



The Social Network
De David Fincher

De quoi ça parle ?

Le film retrace la naissance du célèbre site de réseau Facebook et brosse le portrait de son inventeur : Mark Zuckerberg est un brillant étudiant en informatique à Harvard.

Un soir de l'automne 2003, il parvient, de sa chambre d'étudiant, à pirater le système informatique de la célèbre université et crée en quelques heures un site baptisé Facemash donnant accès à une base de données concernant chaque fille du campus. Le succès fulgurant du site provoquera la saturation du réseau et enverra son auteur en conseil de discipline. Cependant, ce qui commence par une frasque de quelques étudiants surdoués et férus d'équations informatiques dans un dortoir devient rapidement un réseau social mondial et une révolution en matière de communication, qui fera de Mark Zuckerberg le plus jeune milliardaire du monde.

Un parcours qui n'est pas exempt d'embûches sur le plan personnel : la question de la paternité de cette invention qui vient marquer le siècle engendre d'âpres conflits d'intérêt compromettant l'amitié des pionniers de l'aventure.

Pourquoi étudier The Social Network ?

- pour connaître l'histoire d'un phénomène mondial qui modifie nos relations à autrui
- pour s'interroger sur l'influence que la sphère internet exerce sur notre existence quotidienne
- pour mieux connaître le fonctionnement de la société américaine, de ses universités et des « final clubs ».

Pour qui ?

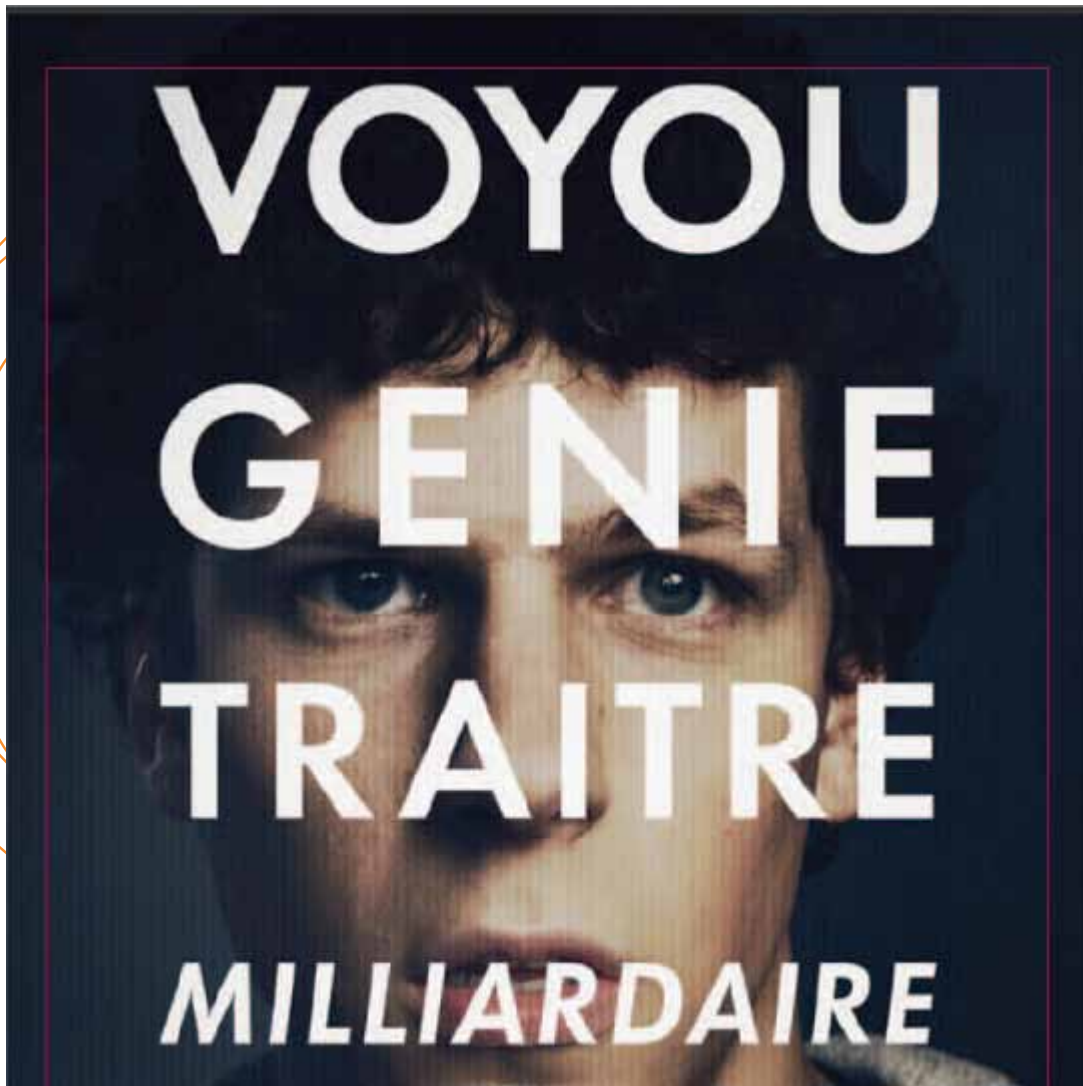
Le travail que nous proposons sur ce film est conseillé à des élèves des classes de lycée, de la seconde à la terminale.

Que trouve-t-on dans ce dossier ?

- des activités pour les cours de français ou d'ECJS
- des activités pour les cours d'anglais

Pour le cours de français:

Préparation à la sortie: Travail sur l'affiche et la bande-annonce



Objectifs :

Faire émettre des hypothèses concernant le sujet et le genre du film en s'appuyant sur l'affiche et sur le visionnage d'une bande-annonce et de 2 ou 3 extraits du film, téléchargeables à l'adresse suivante :

<http://www.youtube.com/watch?v=ZyBQmo8ksw4>

Suggestion de travail en classe :

Par groupes, chaque groupe se voyant attribuer un support différent.

Restitution orale/mise en commun : chaque groupe fait part au reste de la classe de ses hypothèses en les justifiant.

Le professeur collecte l'ensemble des réponses dans un tableau, en attribuant par exemple des couleurs différentes aux réponses de chaque groupe. Le but est de faire apparaître certaines similitudes dans les hypothèses émanant de supports différents et d'amener les élèves à réfléchir au signifiant dans l'écriture filmique, au-delà du scénario . le film est en effet construit comme un thriller.

Question : quels sont les points communs de chaque document (écriture filmique : photographie, lumière, traitement du son, rythme ; et affiche) qui vous conduisent à des conclusions semblables ? Quelles impressions se dégagent des ces extraits ? Quel genre de filme ces extraits vous rappellent-ils ?

Après le film :

Pour quoi le réalisateur a-t-il fait ce choix ? Cette histoire aurait-elle pu être racontée autrement ?

Un personnage réel à l'écran :

Supports pouvant être utilisés :

Film, affiche, documents vidéo et iconographiques.

Quand l'écriture s'approprie le réel :

Analyse du portrait de Mark Zuckerberg dans le film, ainsi que des personnages secondaires Eduardo Saverin et Sean Parker.

Le portait des personnages est-il plutôt positif ou négatif ? Ou les deux ?

Réflexion sur le travail de mise en scène d'un personnage non fictionnel :

Quelle image de la fondation de facebook et de ses protagonistes le réalisateur cherche-t-il à montrer ?

Ci-dessous :

Le « vrai » Mark Zuckerberg



Piste de réflexion :

Commentaire sur le le film et l'image alternative dans LEMONDE.fr rubrique technologie : http://www.lemonde.fr/technologies/article/2010/10/13/the-social-network-la-contre-attaque-mesuree-de-facebook_1424411_651865.html

Réaction de mark Zuckerberg au film :**Actualité Nouveles obs :**

<http://hightech.nouvelobs.com/actualites/20101019.OBS1490/mark-zuckerberg-s-explique-un-peu-a-propos-du-film-sur-facebook.html>

Voir aussi :

<http://tempsreel.nouvelobs.com/actualite/culture/20101013.OBS1240/facebook-a-peur-du-film-sur-facebook.html>

Mark Zuckerberg n'a accordé aucune interview, ni à l'écrivain, ni au réalisateur. Invité sur un plateau de télévision, il lance : *« C'est un film ! C'est fun (...). C'est ma vie, donc je sais qu'elle n'est pas aussi dramatique ! »*

Il a également fait la déclaration suivante : *« J'aurais souhaité qu'on ne fasse pas un film sur moi de mon vivant ».*

Vie Privée ?

Proposer un débat à partir de la question suivante, extraite du scénario du film :

« la vie privée est une relique du passé »

Comment définir la vie privée ? Cette notion garde-t-elle un/le même sens à l'ère de Facebook ?

Autres documents :**The Harvard Crimson : à propos de Facebook**

<http://www.thecrimson.com/article/2004/2/9/hundreds-register-for-new-facebook-website/>

The Harvard Crimson : Facebook expands beyond Harvard

<http://www.thecrimson.com/article/2004/3/1/facebook-expands-beyond-harvard-harvard-students/>

Official website :

<http://www.thesocialnetwork-movie.com/>

Entretien avec Ben Mezrich, auteur de La Revanche d'un Solitaire éd. Maxmilo 2010

<http://livres.fluctuat.net/ben-mezrich/interviews/11121-The-Social-Network-entretien-avec-Ben-Mezrich.html>

Facebook Founder Mark Zuckerberg Visits Oprah :

http://www.metacafe.com/watch/2560212/facebook_founder_mark_zuckerberg_visits_oprah/

Article et video de Mark Zuckerberg - Oprah winfrey :

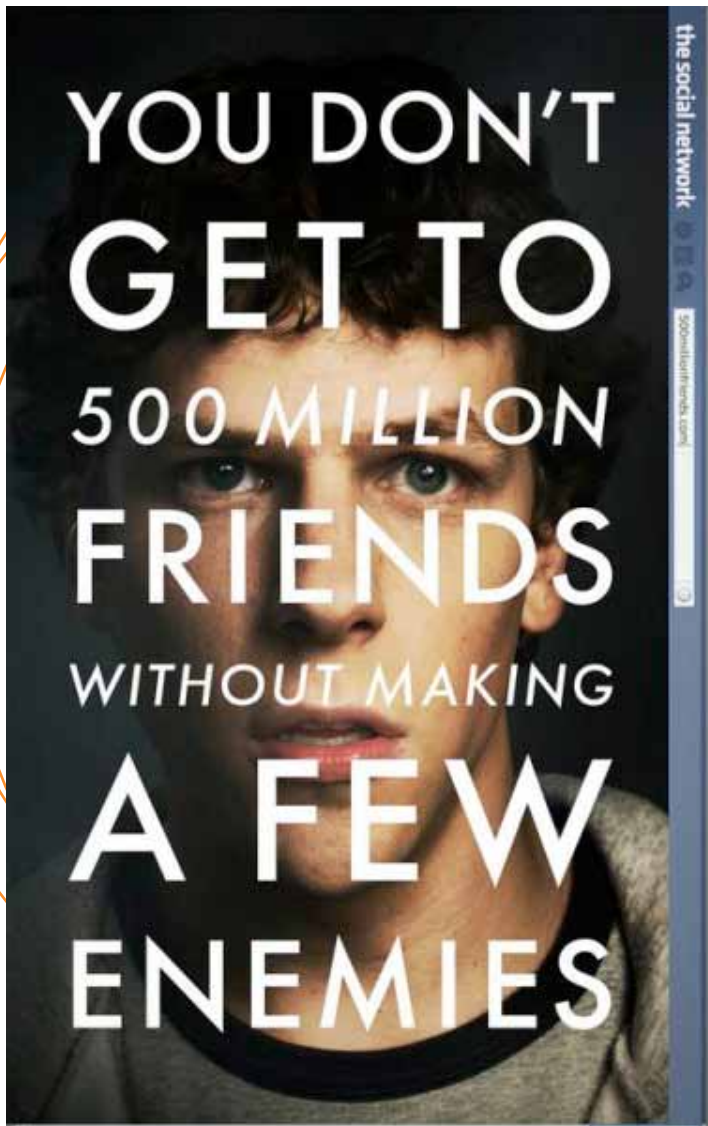
http://www.huffingtonpost.com/2010/09/24/mark-zuckerberg-oprah-vid_n_738468.html

Interview de David Fincher, sous-titrée :

<http://www.allocine.fr/film/fichefilm-147912/interviews/?cmedia=19149672>







Plot summary :

On a fall night in 2003, Harvard undergrad and computer programming genius Mark Zuckerberg sits down at his computer and heatedly begins working on a new idea. In a fury of blogging and programming, what begins in his dorm room soon becomes a global social network and a revolution in communication. A mere six years and 500 million friends later, Mark Zuckerberg is the youngest billionaire in history... But for this entrepreneur, success leads to both personal and legal complications. Written by Columbia Pictures

Before the viewing: preliminary lesson:

Suggestion 1

Speaking :

1. Discuss these questions with your partner : How much time a week do you think you spend on the Internet ? Are you a member of Facebook ? Why / why not ? Would you like to be ? Why / why not ?
2. Report to the class

At this stage, you may want to refer to/ use (part of) a "Teacher's pack" published online by the BBC, World Service/ Learning English – Keep you English-up-to-date, complete with lesson plan, a downloadable audio recording by Gavin Dudeney talking about change in the English language and student worksheets. Cf worksheet1 : Speaking activity.

Link : <http://www.bbc.co.uk/worldservice/learningenglish/radio/specials/1720uptodate4/page14.shtml>

Suggestion2

Show the class a copy of the film poster : either hand each pair of student an A4 copy of the film poster and elicit comments ad/or question...

Or have a print done on a transparency and show the class using an OHP.

Film poster : http://www.impawards.com/2010/social_network_xlg.html

Speaking : elicit comments, reactions, questions.

Guidelines :

Have the students say the poster shows the FACE of a young man on what appears to be the internet page of a website called thesocialnetwork with the address 500 millionfriends.com

in the address bar on the right-hand side matching the phrase 500 million friends written over the picture : you don't get to 500 million friends without making a few enemies

Possible questions :

What is a facebook ? What are facebook used for ? Where ? Who uses them ? What for ? How many "friends" do you have on Facebook ?

Hints:

The boy's face is an echo to the profile picture any member can choose to upload. He looks both stern and very determined, doesn't smile: his facial expression is not entirely reassuring. "500 million friends" are opposed to "a few enemies": although "friends" outnumber "enemies", "A FEW" of them already sounds quite threatening.

Conclusion:

The composition of the film poster forebodes that of the film itself, built like a thriller.

Suggestion 3:

For the champions: CEFR levels B2 and upwards:

a 04'06'' video from watchmojo.com

<http://www.youtube.com/watch?v=OfMThCSmQ6Y>

presents Mark Zuckerberg's Facebook, outlines criticism of the website, introduces and reviews the film The Social Network.

Take it further:**I The Final Clubs:**

Mark Zuckerberg: Eduardo, it's like a Final Club except we're the president. What are final clubs? CRFR levels B1B2 / students may do some research on the web and be able to report to the class without reading any notes.

http://en.wikipedia.org/wiki/Collegiate_secret_societies_in_North_America#Harvard_University

For teachers to build up a comprehension exercise:**3 key moments to illustrate the concept of Final Clubs:**

excerpt 1 from chapter 1:

Mark Zuckerberg: I'm just saying I need to do something substantial in order to get the attention of the clubs.

Erica Albright: Why?

Mark Zuckerberg: Because they're exclusive. And fun. And they lead to a better life.

Erica Albright: Teddy Roosevelt didn't get elected president because he was a member of the Phoenix club.

Mark Zuckerberg: He was a member of the Porcellian, and yes he did.

Excerpt 2 from chapter 3:

Cameron: Okay, well. We have something that we've been working on for a while, we think it's great. It's called the Harvard Connection. You create your own page. Interests, bio, friends, pics.

Tyler: And then people can go online, see your bio and request to be your--

Mark: Yeah. How's it different from MySpace or Friendster?

Tyler: Harvard-dot-E-D-U.

Cameron: Harvard.edu. The most prestigious e-mail address in the country.

Tyler: And the whole site's kinda based on the idea that girls--well...

Cameron: Not to put anything indelicately.

Divya: Girls wanna get with guys who go to Harvard.

Cameron: Divya and my brother don't have trouble putting things indelicately.

Tyler: The difference between what we're talking about and MySpace or Friendster or any of those other social networking site--

Mark: --is exclusivity. (beat) Right?

Divya: Right.

Tyler: (beat) Yes.

(...)

Cameron: We would need you to build the site and write the code and we'll provide--

Mark: I'm in.

Cameron: --the money. What?

Mark: I'm in.

Tyler: Awesome.

Excerpt 2 chapter 3:

Mark and Eduardo come outside and are immediately met by the freezing cold air.

Mark: People came to Facemash in a stampede, right?

Eduardo: Yeah.

Mark: It wasn't because they saw pictures of hot girls. You can go anywhere on the internet and see pictures of hot girls.

Eduardo: Yeah.

Mark: It was because they saw pictures of girls that they knew. People want to go on the internet and check out their friends. Why not build a website that offers that? Friends, pictures, profiles, whatever you can... Visit, browse around, maybe it's somebody you just met at a party. I'm not talking about a dating site. I'm talking about taking the entire social experience of college and putting it online.

Eduardo: I can't feel my legs.

Mark: I know, I'm totally psyched about this, too. But Wardo--

CUT TO: INT. FIRST DEPOSITION ROOM - DAY

Eduardo: "It would be exclusive".

CUT BACK TO: 39. EXT. QUAD - NIGHT

Mark: You'd have to know the people on the site to get past your own page. Like getting punched.

Eduardo: That's good, that's new.

Mark: Wardo, it's like a Final Club except we're the president.

II Chapter 2 - the birth of the concept

- 13'06'' **Mark:** "The question is: who are they gonna send it to?"

Possible classwork/groupwork on the scene from chapter 2 from 7'22'' to 15' 68''

A2/B1/ Comprehension exercise:

Students are given a list of the principal events that happened that night and have to put them back into chronological order.

B1, B2 and upwards. Speaking: reporting a series of events accurately in consistent chronological order, using adequate keywords: Students are asked to describe what happened that night.

From nerd to entrepreneur: a typical American success story

Sean Parker: We lived on farms, then we lived in cities, and now we're going to live on the internet!

Sean Parker: Drop the "The" Just "Facebook". It's cleaner

Chapter 10 – 1:02' to 1:08'

Obama on entrepreneurship:

<http://www.youtube.com/watch?v=3iqsxCWjCvI> - 14'48'' to 15'46''

Script:

Obama's national Address to Students

Wakefield Highschool – Arlington, VA

"(...)The story of America isn't a story of people who quit when things got tough. It's about people who kept going, who tried harder, who loved their country too much to do anything less than their best. It's the story of students who sat where you sit two hundred and fifty years ago and went on to wage a revolution and they founded this nation. Young people! Students who sat where you sit seventy-five years ago who overcame a depression and won a world war, who fought for Civil Rights and put a man on the Moon. Students who sat where you sit twenty years ago and founded Google and Twitter and Facebook and changed the way we communicate with each other. So today, I wanna ask all of you: What's your contribution gonna be? What problems are you gonna solve? What discoveries will you make? What will the President who comes here in twenty years, fifty years or a hundred years say about all of you did for this country?(...)"

“The Internet is not written in pencil, Mark. It's written in ink.”

Chapitre 8 - Learning vocabulary: A2 B1

Teaching suggestion:

Can be used as a vocabulary build-up exercise for younger learners. Have students pick up words either from their French equivalents, or their definition or equivalents in English.

A beginner's guide to using the internet: [facebook.http://www.bbc.co.uk/webwise/guides/about-facebook](http://www.bbc.co.uk/webwise/guides/about-facebook)

Speaking activities: A2 - B1 - B2

in groups of 3 to 4: comment on the following scene, confront your viewpoints.

Do you pay attention to everything you post on Facebook? Do you feel there are some pieces of information you should not (have) post(ed)? Why? Report to the class.

Excerpt from the script:

Erica Albright: You called me a bitch on the Internet, Mark.

Mark Zuckerberg: That's why I wanted to talk to you.

Erica Albright: On the Internet.

Mark Zuckerberg: That's why I came over.

Erica Albright: Comparing women to farm animals.

Mark Zuckerberg: I didn't end up doing that.

Erica Albright: It didn't stop you from writing it. As if every thought that tumbles through your head was so clever it would be a crime for it not to be shared. The Internet's not written in pencil, Mark, it's written in ink. And you published that Erica Albright was a bitch, right

before you made some ignorant crack about my family's name, my bra size, and then rated women based on their hotness.

Reggie: Erica, is there a problem?

Erica Albright: (Turning to talk to Reggie) No, there's no problem.

Erica Albright: (Turning back to face Mark) You write your snide bullshit from a dark room because that's what the angry do nowadays. I was nice to you, don't torture me for it.

Mark Zuckerberg: If we could just go somewhere for a minute.

Erica Albright: I don't want to be rude to my friends.

Mark Zuckerberg: Okay.

Erica Albright: Okay.

(pauses for a moment)

Erica Albright: Good luck with your video-game.

Speaking activity B1 B2

Teachers may want some follow-up on this topic and may use the following document to trigger students' remarks.

Possible question: "How relevant do you think Erica's remark is today?"

Show students the following video document on Pdt Obama warning children on Facebook postings. Students react.

Document: US President Obama warns children on Facebook postings:

<http://www.youtube.com/watch?v=UGQ-8ZgNvuE>

US President Obama warns children on Facebook postings:

<http://www.youtube.com/watch?v=UGQ-8ZgNvuE>

Script:

Student: "When I grow up, I would like to have your job. Is there any advice you could give me? (...) or things I need to know?"

President Obama: "Well, err...let..., let me, let me give you some very practical tips...

(audience laughs) Err...first of all, I want everybody here be careful about what you post on Facebook...'cause in the You Tube age, whatever you do, it will be pulled up again later from somewhere in your life.

And when you're young, you know you make mistakes and you do some stupid stuff... and I've been hearing a lot about young people who... (turning to headmaster) you know they're posting stuff on Facebook and then some day they go apply for a job and...somebody's done a search and (turns back to the children)... err... you know... So that was some practical political advice for you right there..."