

APLIUT Toulouse 2018: Swap shop

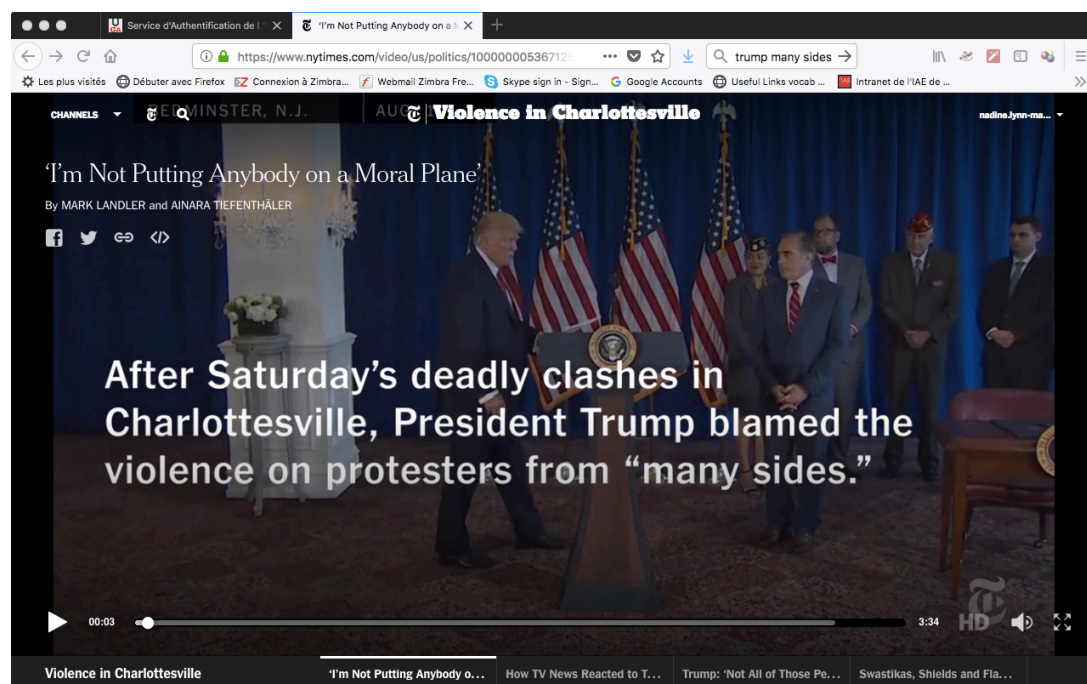
President Trump's reaction violence of Charlottesville protests:

I. 'I'm not putting anyone on a moral plane' (3'34")

<https://www.nytimes.com/video/us/politics/100000005367125/trump-charlottesville-presidency.html?playlistId=100000003890188>

Before watching, students describe what reaction they believe the President of the United States should have in light of the violent Charlottesville protests. Does this reaction correspond to the reaction they believe President Trump had?

We then watch the video, taking notes on Trump's speech while also taking time to notice body language and what is not said. Discussion on how what is **not** said impacts what **is** said.



II. Two video reactions from Jimmy Fallon and John Oliver:

<https://www.youtube.com/watch?v=WYNVomiNfa8>

<https://www.youtube.com/watch?v=DXsxx68uhsY>

The same process of anticipation and expression of what is expected is repeated before watching the video clips (first of Jimmy Fallon's reaction, then of John Oliver's reaction).



During this time, students are asked to give their opinion regarding entertainers sharing their personal point of view. Is it necessary/helpful/or should they refrain from giving their personal opinion?



III. Final task

Students are asked to then go beyond the simple understanding of the messages to trying to compare and contrast the two reactions, saying which one they believe can be more effective and why.

The time spent studying these videos is meant to prepare students for a sequence on editorial writing and thus to help them understand that how something is said matters just as much if not more than what is actually said.