

Dangle

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BGE Second Level Unit

'Dangle' (Phil Traill, 2003)

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A young man goes for a walk in the hills. While high above the city, he notices a rope dangling from the sky. His initial caution quickly turns to curiosity, and he cannot resist pulling it. When he discovers what the cord does, he is fascinated! Delighted, he pulls the cord repeatedly...but what happens when he doesn't know when to stop?



[Dangle | Screening Shorts](#)

Making Predictions

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1. Stop at these stages of the film: 00:11, 01:23, 02:10, 02:39. Predict each next event.
2. Watch the first minute of the film. What time of day and year is it? What do we learn about the man? How do we know these things?
3. Stop the film at 04:00 minutes. For 30 seconds, listen to the sound without looking at the pictures. What could be happening, based on the sounds?



Responding to the film

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<p>What happens in the film?</p>	<p>Where is it set? What kind of place is this? How do you know?</p>
<p>Who is this man? Why is he on the hill?</p>	<p>Where does the light pull come from? How does it hang there? What was your reaction when you saw it?</p>

Sound

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1. There is very little sound in the film in terms of effects, music and dialogue. Why do you think the filmmaker chose to do this?
2. Watch the film again. Count how many sounds you can hear.
3. What kinds of sound are they? Where are the sounds coming from?
4. What is the last sound you hear? What do we think is happening? Why do we think this? How does this make you feel?



Camera work

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1. What might a director choose to use of **close-ups** and **long shots** in a film?
2. Choose **two** close-ups and **two** long shots from different points of the film. What is happening at that moment?
3. How they are used to show how the man is feeling at these different times?



Camera work

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- The cord is the second character in the film – so very important!
- Watch the film again with the aim of counting all the shots when the cord is included.
 - You could keep tallies, or just click your fingers/clap each time you see the cord in a shot.
- Look at the shots on the following slide. Where is the camera at these times?
- Why do you think that shot was chosen at that moment?



00:11



01:02



01:19



01:30



01:39



01:46



01:57



01:59



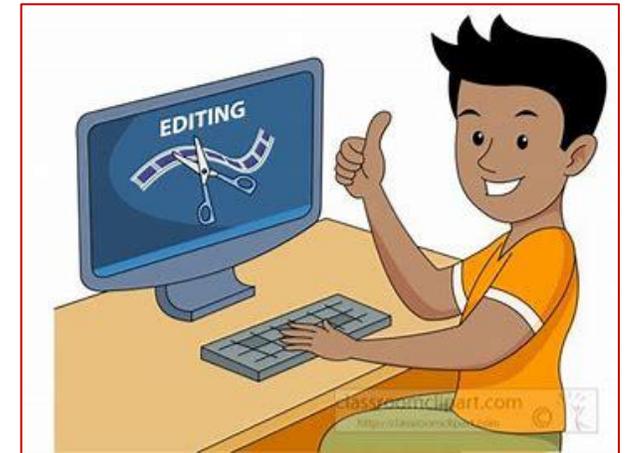
02:25



Editing

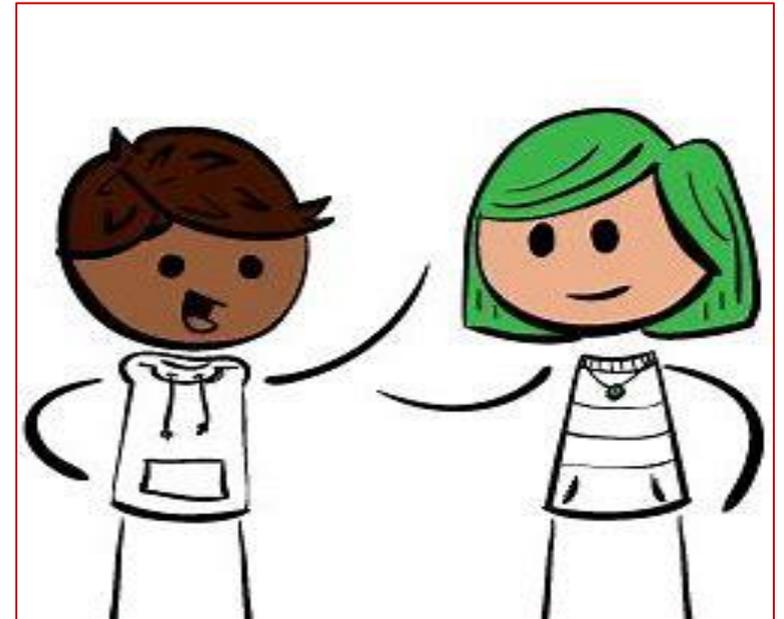
Watch this tutorial: [Episode 05: Editing](#) [| Screening Shorts](#)

1. Count how many cuts there are from day to night. What effect does this have on the viewer?
2. At 01:52 and 04:51 there are long shots where the camera doesn't move at all. What is happening in these shots? Why do you think the director chose to use such long shots?



Talk it over...

- What are the different meanings of the word “power”?
- In many stories, darkness is used to symbolise something frightening or dangerous. Can you name any other stories that use this symbol?
- What might be happening in other parts of the city/country/world each time the man pulls on the light cord?



Getting Creative

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WRITING

- Write the film as a short story from the man's point-of-view – or the point-of-view of someone in the city!
- Think about night-time and the coming of darkness. What are your feelings about the night? Turn them into a poem.

ART

- We cannot see the man's face as he walks away at the end. Draw a face that shows what he would be feeling.
- Create a mood-map showing the man's different feelings. Use interesting words/pictures.
- Develop artwork around the themes of light, darkness and curiosity.

SCIENCE

- Research the invention and science of electricity. Create a presentation on the role of electricity in everyday life.

MUSIC

- Create or source music to make a suitable soundtrack for the film.

Session	Class	Teacher	Topic	Learning Objectives	Resources	Activities	Assessment	Notes
Curriculum for Excellence Second Level Benchmarks								
Term 1								
Term 2								
Term 3								
Term 4								

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Related Activities

Second Level Es and Os

Second Level Es and Os: SOC

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Experiences and Outcomes	Suggested Activity for 'Dangle'
SOC 2-08a: Identifies at least three impacts of human activity on the environment.	What is the film suggesting about how we treat the environment? Can you think of three impacts of human activity on the environment?
SOC 2-08a / SOC 2-08b: Identifies at least three ways in which people can live in a more environmentally responsible way.	Can you think of at least three things people can do that will help the environment? Can you think of one for: in the house, in school, outside, what we eat, what we wear, how we travel...?
SOC 2-15a: Selects appropriate evidence and uses it to research a social, political or economic issue.	Research five impacts of human activity on the environment and present in suitable diagrams in a poster. Find out ways we can lessen the impact of your five choices.
SOC 2-17a: Identifies links between rights and responsibilities.	What is a right? What is a responsibility? Did the man have the right to pull the cord? Would you have taken responsibility for what he did if you were in that situation?

Second Level Es and Os: HWB

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Experiences and Outcomes	Suggested Activity for 'Dangle'
<p>HWB 22-a / HWB 23-a / HWB 24-a: Initiates and works co-operatively with others providing support and encouragement.</p>	<p>Work as a group to write and act out a new scene for the film. It could be a group of angry townspeople confronting the man, or the man confessing what he did to his family, or something else. Perform it for the class or make a film.</p>
<p>HWB 22-a / HWB 23-a / HWB 24-a: Takes account of the views of others. Responds appropriately, for example, by asking and answering questions, clarifying points and building on ideas.</p>	<p>In a group, discuss whether or not there is ever a good reason to take a risk, or to do something to please yourself over anyone else. Make sure you are listening actively and using your discussion skills.</p>
<p>HWB 2-43a: Identifies the impact of risk-taking behaviours on life choices and relationships, for example, job prospects, limited foreign travel, loss of driving licence, family.</p>	<p>The man takes a big risk by pulling on the cord. What risks have you taken? What happened as a result of those risks? What are some common risks that everyday people take? Make a poster warning them about what might happen if they take those risks.</p>

Second Level Es and Os: LIT

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Experiences and Outcomes	Suggested Activity for 'Dangle'
LIT 2-04a: Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.	Write (or present on film) a film review of 'Dangle', including opinions on the plot, acting, direction, production design and camerawork, giving examples from the film to support your opinions.
ENG 2-17a: Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of texts.	Answer questions about the film that demonstrates skills in understanding of the plot and theme, analysis of technique and characterisation, and evaluation of the film overall.
LIT 2-20a: Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.	Write a personal essay about a time you did something that went wrong. Write a short story about an object in a strange place.
LIT 2-26a: Uses appropriate vocabulary, including subject-specific vocabulary to suit purpose and audience.	Write a critical essay about how effectively the film creates a strange tone/tension. Make sure you use film terms in your essay (e.g. mise-en-scène, camera shots...)

Second Level Es and Os: EXA

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Experiences and Outcomes	Suggested Activity for 'Dangle'
<p>EXA 2-05a / 2-06a / 2-07a: Selects, presents and discusses relevant information, from a range of sources, about the work of chosen artists and designers, for example in relation to how and why they have used colour or shape in their work.</p>	<p>Look carefully at the filmmakers' use of lighting and colour. List the colours and lighting that stand out. Why do you think the filmmakers chose these? What do they suggest about character/setting/theme/tone...?</p>
<p>EXA 2-12a / 2-13a: Conveys a character using characterisation techniques such as hot-seating, role on the wall, thought tracking.</p>	<p>Assign character roles (townspeople, the police, family members) and hot-seat the man, asking him about what he did and why he did it.</p>
<p>EXA 2-16a / 2-17a / 2-18a: Uses voice, instruments and technology to create music, experimenting with timbre, for example, uses tuned/untuned percussion instruments to create simple rhythms and melodies.</p>	<p>The film is deliberately without music – would it be better with it? Create the score or a song for the film or a moment in the film. Use instruments to create sound effects for key moments in the film.</p>

Second Level Es and Os: MLAN and RME

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Experiences and Outcomes	Suggested Activity for 'Dangle'
MLAN 2-12a / 2-13a / 2-14a: Uses support such as a bilingual dictionary, word banks, cloze activities or writing frames to produce written text in the target language.	Write a summary of the film in your target language. Use a bilingual dictionary to create a word bank of words to describe the man/setting/situation. Complete a cloze activity in your target language on the events of the film.
MLAN 2-02a / 2-03a / 2-03b / 2-04a / 2-05a / 2-05b: Uses a number of familiar adjectives such as those related to describing self and others.	Draw the man and surround him with words in your target language that describe his appearance, his actions and his personality.
RME 2-05b / 2-02b / 2-09c: Discusses and expresses views about the importance of values such as honesty, respect and compassion.	Divide into two sides: one side arguing the reasons why the man should confess to what he's done, and one arguing why he shouldn't. How do you think people will react to what the man did? Should they show him compassion? How could they show it?

Second Level Es and Os: SCN, TCH and MTH

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Experiences and Outcomes	Suggested Activity for 'Dangle'
SCN 2-04b: Researches non-renewable forms of energy, such as fossil fuels and nuclear, and discusses how these are used in Scotland.	The man destroys the only source of light energy in the film. What non-renewable forms of energy are there? How are they used in Scotland? Research and present these, using diagrams/graphs where needed.
SCN 2-04b: Draws on increasing knowledge and understanding to suggest ways in which they can reduce their own energy use and live more sustainably.	Make a poster or film suggesting ways in which people your age can reduce their energy use and live more sustainably.
TCH 2-12a: Understands different energy types.	Research different types of energy that exist and how effective they are. Present your findings in poster form using diagrams and graphs where appropriate.
MTH 2-21a: Displays data appropriately making effective use of technology and chooses a suitable scale when using graphs.	Use graphs to display data for one of the tasks above.

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Credits

Resource developed by Gail Robertson
on behalf of Screen Scotland.

Original material adapted from
Screening Shorts.

For more information on Film Education
resources and opportunities, go to Home
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