**PART A: MEDIA SUBMISSION INFORMATION**

**1.** Name of Source Media: Clip from *Il caso curioso di Benjamin Button* (David Fincher, 2008)

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

**3.** Duration of clip taken from source media: 3 minutes, 42 seconds

**4.** Pedagogical purpose of clip: Students will observe several scenes in a sequence from the film *Il caso curioso di Benjamin Button* [*The Curious Case of Benjamin Button*]. They will determine which event happened before another, both visually (with the clip) and linguistically (which the grammar tense). They will practice the hypothetical period in Italian, which is used to hypothesize or speculate about events that could happen or whose outcomes cannot be changed.

**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 primarily to review the hypothetic period, which uses a mix of grammatical moods and tenses (imperfect subjunctive, pluperfect subjunctive, conditional, past perfect subjunctive, etc.). Students will also practice listening comprehension as they watch the sequence of events.

**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 hear and see an authentic sequence of events that focuses on a complex grammatical point that they have studied. This will give them a chance to practice the hypothetical period in a way that they can observe visually (with images) and aurally as opposed to the reading-based exercises that most textbooks use. They will see the visual cues of some events happening prior to others, which is a key aspect to understanding the third type of the Italian hypothetical period (called “impossibility”). This clip also provides an exposure to an American film that has been dubbed into Italian, which might encourage students to seek out other films they are familiar with to practice their Italian comprehension (students will hear a voiceover, so the dubbing is not obvious).

**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 (3 minutes, 39 seconds) reflects about 2.9% of the film (2 hours, 6 minutes).

**a.** Explain why this amount is being used (in relation to the pedagogical purpose explained above) We need this full amount so students can briefly be introduced to characters and see the sequence of events of their actions.

**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 drama about a man who ages backwards. The film is intended for a general, Italian audience (through the dubbing) for the purpose of entertainment. The clip we will use in class focuses on the telling of certain events and how they affected other events. The clip has the primary education goals of helping students review the hypothetical period, which involves several grammatical moods and tenses (imperfect subjunctive, conditional, past perfect subjunctive, etc.).

**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

Email address where I can be reached: [gillens@sas.upenn.edu](mailto:gillens@sas.upenn.edu)

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