**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: Clip from *Baaria* (Giuseppe Tornatore, 2009)

**2.** Where was source media acquired: Film

**3.** Duration of clip taken from source media: 34 seconds

**4.** Pedagogical purpose of clip: Students will observe a classroom scene with young students, an instructor, and various objects. They will practice the vocabulary words found in this space and use forms of *essere* to communicate what is in the room.

**5.** Have you acquired permission from creator to use clip? Yes  No  Pending

If “YES” please include copy of permission in your form submission and proceed to PART C: AFFIDAVIT at bottom of form. If “NO” please proceed to PART B: FAIR USE JUSTIFICATION questions below.

**PART B: FAIR USE JUSTIFICATION**

**6.** What is the intended purpose for using this clip? We will use this clip as a way for students to reinforce the vocabulary found in their Italian language book. The students will review the fundamental uses of “c’è” and “ci sono” with articles to describe which objects are/aren’t in the room (based on what they see in the clip). The instructor might also use the clip to practice singulars/plurals, as that is the focus of the dialogue between the instructor and the pupils.

**a.** Would you consider this purpose transformative? (Does the purpose for using this clip add something new to or different from its initially intended use?) Yes  No

**b.** Explain: Yes. Students will identify objects in the room and can build on that vocabulary to then describe their own classroom and the contents of their school bags. This is an opportunity to listen to a scene that has not been simplified or altered, and to break from the mechanical activities in the textbook to actively form plurals to practice grammar. At the first language level, students need many opportunities to practice the foundations of foreign language acquisition, like pronunciation, articles, and singular/plural nouns.

**7.** What is the nature of the copyrighted work? Factual  Creative

**8.** What amount/portion of the source copyrighted work is being used? The clip (34 seconds) reflects about .38% of the film (2 hours, 43 minutes).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) The thirty-seven seconds reflect the brief scene between the teacher and her young pupils. It is trimmed down as much as possible without compromising the exchange. Because this is an identification activity, we need to see several shots of the classroom so that students can appropriately and accurately identify the vocabulary words.

**b.** Could less of the source material be used to achieve the same end? Yes  No

**9.** What is the effect of this use of the copyrighted work upon the market potential of the original work? (Does this affect sales or distribution of original work or act as competition to original source material?) This short clip does not affect the original source material. The film is a biographical drama about the film director Giuseppe Tornatore, beginning in the Sicilian village Bagheria. It is intended for a general, Italian audience, for the purpose of entertainment. The clip we will use in class serves only to show which objects students can identify in two different shots. It will help them describe the room they see, their own classroom and its contents, and reinforce vocabulary words from their textbook’s unit.

**PART C: AFFIDAVIT**

I Samantha Gillen swear that the information written above is correct to the best of my knowledge. I submit this media clip for inclusion into PRIMA with full belief that it has been acquired by lawful means and either should be considered acceptable for use under the Fair Use act, or permission has been acquired to use source material from the original author(s) of the media used.

Samantha Gillen

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I would like my name associated with the pedagogical materials I am submitting YES  NO