

High School Movies: The Writing Assignment

Option 1:

Compare and contrast your high school life to the high school life of **one of the characters** from *Ferris Bueller's Day Off*.

Use a Venn diagram or chart for starters. Pick at least three categories (social life, friends, parental relationships, personality, **etc.**) and compare the similarities and differences.

Your paper should be a minimum of 5 paragraphs long and follow the **point-by-point compare/contrast format**. It needs all the regular elements of an excellent essay: an attention grabber, a solid thesis, well-developed body paragraphs, and a clinching conclusion.

Be sure to be specific in your body paragraphs when doing your comparisons. Include precise details from the film and then the related facts from your own life.

Option 2:

What are the requirements (essential elements) for a writer/director to create a successful/funny/accurate/fill-in-your-own-adjective movie about high school?

Pick at least three essential characteristics from all the great high school movies you have seen. Discuss how these elements are important and make the movie great. Use specific examples from high school films. Not every film you cite needs to have all the elements you find important. Cite as many movies as necessary to prove your point.

Your paper should be a minimum of 5 paragraphs long. It should contain the regular elements of an excellent essay: an attention grabber, a solid thesis, well-developed body paragraphs, a clinching conclusion.

Option 3:

Compile an annotated list of your personal top ten high school movies of all time.

Begin with a catchy introduction and thesis. You may focus on one particular genre or style (comedy, relationships, documentary, etc.) or you can include a variety in your list.

As you list each movie, write three or more detailed sentences (for each film) that explain why it made your list. Be specific; do not recap the whole movie. Provide what you believe are the highlights.

End your essay with a conclusion that restates your thesis and/or has a call to action.

Do not copy a list from the internet. I have read most of them, and it will be extremely easy to find plagiarism.

***All papers will be graded using the 6 Trait Writing Rubric**

NAME:

	6 Exemplary	5 Strong	4 Proficient	3 Developing	2 Emerging	1 Beginning
Ideas & Content ☐☐ main theme ☐☐ supporting details	Exceptionally clear, focused, engaging with relevant, strong supporting detail	Clear, focused, interesting ideas with appropriate detail	Evident main idea with some support which may be general or limited	Main idea may be cloudy because supporting detail is too general or even off-topic	Purpose and main idea may be unclear and cluttered by irrelevant detail	Lacks central idea; development is minimal or non-existent
Organization ☐☐ structure ☐☐ introduction ☐☐ conclusion	Effectively organized in logical and creative manner Creative and engaging intro and conclusion	Strong order and structure Inviting intro and satisfying closure	Organization is appropriate, but conventional Attempt at introduction and conclusion	Attempts at organization; may be a “list” of events Beginning and ending not developed	Lack of structure; disorganized and hard to follow Missing or weak intro and conclusion	Lack of coherence; confusing No identifiable introduction or conclusion
Voice ☐☐ personality ☐☐ sense of audience	Expressive, engaging, sincere Strong sense of audience Shows emotion: humor, honesty, suspense or life	Appropriate to audience and purpose Writer behind the words comes through	Evident commitment to topic Inconsistent or dull personality	Voice may be inappropriate or non-existent Writing may seem mechanical	Writing tends to be flat or stiff Little or no hint of writer behind words	Writing is lifeless No hint of the writer
Word Choice ☐☐ precision ☐☐ effectiveness ☐☐ imagery	Precise, carefully chosen Strong, fresh, vivid images	Descriptive, broad range of words Word choice energizes writing	Language is functional and appropriate Descriptions may be overdone at times	Words may be correct but mundane No attempt at deliberate choice	Monotonous, often repetitious, sometimes inappropriate	Limited range of words Some vocabulary misused
Sentence Fluency ☐☐ rhythm, flow ☐☐ variety	High degree of craftsmanship Effective variation in sentence patterns	Easy flow and rhythm Good variety in length and structure	Generally in control Lack variety in length and structure	Some awkward constructions Many similar patterns and beginnings	Often choppy Monotonous sentence patterns Frequent run-on sentences	Difficult to follow or read aloud Disjointed, confusing, rambling
Conventions ☐☐ age appropriate, spelling, caps, punctuation, grammar	Exceptionally strong control of standard conventions of writing	Strong control of conventions; errors are few and minor	Control of most writing conventions; occasional errors with high risks	Limited control of conventions; frequent errors do not interfere with understanding	Frequent significant errors may impede readability	Numerous errors distract the reader and make the text difficult to read

COMMENTS:

OVERALL GRADE: