

Unit 7 – Lesson 3

Enter your responses between the (*blue*) parentheses below each item.

# Section 1 Film Observation Chart

## Film Observation Chart

Complete this chart based on the film you chose from the Approved Film List.

Film Title	( )	Director	( )
Main characters	( )		
Setting (where and when the story occurs)	( )		
Topic to Track	Cinematic Technique or Quotation	Time Stamp	Significance to Character's Transformation
<p><b>BEFORE</b></p> <p>Describe the protagonist <b>BEFORE</b> transformation. (Select three precise adjectives to describe the character before the transformation.)</p> <p>Prior to transformation, ( ) is ( ), ( ), and ( ).</p>	( )	( )	( )

<p><b>CAUSE</b></p> <p>What situations (people, events, circumstances) <b>CAUSE</b> the protagonist's transformation to begin?</p> <p>Describe below:</p> <p>( )</p>			
Topic to Track	Cinematic Technique or Quotation	Time Stamp	Significance to Character's Transformation
<p><b>DURING</b></p> <p>Track the protagonist's development <b>DURING</b> the transformation process.</p> <p>What changes do you see?</p> <p>Describe below:</p> <p>( )</p>	<p>( )</p>	<p>( )</p>	<p>( )</p>

<p style="text-align: center;"><b>AFTER</b></p> <p>Describe (below) the protagonist <b>AFTER</b> he or she has transformed. (Select three precise adjectives to describe the character after the transformation.)</p> <p>After his/her transformation is complete, ( ) is ( ), ( ), and ( ).</p>	( )	( )	( )
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Film Observation Chart rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor
	5	4	3	2	1
<b>Choice of Cinematic Techniques and Quotations /10</b>	Your choices of cinematic techniques and quotations are perceptively chosen.	Your choices of cinematic techniques and quotations are carefully chosen.	Your choices of cinematic techniques and quotations are adequately chosen.	Your choices of cinematic techniques and quotations are ineffectively chosen.	Your choices of cinematic techniques and quotations are confusing and/or lacking.
<b>Understanding of the character's transformation process. /10</b>	Your identification of significant cinematic techniques and quotations indicates an insightful understanding of the character's transformation process.	Your identification of significant cinematic techniques and quotations indicates a thorough understanding of the character's transformation process.	Your identification of significant cinematic techniques and quotations indicates a basic understanding of the character's transformation process.	Your identification of significant cinematic techniques and quotations indicates a superficial or limited understanding of the character's transformation process.	Your identification of significant cinematic techniques and quotations indicates a lack of understanding of the character's transformation process.
<b>INS Insufficient</b> – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					

Total: /20

Total of Section 1: /20 marks

## Section 2 Six Sentence Summary

Now that you have viewed the film, you will create a six-sentence summary to potentially share with your classmates.

Your summary must include the following information and be written in paragraph form:

- Name of the film and the director
- Setting (Where and when does this story take place?)
- Main characters (the protagonist and antagonist)
- Describe the main conflict facing the protagonist
- What lesson is the director trying to teach through this film?

Proofread your work to make sure you express your ideas clearly. Tip! Read your work out loud to help you identify areas that need revision.

If we have class discussion boards, you will share your paragraph there. Your teacher will let you know. Regardless, include a polished copy of your paragraph below for assessment.

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Paragraph rubric					
	Excellent	Proficient	Satisfactory	Limited	Poor
	5	4	3	2	1
<b>Content /10</b>	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
<b>Sentence Structure</b>	Sentence structure is effectively controlled.	Sentence structure is consistently controlled. Sentence type and	Sentence structure is generally controlled. Sentence type and sentence	Sentence structure often lacks control. Sentence type and sentence length	Sentence structure generally lacks control. There is

/5	Sentence type and sentence length are consistently effective and varied.	sentence length are usually effective and varied.	length are sometimes effective or varied.	are seldom effective or varied.	essentially no variation in sentence type or sentence length.
<b>Conventions</b> /5	The quality of the writing is enhanced because it is essentially error-free.	The quality of the writing is sustained because it contains only minor convention errors.	The quality of the writing is sustained through generally correct use of conventions.	The quality of the writing is weakened by the frequently incorrect use of conventions.	The quality of the writing is impaired by the consistently incorrect use of conventions.
<b>INS Insufficient</b> – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.					
<b>Total:</b>			<b>/20</b>		

**Total of Section 2: /20 marks**

## Section 3 Personal Response to Film

Now that you have a general understanding of the film as a whole, let's develop a deeper understanding of a main character. This main character should be either the protagonist or the antagonist of the film.

In this assignment, you will consider a decision a main character made in the film - a decision that had a significant effect on that character's development. You may choose the character you focused on in your Film Observation Chart. You may choose to explore a different character in the film instead. The choice is yours.

To complete this assignment, you will respond personally to this character's critical decision. In your paragraph, you should:

In a sentence or two, introduce the film in a general way.

- Who directed it?
- Where and when is it set?
- What is the overall premise of the film?

In at least four or five sentences, introduce the main character.

- Briefly describe the character at the start of the film.
- Describe the main conflict the character faces.

- What critical decision does the character make, related to the main conflict?
- Describe how the main conflict is resolved.

In at least five sentences, respond personally to the character's decision.

- Would you have responded differently? Why or why not?

Conclude your paragraph.

- What life lesson can be learned, given the outcome of the main character's decision?

Once you have drafted your paragraph, read it out loud to help you proofread your work. Then type (or copy and paste) your polished work below.

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Personal Response rubric					
	Excellent 5	Proficient 4	Satisfactory 3	Limited 2	Poor 1
<b>Content</b> /10	Exploration of the topic is insightful. Main idea and supporting details are precise and original.	Exploration of the topic is adept. Main idea and supporting details are specific.	Exploration of the topic is clear. Main idea and supporting details are relevant or generic.	Exploration of the topic is simplistic. Main idea and supporting details are imprecise or superficial.	Exploration of the topic is minimal. Main ideas and supporting details are irrelevant or scant.
<b>Organization</b> /10	Introduction is engaging and skillfully establishes a focus. Transitions fluently connect details. Closure is effective and related to the focus.	Introduction is purposeful and clearly establishes a focus. Transitions clearly connect details. Closure is appropriate and related to the focus.	Introduction is functional and establishes a focus. Transitions tend to be mechanical. Closure is related to the focus and is mechanical or artificial.	Introduction lacks purpose; little or no focus is established. Transitions are lacking. Closure is abrupt, contrived or unrelated to the focus.	Introduction is ineffective. Transitions are absent or inappropriately used. Closure is ineffectual or missing.
<b>Sentence Structure</b> /5	Sentence structure is effectively controlled. Sentence type and sentence length are consistently effective and varied.	Sentence structure is consistently controlled. Sentence type and sentence length are usually effective and varied.	Sentence structure is generally controlled. Sentence type and sentence length are sometimes effective or varied.	Sentence structure often lacks control. Sentence type and sentence length are seldom effective or varied.	Sentence structure generally lacks control. There is essentially no variation in sentence type or sentence length.

**INS Insufficient** – No evidence of an attempt to address the task presented in the assignment, or the student has written so little that it is not possible to assess the Content.

**Total:**                      **/25**

**Total of Section 3: /25 marks**

**Student Comments:**

( )

- **Be sure to save your file to your folder before submitting it to the LA9 Assignment 7-3 Submission Box: (YOURNAME)la9-7-3**
- **Check the** Submission page **again** in a few days to retrieve your marked assignment and review the feedback from your teacher.

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**Assignment Total: ( /65) = Percent: ( %)**

**Teacher Comments:**

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