My Life as a Movie

**Learning Goal:**

*I will use literary devices to explain my life so that I can demonstrate an understanding of them.*

*I will use images and words effectively together in a media text so that I can convey my ideas clearly.*

**Imagine someone decided to make a movie out of some portion of your life. What would that look like? Well, you’re about to tell me.**

**Step 1:** Choose one event in your life to turn into a story. It doesn’t have to be a super-exciting or depressing event. Plenty of movies are about boring events.

My event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 2:** Fill out the following chart with details from your life to demonstrate each literary term

Outline:

|  |  |  |
| --- | --- | --- |
| Setting | Where does your story take place?  When does your story take place? | Type of picture: |
| Characterization | Protagonist (you) – 3 character traits  Antagonist:  3 character traits:  Supporting Characters (friends, family): | Type of picture: |
| Conflict | What is the main conflict:  What type of conflict is this? | Type of picture: |
| Rising Action  (extra marks for using suspense, foreshadowing, or flashbacks in this section) | Identify 3 events in the rising action that led to the most exciting part: | Type of picture to go with each: |
| Climax | Identify the most intense part of this moment – the turning point, or something you realized: | Type of picture to go with it: |
| Falling Action | Identify one event that happened afterwards: | Type of picture: |
| Resolution | How did this event end? Write a conclusion:  Theme – what lesson did you learn, or can be learned from this event? | Type of picture |

**Step 3:** Create a slideshow on google.wrdsb.ca using this outline – share it with Mrs. Schnarr 🡪 Candice Schnarr

Success Criteria for slideshow:

* Outline was checked
* The whole slideshow focuses on ONE event
* Each section of the outline has its own slide
* Each slide includes a description and at least one picture
* Pictures demonstrate what the words say
* Spelling is correct
* All proper nouns (names, places, beginning of sentences) are capitalized
* All sentences end in proper punctuation (.!?)
* Effectively tells a story with a beginning, middle, and end

When you can check off all these boxes, you are finished!

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| --- | --- | --- |
|  | **Level 4** | **Strengths** |
| Learning Goal #1  *I can create a final product (a media text) that shows awareness of audience & purpose.* | Visuals have been thoughtfully selected; all items are included and have been organized meaningfully;  final product shows a high degree of professionalism,  creativity and aesthetic appeal |  |
| Learning Goal #2  *I can show understanding of these literary terms through the definitions, explanations and connections to my own life.* | Explanations and applications of the terms are thorough, thoughtful and convincing |
| Learning Goal #3  *Using editing and proofreading strategies, I can clearly communicate my ideas in writing.* | Writing is excellent and is consistently flawless | **Next Steps** |
|  |
| Learning Goal #4  *I know how to create a text with academic integrity by properly citing all of my sources.* | All sources have been properly cited |