

In a 4-7 page, 12 pt. font, double--spaced, MLA formatted, thesis driven essay, address the topic below. You must include a minimum 2-3 scholarly articles to support your analysis.

Make sure to add in-text citations in MLA format and a Work cited page as well

Also note that your sources should focus on the film itself vs outside sources

The films you will be working with will be **Willy Wonka and the chocolate factory (1971)** and **Charlie and the chocolate factory (2005)**.

### **Topic:**

Often a story will seem to be deprived of beauty or meaning by the changes made in one filmed version versus another. On other occasions, the experience of both stories will be enriched by watching both filmed versions. Write an analytical essay stating your opinion of the quality of the stories told by the two filmed versions, particularly in terms of the contexts in which they were made. Justify your opinion with direct reference to both films and through research you have conducted into the contexts of the films. Your analysis of both works should be well-thought out and persuasive; make sure to use concrete examples from both films and from your research to support your ideas. You may also enrich your analysis by applying one or more critical theory lenses to the works in order to substantiate your evaluation of the context and significance of the films in comparison to one another.

**IMPORTANT NOTE: Be sure to present your observations/arguments/evidence in the form of a coherent essay—unified by a clear argument about which told the story better in terms of the broader context. Which film more meaningfully says something about the culture or society or is more significant artistically or politically? Provide an introduction and a statement of your controlling idea, organize the body of your essay into logical subdivisions, use transitional sentences as needed, and suggest something of the wider significance of your analysis in your concluding sentences. Do not forget to include a Works Cited list, including a minimum 2-3 academic/scholarly sources.**

And, as a reminder, here is an overview of how to perform contextual analysis of films:

### Contextual analysis

Contextual analysis is analysis of the film as part of a broader context. Think about the culture, time, and place of the film's creation. What might the film say about the culture that created it? What were/are the social and political concerns of the time period? Or, like researching the author of a novel, you might consider the director, producer, and other people vital to the making of the film. What is the place of this film in the director's career? Does it align with his/her usual style of directing, or does it move in a new direction? Other examples of contextual approaches might be analyzing the film in terms of a civil rights or feminist movement.

For example, Frozen is often linked to the LGBTQ social movement. You might agree or disagree with this interpretation, and, using evidence from the film, support your argument.

Some other questions to consider:

- How do the meanings of the films change when seen outside of its culture?
- What characteristics distinguish the films as being of its particular culture?

**This is the rubric**

**A+**

The essay is interesting with original content and style. The topic is fully covered with focus on a sustained controlling idea, showing careful analysis when called for. The paragraphs show development and organization, as well as lucid and orderly thinking. Relevant details and examples support the controlling idea and may even introduce keen insight into the topic. Skillfully constructed sentences express complex ideas and relationships. Point of view is established and maintained. The diction is distinctive, characterized by its freshness and clarity. The essay is virtually free of grammatical and mechanical errors.

**A**

The essay is interesting with substantial content and a distinctive style. The topic is fully covered with focus on a controlling idea, showing careful analysis when called for. Paragraphs are developed logically and coherently, with smooth transitions. Relevant details and examples support the controlling idea. Skillfully constructed sentences show variety of expression and thought. Point of view is established and maintained. Diction is less distinctive than a "A+" but is still mature and precise. There are few grammatical and mechanical errors.

**B**

The essay demonstrates competent college level writing. While not as original or interesting as an "A," the essay does address the assigned topic and focuses on a significant controlling idea. When called for, there is some analysis, but it may be thin or generalized. Paragraphs are well developed and unified yet may contain weak transitions or a hasty conclusion. Sufficient and relevant details and examples support the controlling idea although some may be somewhat repetitious or digressive. Sentences show variety in structure and are coherent but lack any distinctive style or complexity. Point of view may be slightly flawed but causes no serious confusion. Diction is clear and appropriate, showing a fair command of language and expression. Grammatical problems appear occasionally but do not hinder the overall flow of the essay. There are few mechanical errors.

**C**

The controlling idea in this essay, though somewhat vague or trivial, is apparent. The writer has some difficulty covering the topic fully, but the overall content does show some attempt to support the controlling idea. While omission of analysis is characteristic of a "C" essay (over-reliance on narration), when in fact attempted, the writer's analysis proves sketchy or clichéd. Paragraphs are obvious but may show thin development, few transitions, or lack of clear planning. The essay relies on

generalities for support or uses inconsistent, irrelevant, or repetitious details and examples. Sentences are simple rather than complex both in variety and structure. Coherence and point of view are weak, confused, or abrupt. While word choice is occasionally vague or awkward, the writer has chosen words from a broad and varied vocabulary. Grammatical and mechanical problems are frequent enough to be distracting.

**D**

Obviously, the writer of this essay has attempted to write on a given topic but does not focus on a strong controlling idea. The essay contains serious gaps in reasoning, with no analysis. Paragraphs are poorly planned or even chaotic, lacking transitions or coherence. The essay relies on generalities and lacks specific or relevant details or examples. Sentences are simple and choppy. The writer includes a few complex sentence constructions, yet these may be awkward and confusing. Point of view may shift and impede readability of the essay. Word choice is overly simple, repetitive, or vague. Habitual grammatical or mechanical errors often obscure meaning and flow of essay.

**F**

The essay may touch on the topic superficially but digresses quickly. No clear purpose (analysis) or controlling idea is evident.

There is little or no indication of paragraphs or an orderly presentation of ideas. Support is general, and details (if any) tend to be irrelevant or inappropriate. Sentences are simplistic and often marred by confusing phrases and faulty word order, showing lack of control over language or thought. Word choice is immature, adding to the simplicity of the essay. Grammatical and mechanical problems are repetitive and serious.