**Student Led Discussion**

***Jaws* (1975)**

**Directed by Steven Spielberg**

1. Read and PRINT the article (posted on our website) “Stop Blaming Jaws”.
2. Be prepared to USE this article, along with your notes to discuss any and all of the following topics:
   1. Suspense in Spielberg’s *Jaws* is built largely on what we hear rather than what we see. Identify how this works in the film and describe examples of how the musical motif builds a sense of apprehension among its viewers. Discuss whether/ how this is an effective way of building suspense in the film.
   2. The function of point of view works exceptionally well in *Jaws,* prompting audience members to see the perspective of the great white shark’s vantage point. Although we rarely *view* the shark during the first half of the feature, we do understand its presence via an association with its p.o.v. Discuss p.o.v. in the film. When is the p.o.v. highly subjective? When is the p.o.v. misleading?
   3. Explain why Jaws continues to appeal to a mass audience, more than 30 years after its initial release in theatres. Discuss what elements made it the first example of a “Summer Blockbuster” and what elements found in Jaws continue to be visible in more modern blockbusters today. What is MISSING from modern blockbusters AND suspense films today?
3. You should be prepared to both discuss these issues as well as introduce new questions. You will need to have your notes and the article highlighted OR use notecards to focus your opinions. (If you have no physical proof of being prepared, you cannot participate and will receive a zero.)

# Grading

1. You must speak AT LEAST ONCE during the conversation. Speaking once will guarantee you 60%. More credit will be added for insightful remarks, even more credit for multiple insightful remarks. Posing useful and/or thought-provoking questions earns points as well. Simply agreeting to others comments does not count. You must bring new information, opinions or proof to the conversation.
2. Do not chat or speak while others are speaking. You will be docked a point for every time you speak out of turn.
3. **This discussion will count as a quiz grade.**
   * If there is a lull in conversation, the last person to talk is responsible for re-stimulating discussion, shifting the topic, or proposing a new direction for the conversation
   * See grading chart below.

D = one comment/question, relevant, shows evidence of reading & critical thought, does not distract from the discussion as a whole

C = 2-3 comments/question, relevant, shows evidence of reading and critical thought, does not distract from the discussion as a whole, responds to other classmates’ comments/questions

B = 4-5 comments/question, relevant, shows evidence of reading and critical thought, does not distract from the discussion as a whole, responds to other classmates’ comments/questions, helps the discussion progress or move to higher-level thinking

A = 5+ comments/question, relevant, shows evidence of reading and critical thought, does not distract from the discussion as a whole, responds to other classmates’ comments/questions, helps the discussion progress or move to higher-level thinking, shows willingness to actively listen to others, evidence of original thought