

Name: _____

***Groundhog Day* viewing worksheet**

Directions. As you view the movie, fill in the blanks with the information. The very last page is for your ongoing list of instances of the three types of irony.

A. Exposition

1. Setting

Where:

When:

2. Characters

Who:

Protagonist:

Secondary Characters:

3. Complication

What:

B. First Conflict

1. What does he want and why can't he get it?

"Oh, no!... I make the weather!"

2. Conflict Type ___ Person vs Person; ___ Person vs Society; ___ Person vs Destiny or Fate; ___ Person vs Nature; ___ Person vs the Unknown; ___ Person vs Machine; ___ Person vs Self

3. How do we know he's lost this conflict?

C. Protagonist (During the first 50 minutes of the movie)

1. His actions are . . .

. . . and show he is what type of person _____

2. His likes are . . .

. . . and show he values _____

3. His hates are . . .

. . . and show he disrespects _____

4. His words to others are . . .

. . . and show his attitude of _____

5. What do other(s) say about him?

His level in Maslov's Hierarchy

D. Second Conflict

1. What does he want and why can't he get it?)

" . . . That's yesterday's tape! . . . "

2. Conflict Type ___ Person vs Person; ___ Person vs Society;
___ Person vs Destiny or Fate; ___ Person vs Nature;
___ Person vs the Unknown; ___ Person vs Machine;
___ Person vs Self

3. Why does he break the pencil?

E. Significant Moment: When the protagonist discovers that there is no accountability for his actions, what does he do?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11. How do we know he is now evil?

F. Third Conflict

1. What does he want from Rita and why can't he get it?
" . . . So what are the chances of getting out? . . . "

2. How does he pretend to be the one she could love?

3. How do we know he has lost this conflict?

4. Conflict Type ___ Person vs Person; ___ Person vs Society;
___ Person vs Destiny or Fate; ___ Person vs Nature;
___ Person vs the Unknown; ___ Person vs Machine;
___ Person vs Self

5. What does Phil do after Rita rejects him?

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

G. Significant Moment: "I am a god, Rita."

1. What is Phil doing that is new and unusual for him?

2. Why is Rita's belief in Phil's problems so important?

3. What new things does he do?

- | | |
|----|----|
| a. | f. |
| b. | g. |
| c. | h. |
| d. | i. |
| e. | j. |

H. Symbols Record what occurs with each item.

1. Blizzard
2. Water puddle
3. Old homeless man (6 instances)

I. Protagonist (After the death of the old, homeless man)

His actions after this point:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

List words that would describe his personality now.

His level in Maslov's Hierarchy

J. Climax

Eighth-grade style:

Ninth-grade style:

K. Resolution

What:

What are the themes in this story?

1. Service:
2. Kindness:
3. Valued Character Traits:
4. Purpose in Life:
5. Persistence:

6.

7.

8.

9.

L. Foils

1. Rita

Nancy

2. Phil

Larry

M. Role Simulation. You are a parent of a wayward ninth grader who depends solely on TV and movies for entertainment and “literature.” He does not get along well with others, and he is not doing well in school, either. You find a comedy that has potential for lessons in life as well as possible springboards for discussion of school subjects. Your task is to present the movie to your child with commentary that will help him understand positive values and literary elements.

What valued lesson would you tell your teenaged offspring about this movie? You and your partner will construct a dialogue of your presentation. Include your explanation of moral development.

Verbal Irony:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Dramatic Irony:

1.

2.

3.

4.

5.

Situational Irony:

1.

2.

3.

4.

5.

Name: _____

Opinionnaire

Directions. Read each of the following statements. Write A if you agree with the statement or D if you disagree with it.

_____1. Do popular, rich, or goodlooking people have the right to treat others differently?

_____2. Should you treat people who are popular, rich, or goodlooking any differently than how you treat others?

_____3. If you could avoid punishment for a wrongdoing, would you do it?

_____4. It is better to give than to receive.

_____5. Take all you can while you can whenever you can.

_____6. Is there any truth in the Zen definition of nirvana?

Enlightenment is infinite acceptance of all things past,
infinite responsibility for all things present,
and infinite service for all things future.

---Zen definition of Nirvana

_____7. He who dies with the most toys wins.

_____8. Nice guys finish last.

_____9. The good die young.

_____10. Annoying people should be ignored.

_____11. If we keep trying, eventually we shall succeed.

_____12. How we talk to people reveals our personality.

_____13. Kindness comes back a thousandfold.

_____14. What goes around comes around.

_____15. The greatest advice of the New Testament is to love and to obey.

_____16. Before a man is destroyed, he is first destroyed by pride.

_____17. We are created in Christ to do good works which He has prepared for us beforehand. (Ephesians 2:10)

_____18. Do unto others before they do unto you.

_____19. The fruit of the Spirit is love, joy, peace, patience, gentleness, goodness, faith, gentleness, and self-control. (Galatians 5:22-23)

20. From the list below, circle values you think are worthy. Place question marks on all others. "Maslow's List of B(eing)-Values," (quoted verbatim except for #15)

- A. wholeness (unity; integration; tendency to one-ness; interconnectedness; simplicity; organization; structure; dichotomy-transcendence; order)
- B. perfection (necessity; just-right-ness; just-so-ness; inevitability; suitability; justice; completeness; "oughtness")
- C. completion (ending; finality; justice; "it's finished;" fulfillment; finis and telos; destiny; fate)
- D. justice (fairness; orderliness; lawfulness; "oughtness")
- E. aliveness (process; non-deadness; spontaneity; self-regulation; full-functioning)
- F. richness (differentiation; complexity; intricacy)
- G. simplicity (honesty; nakedness; essentiality; abstract; essential; skeletal structure)
- H. beauty (rightness; form; aliveness; simplicity; richness; wholeness; perfection; completion; uniqueness; honesty)
- I. goodness (rightness; desirability; oughtness; justice; benevolence; honesty)
- J. uniqueness (idiosyncrasy; individuality; non-comparability; novelty)
- K. effortlessness (ease; lack of strain, striving or difficulty; grace; perfect; beautifully functioning)

- L. playfulness (fun; joy; amusement; gaiety; humor; exuberance; effortlessness)
- M. truth, honesty, reality (nakedness; simplicity; richness; oughtness; beauty; pure, clean, and unadulterated; completeness; essentiality)
- N. self-sufficiency (autonomy; independence; not-needing-other-than-itself-in-order-to-be-itself; self-determining; environment-transcendence; separateness; living by its own laws).
- O. accountability [The writers' personal favorite, and hence, addition to the Maslow list] answerability; responsibility; stewardship; the ability to give a justification or an analysis of one's own actions, words, and decisions particularly to like-minded, goal-oriented mentors, elders, fellows, or peers.

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***Groundhog Day* pre-viewing worksheet**

Role Simulation. You are a parent of a wayward ninth grader who depends solely on TV and movies for entertainment and “literature.” He does not get along well with others, and he is not doing well in school, either. You find a comedy that has potential for lessons in life as well as possible springboards for discussion of school subjects. Your task is to present the movie to your child with commentary that will help him understand positive values and literary elements.

Pre-Viewing Terms.

prima donna

déjà vu

La fille qui j'aimerais sera comme mon frère c'est un assez bon frère et c'est un bon frère et c'est un peu chaque matin. “The girl that I will love will be as my brother, a good brother, a little more each day.”

omnipotent

espresso

cappuccino

CPR

Anton Chekhov

lustrous

Heimlich Maneuver

bachelor charity auction

two-bits

Willard Scott

Sir Walter Scott

Literary Terms

Climax

Conflict

Dramatic Irony

Dynamic Character

Foil

Indirect Characterization

Resolution

Rising Action

Setting

Situational Irony

Suspense

Symbolism

Theme

Verbal Irony

Reference.

-
- "Patriotism," a poem by Sir Walter Scott
Maslow's Hierarchy of Needs
Groundhog Day, 1993 video rated PG
Rachmaninoff: "Rhapsody on a Theme of Paganini," 18th Variation
"Trees," a poem by Sergeant Joyce Kilmer

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Groundhog Day Cloze exercise

Directions. As you view the movie, fill in the blanks with the information.

The Perfect Man

He: So what do you want out of _____ anyway?

She: I guess I want what _____ wants, you know, career, love, _____, children.

He: Are you seeing anyone?

She: I think this is getting too _____. I do not think I'm ready to share this with you. How about you? What do you want?

He: What I really want is someone like you. Well, why not? What are you looking for? Who's your _____ guy?

She: Well, first of all, he's too humble to know he's perfect.

He: That's me.

She: He's intelligent, supportive, _____.

He: _____, supportive, funny, me, me, me.

She: He's romantic and courageous.

He: Me, also.

She: He's got a good body, but he doesn't have to look in the _____ every two minutes.

He: I have a great body, and sometimes I go months without looking.

She: He's kind, _____, and gentle. He's not afraid to cry in front of me.

He: This is a man we're taking about, right?

She: He likes animals, children, and he'll change poopy _____.

He: Does he have to use the word "poopy?"

She: He plays an _____, and he loves his _____.

He: I'm really close on this one. Really, really _____.

(When Phil cannot win Rita's love through deceit, what does he do?)

The Perfect Society

She: What about me, Phil? Do you know all about _____, too?

He: I know all about you. You like producing, but you hope for more than Channel 9 Pittsburgh.

She: Well, everyone knows that.

He: You like boats but not the _____. You go to a lake in the summer with your family up in the mountains. There's a long wooden dock and a boathouse with boards missing from the roof and a place you used to crawl underneath to be alone. You're a sucker for French _____ and rhinestones. You're very _____. You're kind to strangers and children, and when you stand in the snow, you look like an angel.

She: How are you doing this?

He: I told you I wake up every day right here, right in Punxsutawney, and it's always _____ second, and there's nothing I can do about it. If you still can't believe me, listen. In ten seconds Larry's going to come through that door and take you away from me. You can't let him.

She: Larry?

He: Please believe me. You've got to _____ me.

Larry: You guys ready? We've better get going if we're going to stay ahead of the weather? What's that?

She: "If we're going to stay ahead of the _____."

(Why is this an important moment to Phil?)

Name _____

COMPUTER EDITING EXERCISE

Edit the synopsis of *Groundhog Day* using the editing chart. The final product should look like the original document.

Synopsis of Groundhog Day

Groundhog Day, an arrogant Pittsburg weatherman Phil Connors goes with his producer Rita and cameraman Larry to report the prediction of Punxsutawney phil, the groundhog. Phil Connors is a self-centered, egotistical prima donna who thinks only of fulfilling his own pleasures of life. After the news event over, a blizzard prevents Phil and his team from leaving town, Phil next morning wakes up to discover that the day is repeating itself. In fact, He finds he must relive February 2nd repeatedly for what seems like an eternity, at first satisfying his own desires in life, next realizing that he cannot gain acceptance from mainstream society as a phony (someone who only pretends to be “nice”), then seeing that there is an external Force in life, and finally becoming a man who puts the needs of others first. Once Phil reaches the stage of self-actualization, he is able to move on to the future. The story of Groundhog Day presents the theme that through persistence, a person can improve his character and values to become a person of responsibility, goodness, and service to others. The rewards of such attitudes are happiness and fulfillment.

Name _____

PROBLEM SHEET

Edit the synopsis of *Groundhog Day* using the editing chart. The final product should look like the original document.

] Synopsis of Groundhog Day [

] Set in contemporary Punxsutawney, Pennsylvania on February 2nd, Groundhog Day, an arrogant Pittsburg weatherman Phil Connors goes ^{SP} wiht his producer Rita and cameraman Larry ^u to report the prediction of Punxsutawney phil, the groundhog. ~~Bill Phil~~ Connors is a self-centered, egotistical prima donna who thinks only of fulfilling his own pleasures of life. After the news event ¹⁵ over, a blizzard prevents Phil and his team from leaving town, Phil next morning wakes up to discover that the day is repeating itself. In fact, ^{IC} He finds he must relive February 2nd repeatedly for what seems like an eternity, at first satisfying [#] hisown desires in life, next realizing that he cannot gain acceptance from mainstream society as a phony (someone who only pretends to be “nice”), then seeing that there is an external Force in life, and finally becoming a man who puts the needs of others first. Once Phil reaches the stage of self-actualization, he is able to move on to the future. The story of Groundhog Day ⁹ presents the theme that through persistence, a person can improve his character and values to become a person of responsibility, goodness, and service to others. The rewards of such attitudes are happiness and fulfillment.

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***Groundhog Day* activity sheet**

Student Role Simulation. You are a parent of a wayward ninth grader who depends solely on TV and movies for entertainment and “literature.” He does not get along well with others, and he is not doing well in school, either. You find a comedy that has potential for lessons in life as well as possible springboards for discussion of school subjects. Your task is to present the movie to your child with commentary that will help him understand positive values and literary elements.

Activities to Support Your “Talk”

- Write a three-sentence description of *Groundhog Day* to be in at least two different types of TV Guides, e.g., for adolescents who only dress in black, for adolescents who have a special interest or no interests at all, for A&E or The Learning Channel, for Sports Illustrated, or for a fraternity house.
- Design and produce a visual aid, e.g., a mobile, poster, or collage to explain Maslov’s Hierarchy or Kohlberg’s Stages of Moral Development
- Create and draw a movie poster of the significant symbols from the movie.
- Gather and arrange pictures that illustrate *Good Guy* qualities for a bulletin board, Hyperstudio, PowerPoint, or slide show presentation.
- Collect the poems mentioned in the movie, “Patriotism,” “Trees,” a Baudelaire, including, “Winter slumbering in the open air wears on his smiling face a dream of spring,” and select pictures from magazines that enhance the message of each.
- Produce the movie’s poems on transparencies for scansion, analysis of literary devices, and themes.
- Research, collect, and gather a scrapbook of stories of heroes from real life who have found joy in service to others.
- Write a Christmas “wish list” of qualities you would like to possess and what specific behavior or decision would demonstrate that quality. You may include pictures. For example, *consideration for others* might be demonstrated by *choosing no-name brand clothing to spare your parents’ hard-earned money* and

might be illustrated by a red “no” sign on a designer label. Alongside that, you may write a list of qualities you hope to find in a best friend or in a person of your dreams.

- Add a musical component to any of the above by choosing a song as a theme for the main idea you are presenting. Play the tape or CD and display a transcript of lyrics on an overhead or on the computer monitor as a background to your presentation.
- Re-write and enact a scene from the movie with the protagonist or secondary character operating from a different level of Maslow’s Hierarchy or Kohlberg’s Moral Stages.
- Using a concordance or website search engines, e.g., *www.lordofhosts.com*, find, record, and document biblical scriptures that instruct and develop good character qualities. Display your findings with magazine picture clippings on posterboard.
- Along with weather prediction myths, assemble other myths that misguide people about character, e.g., “Good guys finish last,” etc. Another work group should assemble the reverse doctrines that may include meteorology.
- Interview your parent or guardian about the interpersonal skills they use or observe at work. Refer to the principles of interpersonal skills from the VOCATS video: teamwork, negotiation (respect for others, forgiveness, admitting wrong), diversity, serving the community, exercising leadership, teaching new skills (which helps whoever teaches master the skills, too). What does each term mean? How did your parent or guardian learn the skill? How does the skill make the job easier to do? Ask your parent or guardian what experiences would enable you to acquire some of those skills.
- Arrange to visit one of the local TV broadcasting studios to report back some of the job-specific skills that must be used in programming, e.g., split second timing and cues, lighting and makeup, close community ties, etc.
- Bill Murray, the actor playing the protagonist in *Groundhog Day* has starred in two other movies that feature transitions, *Scrooged* and *Razor’s Edge*. Write a movie review comparing the dynamic characterizations.
- Write an argument that attacks the existential positions of one, two, or all three of the above movies. (You may include “The Myth of Sisyphus.”)

Final Product. You and your partner(s) will decide the roles you will take, parent(s) or teenaged offspring(s). Select your activities to support your dialogue. Develop your roles through the experiences you would like your children to have some day to better understand values that will help them find contentment in life and to find better achievement in their academics. The class and the teacher will be the evaluators for effectiveness. The grading criteria will be:

1. Time and effort shown to make an effective presentation using some visual aid;
2. Content that successfully encourages courage, good judgment, integrity, kindness, perseverance, respect, responsibility, and self-discipline;
3. Delivery that is focused on the audience effectively receiving the message (good voice, eye contact with other actors, communicativeness, body control, timing).