***Name:*** ***Bish Fish* Viewing Analysis:**

1. Describe the effect of having a “story within a story.”
2. Throughout the film, there are many references to the “big fish, small pond” metaphor. Explain how this metaphor plays out in the movie.
3. Edward’s son claims his father is like an ‘ice-burg,’ because 10% of him is visible, and 90% is hidden under the surface. Explain how this simile applies to Edward.
4. Explain the role of hyperbole in the movie.
5. Explain the role of water imagery in the movie.
6. How does the ‘big fish’ symbolize Edward?

**Big Fish Movie Review:**

For this “movie review” you must do a three paragraph mini-essay. This means intro, 1 body paragraph, and conclusion. This review should be both descriptive, and persuasive. I should get both a feel for the film, and a sense for if I should go out and see the movie immediately, or if I should avoid it in the future.

1. In the first paragraph, you will introduce the basic plotline of the story and explain the main characters. This should be around 5-7 sentences, and it should include both a hook, and a 3 pronged thesis.
2. Your thesis in this assignment MUST either be a recommendation to go see the movie (for three reasons), or a warning against seeing the movie (for three reasons). Ie. *Big Fish* is a great /incredible/wonderful etc. movie, because….1, 2, 3. OR Great Fish is an awful/terrible/disappointing etc. movie, because…. 1, 2, 3.
3. Your body paragraph must then be dedicated to explaining and providing examples for those three main points in your argument.
   1. Begin with an introductory sentence that links the thesis to the rest of the content in your body paragraph.
   2. Make your first point (taken from the first point in your thesis)
   3. Provide evidence for this first point (an example/anecdote from the movie)
   4. Explain how the evidence proves your argument.
   5. Make your second point (taken from the second point in your thesis)
   6. Provide evidence for this second point (an example/ anecdote from the movie)
   7. Explain how this evidence proves your second point.
   8. Make your third point (taken from your third point in your thesis)
   9. Provide evidence for this third point (an example/ anecdote from the movie)
   10. Explain how this evidence proves your third point.
   11. Write a concluding sentence.

Example:

Thesis: Everyone should see the movie *Finding Nemo*, because it is hilarious, fun to watch, and heart-warming.

*Finding Nemo* is a great family film, and can easily be enjoyed by people of all ages. The two main characters in the story share exceptionally witty dialogue. For example, while Marlin and Dory are looking for Nemo, the free-spirited Dory suddenly proclaims she can speak whale, and begins issuing crazy prolonged speeches designed to ask whales about Nemo’s whereabouts. Marlin is rightfully baffled, and the audience can’t help but chuckle at the ridiculous situation. Furthermore, the journey itself is clearly half of the entertainment. Most of the movie is spent with Marlin while he travels across the ocean in an attempt to rescue his son from a dentist’s aquarium. Evidently he has many adventures, and misadventures along the way, and clearly he makes a great friend in Dory, who is with him throughout his journey. Likewise, since this is a tale of a father and friend attempting to find a lost son, the story undoubtedly gains the sympathy of the audience. When Marlin comes to the conclusion that Nemo must be dead, and gives up after his enormous journey across the Pacific, the audience is drawn into cheering him on to continue his quest. Ultimately, this film has something for everyone, and will certainly be enjoyed by generations to come.

1. Write a concluding paragraph (should be about 4-5 sentences summarizing main ideas).

**TEMPLATE:** Do NOT submit this form, this is a draft only!

Hook:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Introduce the movie:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Thesis:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

BODY PARAGRAPH:

Introductory sentence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Point #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Evidence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Point #2:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Evidence:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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Point #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Elaborate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

CONCLUSION:

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|  | **Beginning ( 1 )** | **Developing ( 2 )** | **Accomplished ( 3 )** | **Exemplary ( 4 )** |
| **Critical analysis and understanding of film:** | -very basic understanding of the movie  -has difficulty, or misinterprets literary terms/skills in the context of film. | -attempted to analyze the movie  -attempts to connect literary terms/skills and film | -demonstrated ability to interpret the movie  -makes some connection between literary terms/skills and film | -demonstrated ability to interpret the movie on a critical and analytic level  -makes connections between literary terms/skills and film |

Big Fish Lessons:

-give kids the heads up that you are going to ask about:

1. How the story is told

2. Important Metaphors/Similes

3. Water imagery

4. Symbolism

5. Hyperbole