**ENG4C - Class Essay on *Billy Elliot***

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Outline: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rough Work: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Good Copy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Based on deep viewing, what one person or idea or event does Stephen Daldry, the director of *Billy Elliot* , credit for the improvement in the lives of the characters; OR credit for the opportunity to hope?**

* You and the class will write a 5 paragraph Persuasive Essay. **You must hand in all the steps.**
  + Any rough work, brainstorming, or rapid writing.
  + The teacher will model writing an introduction then you will write your own

introduction

* + The teacher will model writing a body paragraph with the class then you will write your body paragraph 1
  + You and a partner will write body paragraph 2
  + You will write body paragraph 3
  + You will write the conclusion
* Choose **three different** aspects of Deep Viewing (lyric, symbol, camera angles, sounds) to form the basis of your observations and evidence – one for each of the three body paragraphs.
* Each body paragraph must have **3** or more specific and distinct proofs from the film with one piece of evidence coming each from the beginning, middle and end of the film.
* Please refer to the rubric on the reverse. This will be marked in the **Writing and Media strand.**
* You will always cite your evidence with the director’s name. In this case (Daldry) – the method of citation will be modeled for you. .
* You will provide a works cited page that uses MLA format:

List films by their title. Include the name of the director, the distributor, and the release year. If relevant, list performer names after the director’s name. Use the abbreviation perf. to head the list. End the entry with the appropriate medium of publication (e.g. DVD, VHS, Laser disc).

Ed Wood. Dir. Tim Burton. Perf. Johnny Depp, Martin Landau, Sarah Jessica Parker, Patricia Arquette. Touchstone, 1994. DVD.

Name:

On time/ Late

Please work on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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|  | 0-49 | 50-59 | 60-69 | 70-79 | 80-100 |
| **Knowledge of content:**  characters, plot, theme, and deep viewing terms: symbols, sound, camera angles, and lyrics | Errors made when making reference to specifics. Insufficient information provided. | Demonstrates limited knowledge of content. | Demonstrates some knowledge of content. | Demonstrates considerable knowledge of content. | Demonstrates thorough knowledge of content. |
| **Inquiry/ Thinking**  Organization. Use of process and the formal essay format. Logical transitions used. Directional statement. | Missing frequent pieces of process and organization skills. | Uses processing and organization skills with a limited degree of effectiveness. | Uses processing and organization skills with some degree of effectiveness. | Uses processing and organization skills with a considerable degree of effectiveness. | Uses processing and organization skills with a high degree of effectiveness. |
| **Communication**  Spelling/ grammar/ formal persuasive essay word choice and format | Grammar or spelling interferes with understanding. | Uses conventions, vocabulary and terminology with a limited degree of effectiveness. | Uses conventions, vocabulary and terminology with a some effectiveness. | Uses conventions, vocabulary and terminology with considerable effectiveness. | Uses conventions, vocabulary and terminology with a high degree of effectiveness. |
| **Application**  Quality of arguments. Explanations are clear and concise. | Explanation of arguments are neither creative nor clear. | Explanation of arguments are rarely creative and clear. | Explanation of arguments are somewhat creative and clear. | Explanation of arguments are considerably creative and clear. | Explanation of arguments are highly creative and clear. |

Final Mark: