

### Semester Project Assignment Sheet

Goal: Compare and contrast two of the films we have seen this semester using at least two of the interpretive lenses we have discussed this year: ideology, aesthetics, technology, and industry. You need to make an interesting conclusion about why the films are similar and different OR why the comparison of the two films reveals something important about the history, style, or art of filmmaking.

Presentables: You will give a Power Point or Presi presentation explaining your work using the two films you have chosen. The presentation must meet the following requirements.

1. Length: 4-8 minutes on TUESDAY 1/16 or FRIDAY 1/19
2. Participation: All members speak equally
3. Substance: Presentation meets all requirements stated in the rubric

Possible Films/Media:

*No Country for Old Men*  
*The General*  
*The Adventures of Robin Hood*  
*Bringing Up Baby*  
*Mercury Theater on the Air* presents "The War of the Worlds"  
*I Love Lucy*  
*Out of the Past*  
*Rear Window*  
*The 400 Blows*  
*Closely Watched Trains*  
*West Side Story*

What can a project look like?

You have a lot of freedom in this project, but select two movies that make sense to compare and contrast. Selecting *The General* and *The 400 Blows* could be interesting. They come from VERY different industrial contexts and have very different aesthetics. Contrasting them would be fun! But they would be hard to compare (find similarities) and even more challenging to make a conclusion about how their similarities and differences are interesting or revealing in the course of film history.

On the other hand, selecting *Bringing Up Baby* and *Out of the Past* could be really productive because their industry contexts (classical Hollywood) are so similar while their ideologies (the relationships between men and women) are SO different. You want to pick movies that have some natural connections BUT are also interesting to contrast. Here are some suggested combinations, but feel free to choose your own!

- *Bringing Up Baby* and *Out of the Past*
- *The 400 Blows* and *No Country for Old Men*
- *I Love Lucy* and *Bringing Up Baby*
- *Closely Watched Trains* and *The General*
- *The Adventures of Robin Hood* and *West Side Story*

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Comparison	The comparison of the two films is non-existent.	The comparison of the two films is weak. Only one example.	The comparison of the two films is reasonable. Only one or two examples.	The comparison of the two films is strong. Presents two examples in two of our interpretative lenses.	The comparison of the two films is <b>strong</b> . Presents more than two examples in at least two of our interpretative lenses.
Contrast	The contrast of the two films is non-existent.	The contrast of the two films is weak. Only one example	The contrast of the two films is reasonable. Only one or two examples.	The contrast of the two films is strong. Presents two examples in two of our interpretative lenses.	The contrast of the two films is <b>strong</b> . Presents more than two examples in at least two of our interpretative lenses.
Thesis	There is no thesis about how the two films reveal something about history, style, or the art of filmmaking.	There is a thesis about how the two films reveal something about history, style, or the art of filmmaking. The thesis is not new or interesting.	There is a thesis about how the two films reveal something about history, style, or the art of filmmaking. The thesis is interesting but loosely tied to evidence.	There is a thesis about how the two films reveal something about history, style, or the art of filmmaking. The thesis is interesting and tied to the evidence presented.	There is a <b>fresh</b> thesis about how the two films reveal something about history, style, or the art of filmmaking. The thesis is <b>engaging</b> and rooted in the evidence presented.
Presentation	Presentation is confusing, hard to read, and messy. Does not meet time limits. Not all group members speak equally.	Presentation is not logically presented, hard to read, and messy. Does meet time limits. All group members speak equally.	Presentation is somewhat confusing. Does meet time limits. All group members speak equally.	Presentation is coherent and understandable. Follows a logical sequence. Does meet time limits. All group members speak equally.	Presentation is <b>forceful and engaging</b> . Follows a logical sequence. Does meet time limits. All group members speak equally.