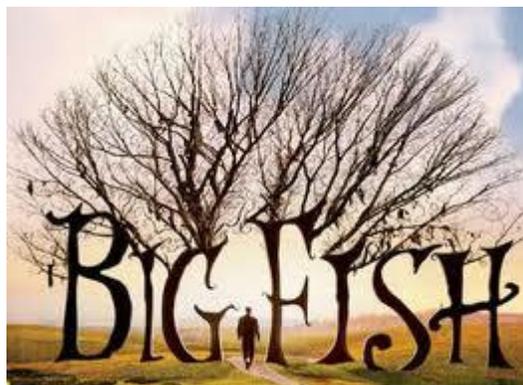


Dr. Jay Seller

### Directions for your Constructive Response to *Big Fish*

- After you have read each of the constructed response questions below, select one to answer. The constructed response verbiage is listed below to assist you in this process.
- Responses are graded on quality not quantity, looking for thinking in your writing, and reflection on the article above.
- Use the film *Big Fish* to explore the characters and storyline in order to provide support for your answers and to properly address the questions.
- You may compose your response in a *Microsoft Word document*.
- Make sure to include your name and hour attached to your work.
- Email your assignment as an attachment or within the email to your instructor. Subject line: *Big Fish* Assignment



#### Option One

Mythical heroes usually undertake a quest for an object or some knowledge. What is Edward's quest? Does William have a quest?

#### Option Two

Edward not only wants to be a great man, he wants his son to confirm it. What are Edward's standards for greatness? How are they different from William's? Why does Edward need his son's approval, when he's already charmed people across the world?

#### Option Three

Edward's final conversation with William is told in four different "takes." Presumably, something different is revealed each time. What is revealed about Edward in each version of this last conversation? What is revealed about William?

#### Option Four

How do the tales of Edward Bloom's life change once he has a son? What is Edward's reaction to his fatherhood? Is he diminished by it? Fulfilled by it?

#### Option Five

Water imagery is strong in this book: Edward keeps asking his son for a glass of water, Edward meets a mermaid on more than one occasion, and in the end Edward becomes a fish. Why does the author constantly identify Edward and his fantastic experiences with water? How does the author use water imagery symbolically?

#### Key Verbs and Tasks used in Constructive Response

- Analyze - Examining carefully by looking at the different parts of the whole and figuring out how they are related to each other.
- Apply - Using what you have learned to demonstrate show, or relate something.
- Compare - Using examples to show how things are similar.

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- Contrast - Using examples to show how things are different.
- Evaluate - Making a judgment backed up with support.
- Infer - Making an educated guess or hypothesizing... reading between the lines.
- Interpret - Explaining a possible meaning of a text
- Paraphrase - Putting the author's ideas into your own words
- Predict - Using information available to make an educated guess about future events
- Summarize - Presenting the author's main ideas in a shortened form
- Support - Using specific facts to "back up" your answer, utilize details and examples from the text.
- Synthesize - Combining several ideas and making something new