie?

Analyze how time become distorted in the movie?
Watch the clip "Stephen Hawkings - Wormholes"
https://www.youtube.com/watch?v=SLUzJeto0Wo



Activities:
In the past space exploration was run and financed by government agencies. Now, we have the privatization of space industries, like SpaceX.
Divide the class in half and conduct a researched debate on the pros and cons of the privatization of space travel and exploration.

THEMES AND KEY CONCEPTS

3 - Consequences of humanity

Foundations are built upon the effects and consequences of the human condition. At the start of the movie your mind is drawn to a time in the near future and of a view of the world if we do not take care of our planet.
If such a scenario eventuates, we will have to look at dramatically different options for life on Earth, analyze what those options may be.
Think about it: Are you responsible for making our planet a better place to live?
Examine what are the needs and wants of your lifestyle?

Watch clip from the movie (00:37:04)

In the movie, what plants are predicted to be impossible to grow on Earth and if genetic engineering could help?

Activities:
Understanding the constant of the human condition, make a video, write a short story or create an illustration of what life on Earth may look like 100 years into the future and a 1,000 years into the future.

THEMES AND KEY CONCEPTS

4 - Exploration

Humans have been obsessed with exploration and colonization for thousands of years. Historically, it has had a dramatic effect on various civilizations over the millennia, both positively and negatively. It has changed the course of human history irreparably each time. For example, think about the way that Europeans benefited from the exploration of North America, and compare with how the First Nations Peoples benefited. Would interstellar colonization of the Earth have the same type of results for the global human population?

Cooper gives his opinion on human exploration at (00:15:57) with this quote,
"These moments when we dare to aim higher, to break barriers, to reach for the stars, to make the unknown known. We count these moments as our proudest achievements. But we lost all that. Or perhaps we've just forgotten that we are still pioneers. And we've barely begun."

Research the Canadian explorer Chris Hadfield and evaluate the magnitude of his contribution to exploration?
Question the main reason for colonization and exploration:
Formulate your own definition of colonization and exploration and analyze the difference between them.

Activities:

Centrifugal forces, design an experiment that demonstrates centrifugal forces and their effect on gravity. (See video clip Flying Steamroller)
https://www.youtube.com/watch?v=m9K69zHLIeY

After Viewing the Film

The never ending wonder of what life is and if there is life on other planets in other galaxies somewhere in the universe. The possibility that they could also support human habitation has fascinated scientists for generations. As humans we continue to push further into space. Trying to further our understanding of what is "out there". The movie portrays the idea of interstellar space migration as the only option to prevent the extinction of the human race. That mankind will have depleted and destroyed the Earth to such a degree that it becomes uninhabitable. The movie brings out themes that create a unique dynamic. Each character displays a different but only too human trait.

" Mankind was born on Earth. It was never meant to die here."
(*Interstellar* tag line)

Discuss

1. Analyze was the most intriguing aspect of the film?
2. Evaluate the traits that each of the main characters have and whom would you like to be your friend?
3. Do personal morals dictate what trait you display to your peers?
4. Evaluate whether the scenario depicted in the movie could become a reality or could biotechnology prevent such a bleak future for the Earth?
5. Immigrants to Canada 140 years ago rarely returned to their countries of origins, knowing that, analyze if you would want to leave the Earth permanently and move to a new planet?
6. Formulate an informed opinion on what you think humanity should do if we could go back in time; what would humanity do differently to create a better life on our planet?
7. How did you feel about the overall film?

Reference:
http://www.imdb.com/title/tt0816692/quotes
http://www.joshbyers.com/blog/2015/3
interstellar-explained
Sources: Interstellar movie

THE MATRIX: A MEDIA STUDY GUIDE

THE MATRIX

[illegible]

BIG IDEAS

Society's framework affects all aspects of the lives of individuals and groups.

Before the film

Students will be able to...

1

2

3

4

Before Watching The Matrix

DISCUSSION QUESTIONS

1. What are sci-fi "time" adventure movies and how do they "work"?
2. What is artificial intelligence?
3. What is "the real world"? In the movie, what is the real world and how can we argue it?
4. Write a little definition and a glossary of the word "matrix" (what are these definitions and words that this implies mean?)

ACTIVITIES

1. Watch the trailer for the Matrix. Have students describe their expectations, describe the world of the movie.
2. Analyze the movie poster. What does it tell us about the movie? There are three characters, position how they are related and what their roles will be in the movie.
3. A Korners Activity, using the themes from the film as prime, pull film activities to pose questions/issue lines to students to respond along the agree/disagree spectrum.

After Watching The Matrix

DISCUSSION QUESTIONS

1. Referring to the definition of "Matrix" you found before you watched the film, how did your understanding of the term change or develop?

2. What other well-known stories have the same/similar plot? Make comparisons between theirs, characters, plots, etc.

3. Discuss the role of fate in Neo's "hero journey"

4. What religious themes did you notice in this story? Which world religion(s)? Provide examples and explanations.

5. Is what the machines are doing ethical by creating an enjoyable Matrix experience? Is it better for a dreamworld to be created for humans rather than a dystopian post-apocalyptic reality?

6. Is the process that the machines use to fuel their society more environmentally responsible from a planetary perspective (renewable energy vs humans)?

THE MATRIX

Is Ignorance Bliss?

Each of the characters who have been freed from the Matrix has a different relationship with the virtual world. Cypher longs for the simplicity of living in the Matrix. Morpheus points out that what we consider "real" is only chemical signals in our brain forming our reality, and Neo wrestles with how unaware the other confined humans in the Matrix are.

Show the clip of Cypher's monologue (03:41-04:00)

Would you prefer being blissfully ignorant of reality or painfully aware of it?

Read this quote from Morpheus: "What is real? How do you define real? If you're talking about what you can feel, what you can taste, what you can smell, then real is just electrical signals being interpreted by your brain."

If you found out you were living in the Matrix, would it matter to you?

If there was a virtual reality experience that was indistinguishable from reality would, if any, concerns would you have with using it?

THE MATRIX

Environmentalism

In the film, the current day "real" world is a post-apocalyptic wasteland. Humans have scorched the sky in an effort to cut the machine race of solar power. The ground is a barren tundra and the only living that grows on the surface of the earth are humans. Human colonies are located beneath the earth's surface.

Show the clip of Agent Smith's monologue on humans (01:23-08:45)

Do you agree or disagree with Smith's characterization of humans as a virus?

Might we be considered a virus or a parasite from the perspective of a sentient planet?

THE MATRIX

RELIGION

The film has a number of allusions to religious stories and themes. It features a messianic apocalypse and several references to biblical cities and characters.

There are consistent references to "The One", who is said to be the second coming of the original live man in the Matrix.

Neo is revealed to be "The One" when he resurrects after being shot and killed by agents near the end of the film.

There are several references to the Old Testament in the film, including the name of the last human city "Zion", which is used in scripture as a synonym for Jerusalem, and the name of Morpheus' ship, the "Nebuchadnezzar", which was the name of a Babylonian king in the Old Testament.

FATE

Fate is commonly referenced by many characters. Morpheus, Trinity, and the Oracle believe very strongly in Neo's role in their lives, which Neo finds to frustrate him as it consists of his own life.

Show the clip of Neo meeting the Oracle (10:28 - 11:20)

Should Neo have chosen to sacrifice himself for Morpheus without the Oracle telling Neo that he would have to choose between Morpheus' life and his own?

Did Neo really have free will, or were his actions driven by fate?

After Watching The Matrix

ACTIVITIES

After Watching The Matrix

ACTIVITIES


THE MATRIX

EDCP481 951 Juillet 2016

X-MEN

UN FABLE PAS COMME LES AUTRES- GUIDE MÉDIATIQUE BILLINGUE PAR KATIA ET SAM

X-MEN (2000) À X-MEN APOCALYPSE (2016)

IMovie Fact sheet
Title: X-Men
Directed by: Bryan Singer
Produced by: Lauren Shuler Donner and Ralph Winter
Screenplay by: David Hayter
Story by: Tom DeSanto and Bryan Singer Based on X-Men by Jack Kirby Stan Lee
Starring:
Patrick Stewart, Hugh Jackman
Ian McKellen, Famke Janssen
Halle Berry
Set designer: John Myhre
Costumes by: Louise Mingenbach
Music by: Michael Kamen
Production companies: Marvel Entertainment Group, The Donners' Company, Bad Hat Harry
Distributed by: 20th Century Fox
Release dates: July 13, 2000 (Australia)
July 14, 2000 (United States)
Running time: 104 minutes
Country: United States
Budget: $75 million
Interpretation : Hugh Jackman (Wolverine), Patrick Stewart (professeur Charles Xavier), Ian McKellen (Magneto), Famke Janssen (Jean Grey), James Marsden (Cyclope), Halle Berry (Tornade), Anna Paquin (Malicia), Rebecca Romijn-Stamos (Mystique), Bruce Davison

Since X- Men's inception in 1963, the comic has transformed as has the changing of times through society. With the latest craze in adaptations of various Marvel comic books to film, we have decided to create a media guide for the X-Men franchise film adaptations (2000-present). This guide will outline some useful activities to use in conjunction with the films and searches to evoke larger scale discussions and reflections on the pieces themselves as a societal reflection. This guide will include a couple of detailed lesson ideas as well as additional activities and resources that could be developed into a larger unit or a variety of other subject areas.
We have chosen to create this mainly as a bilingual tool for Français Immersion 11 où 12 et aussi Sciences Humaines 11 où 12. Vous pouvez l'aussi adapté pour certaines autres classes, car les sujets abordés par les créateurs de X-Men inclus les issues contemporaines, des réflexions sociales et des parallèles historiques. Maintenant en plus de détail, notre Guide Médiatique!

X-Men Analyze Comparative

En utilisant les films X-MEN (2000 et Apocalypse 2016) pour comparé les sujets de société, éducation et les rôles des personnages. On va introduire c'est idéé en activité, mais avant de vous lancez dans l'activité regard les synopsies en dessous pour contextualiser les films.

Synopsis X-MEN 2000

Nous sommes aux États-Unis et le Sénat américain débat sur la question suivante: faut-il accepter l'existence des mutants ou les combattre? Le sénateur Kelly défend l'idée d'entrer en guerre contre les mutants et rencontre Magnéto qui lui ressemble (agressif et convaincu). Quant au Professeur Charles Xavier, il défend l'idée de respecter les mutants. Les mutants sont des humains aux pouvoirs exceptionnels divisés en deux groupes dirigés par Charles Xavier, pour qui il est important de collaborer avec les mutants et un autre groupe dirigé par Magnéto, qui, en créant de puissants champs magnétiques provoque de l'agressivité envers les humains. Afin de former des élèves (Tornade, Jean Grey et Cyclope), Professeur Xavier créé un centre de formation. Les membres de cet institut, les X-Men, essaient de lutter contre les projets de Magnéto.

English: The X-Men have been able to break barriers and address our world's societal issues, by fighting for equality in their Utimate Universe.
https://www.youtube.com/watch?v=DLWDSxHAIP0

Sypnosis X-MEN APOCALYPSE 2016

Un retour au passé pour voir les origines des X-MEN et aussi pour situer la devise entre Charles Xavier et Max Eisenhart (Magnéto). Apocalyse est censé être le Mutant originel qui prend la forme d'un être vivant quand il est réveillé. Dans ce cas si, Apocalypse est réveiller pour combattre un monde qu'il croit être corrompu. Il s'allie avec 3 diffèrent « Mutant » est essaient à détruire le monde. Les XMEN doivent sauver le monde même s'ils sont la cause des problèmes.

English: The epic battle decides the outcome for the mutant race and human race alike. The only problem is Apocalypse has thousands of years of absorbing powers of every mutant he meets. Will the XMEN succeed or will humanity as we know it seize to exist.

https://www.youtube.com/watch?v=YYpr8RubbyE

X-Men de Bryan Singer, sorti en 2000
X-Men 2 de Bryan Singer, sorti en 2003
X-Men : L'Affrontement final de Brett Ratner, sorti en 2006
X-Men Origins: Wolverine de Gavin Hood, sorti en 2009
X-Men : Le Commencement de Matthew Vaughn, sorti en 2011
Wolverine : Le Combat de l'immortel de James Mangold, sorti en 2013
X-Men: Days of Future Past de Bryan Singer, sorti en 2014
Deadpool de Tim Miller, sorti en 2016
X-Men: Apocalypse de Bryan Singer, sorti en 2016

Quatre autres films sont actuellement en développement :
Wolverine: Weapon X de James Mangold, prévu pour le 5 avril 2017 – en tournage depuis mai 2016
New Mutants de Josh Boone2, prévu pour 2018[3]
Gambit de Doug Liman4 - date non disponible
Deadpool 2 de Tim Miller, prévu pour 2018

Comparison des Bandes Annonces

Préactivité:

Tous les étudiants doivent avoir accès à une technologie (portable, iPad, ordinateur) pour voir les deux bandes-annonces en français. Prenait conscience de mentionner à l'élève de penser aux idées clés (Key Concepts 1, 2 et 3) quand ils regardent les bandes annonces. Écrit vos penser individuellement et puis prépare de les partager en groupe de 4.

Activity Part 1:

Create 3 seperate groups based on the key concepts that students feel they have the best grasp on (if numbers are uneven please re sort them accordingly. Students will then map the change of that concept over both movie trailers.

After 10 minutes and EACH group member understands the concept fully, each student will then find classmates who were in both the other groups and they share their ideas.

Activity Part 2:

Once all group members have shared their ideas they will create a directors commentary using platagon, i movie or another platform of their choice. If students want they also have the option of presenting it live to the class. As a director they have to say why they chose the topic, characters and scenes. This can be taken in a serious or parody format depending on the nature of their conversation. This commentary should be linking the trailers to the concepts discussed but is it very open to interpretation. It can be used as an single class activity or extended for a larger unit.

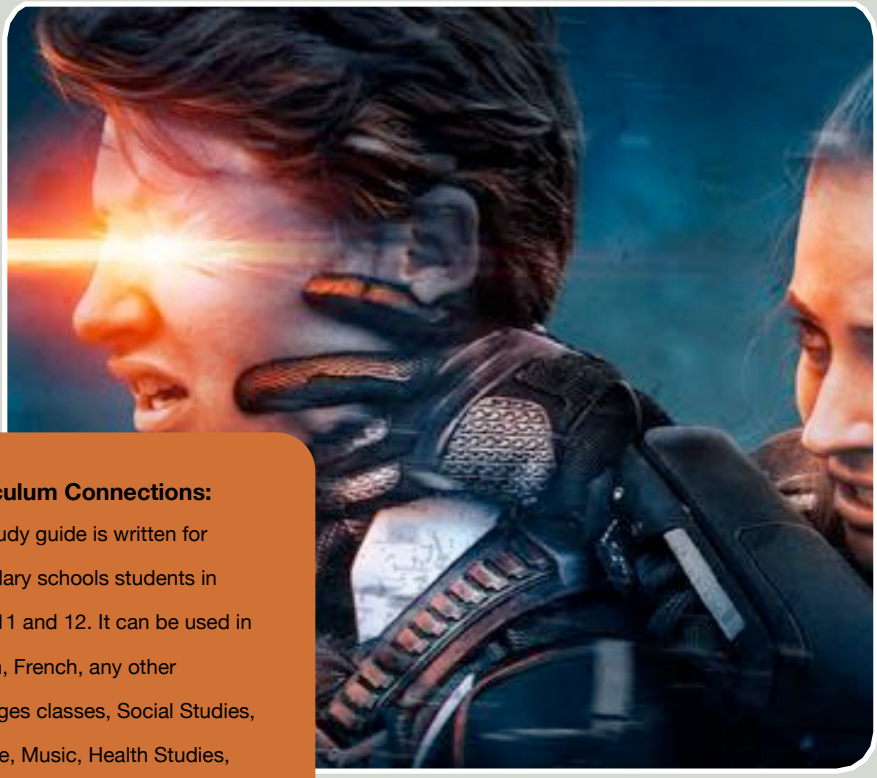
Après l'activité:

Les étudiants auraient aussi la chance d'avoir une discussion sur leurs découverts dans la classe. On peut aussi faire les liens entre le média moderne, les politiques et la société en commun.

Français Immersion 11-12 (Sciences Humaines 11 -12) lier à l'activité

Big Idea: FL 11- La presse joue un rôle dans la vie sociale, civique et culturelle en influençant les principes et les valeurs d'une société.

Curricular Compentency:
-Saisir l'influence et l'importance des contextes socio-culturels sur la façon de traiter les informations.
-Évaluer ses connaissances et l'évolution de sa pensée en fonction des textes à l'étude.



Curriculum Connections:

This study guide is written for secondary schools students in grade 11 and 12. It can be used in English, French, any other languages classes, Social Studies, Science, Music, Health Studies, Social Justice, Arts, Planning.

X-MEN

Key Concepts to use with Social Studies

1. **Vision of Society-** How do the films reflect on society at the time? Do they change with the creation of each movie or stay stagnant?
2. **Education-**How is Charles Xavier's role as an educator important? What does he model as an educator?
3. **Roles of the Characters-** What do the characters in these movies say about conformity and gender roles? Is there much diversity in the characters?

CONNECTIONS HISTORIQUES ET CURRICULUM

KEY IDEOLOGIES

PACIFISME

NAZISME

COMMUNISM

Key Personalities

Martin Luther King Jr.

ADOLF HITLER

JOSEPH STALIN

KEY X-MEN CHARACTERS

HISTORICAL

PROFESSEUR XAVIER

MAGNETO

LOIS SUR LES MUTANTS

LOIS SUR LES INDIENS

FRAL 11

La presse jour un rôle dans la vie sociale, civique et culturelle en influençant les principes et les valeurs d'une société

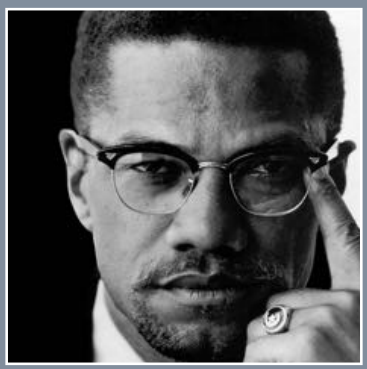
Compétences disciplinaires

Saisir l'influence et l'importance des contextes socio-culturels sur la façon de traiter les informations.

Évaluer ses connaissances et l'évolution de sa pensée en fonction des textes à l'étude.

Contenu: les liens entre les enjeux de justice sociale

PARALLÈLE



Les étudiants pouvaient faire des liaisons et parallèles avec des personnages historiques. Cela pourrait être utile pour aborder et contextualiser les thèmes importants dans les classes de sciences humaines et de la censure.

Concept en pratique: Creation d'un nouveau personnage X-Men

Comme on a vu déjà avec les connexions historiques, les personnages sont bien recherchés et créés pour une raison valable. La deuxième activité est basée sur la création d'un nouveau personnage de X-Men pour la société moderne. Reflet sur l'idée d'être un « Mutant ».

Préactivité :

Introduis les élèves au parallèle entre certains personnages comme idée pour inspirer leur personnage. Leur montre est décrite l'affiche en bas à propos du mariage des deux hommes et leur demande s'il reflet une société moderne. Montré autant de personnages X-Men disponibles.

Activity:

Create a X-Men and a biography for your character. You can pair up existing power, parts and ethinicities of various X-Men or other super heroes but remember the basis (X-Men being a mutant class). The students must outline why they made and created their character in that image (if they are male why?) and create a backstory for that character. You should look into where they grew up, why did they join the X-Men and what do they fight for. The image can be created old school or in a digital format (we will look at avatar creators). Be creative and have fun. This could take a class or be a unit with more detail being given to the context of backstory, storyboard a scene with them in it etc.

Additional Information:

The X-Men addressing Gay Rights: Supporting openly gay, bisexual, transgender characters (including actors and actresses).
Depicting Northstar's marriage to Kyle Jinadu in Astonishing X-men #51
AIDS and the Legacy Virus - censured by the government in Singapore.
The X-Men team throughout the years have consisted of: African Americans, different Asian ethnicities, Native Americans, Canadians, Russians, Irish, British, Germans, Isrealites, Indians, Hispanics, Jews, Catholics, Muslims etc.

X-MEN abord plein de thème sociale et politique

INFORMATION SUPPLÉ-MENTAIRE

Autres idées à développer avec les élèves :

- Discuter l'évolution de la société à travers les X-MEN et la société dans laquelle nous vivons.
- D'analyser le role des médias dans notre vie quotidienne des élèves.
- Examiner le role d'éducateur du Professeur Xavier.
- Etudier le conformisme versus manicheism.
- Examiner Jean de la Fontaine (Le corbeau et le renard: deux espèces qui s'observent).
- Proposer aux élèves de faire une ligne du temps sur l'histoire de X-Men versus critique historique (de la 1ère BD au dernier film de 2016.
- Proposer aux élèves de faire une ligne du temps sur le rôle et l'histoire des personnages à travers les bandes dessinées.

BIBLIOGRAPHY:

LIST OF TRAILERS FOR ALL THE MOVIES:

1.1*X-Men* (2000) - https://www.youtube.com/watch?v=DLWDSxHAlP0 (french)

1.2*X2* (2003)- https://www.youtube.com/watch?v=4C7ccN9Sgis (french)

1.3*X-Men: The Last Stand* (2006) - https://www.youtube.com/watch?v=o1kNM0A_V4Y (sous titre fr)

1.4*X-Men Origins: Wolverine* (2009)- https://www.youtube.com/watch?v=yawHvdrZrcs (french)

1.5*X-Men: First Class* (2011)- https://www.youtube.com/watch?v=V3-M9afBO6U (french)

1.6*The Wolverine* (2013)- https://www.youtube.com/watch?v=WKrknCZIj2Q (french)

1.7*X-Men: Days of Future Past* (2014)- https://www.youtube.com/watch?v=6esGeXis858 (french)

1.9*X-Men: Apocalypse* (2016) - https://www.youtube.com/watch?v=YYpr8RubbyE (french)

Images:

http://vignette2.wikia.nocookie.net/marveldatabase/images/d/df/X-Men_Magneto_Testament_Vol_1_3_Textless.jpg/revision/latest?cb=20081011161550
http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king.jpg-
http://vignette2.wikia.nocookie.net/marveldatabase/images/2/2f/Magneto_Vol_2_1.jpg/revision/latest?cb=20110206114528
http://3.bp.blogspot.com/-Eio8ZYqXZyM/VO0Y-syS1KI/AAAAAAAADFI/JchdS1EkFjQ/s1600/malcolmx1.png
http://images.popmatters.com/misc_art/x/xmen-apocalypse-p350.jpg
http://static.comicvine.com/uploads/original/11113/111130666/3684534-x-men-the-animated-series-5195e4e02e61f.jpg
http://www.themoviethemesong.com/wp-content/uploads/2015/08/X-Men-First-Class-Movie-Theme-Song-1.jpg
http://vignette4.wikia.nocookie.net/xmenmovies/images/7/7c/X-men-1-affiche-vestesdelegende.com_.jpg/revision/latest?cb=20151224111413
http://pm1.narvii.com/5790/54cb0774ec82bf428c008922bd9c92208a81e46d_hq.jpg
https://36.media.tumblr.com/08fe6bac1eb228e3021f64b2afa466de/tumblr_o1dq3gB8dE1rra8xoo1_500.jpg
http://www.uncannyxmen.net/sites/default/files/images/covers/astonishing/astonishing51v.jpg
http://images-cdn.moviepilot.com/images/c_scale,h_815,w_1313/t_mp_quality/qaebva93dskqr3prplcu/apocalypse-gives-us-the-jean-grey-we-ve-been-waiting-for-since-the-very-first-x-men-984485.jpg
http://s3.foxmovies.com/foxmovies/production/films/108/images/posters/462-film-page-large.jpg
http://vignette3.wikia.nocookie.net/logopedia/images/f/ff/X-men-logo.png/revision/latest?cb=20140212195020