Student Name

Mr. Del Monte

ENG 3UP

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> **Sample Written Analysis**
>
> The writer here does two things well: she articulates a <u>**clear purpose**</u> (which runs throughout the essay), and she offers <u>**substantial evidence**</u> to support her position.
>
> <u>That</u> is the equation for good essay writing.

Comparing Film Adaptations

Shakespeare's *Hamlet* was never intended to be read, but was intended to be seen. The era of film has given directors power to portray the purpose of Shakespeare's works in many different ways; sound, physical, language and camera elements can be manipulated in ways they could not on stage. The purpose of Shakespeare's "Rogue and Peasant Slave" soliloquy is portrayed uniquely in different movie versions. The emotional turmoil that Hamlet is experiencing due to his father's death and his failure to avenge him is the key theme in this scene. Hamlet expresses guilt for not avenging his father, anger at Claudius, and sadness at his father's death all in the course of one speech. Different directors treat this piece differently, but the most effective is in the version of *Hamlet* directed by Gregory Doran in 2009.

Doran's *Hamlet* dramatizes Hamlet's emotional turmoil very effectively using physical and language elements. As soon as Hamlet enters, he shows anger by throwing an object across the room. He then sits, dejected, as he describes the emotion the player showed, "all for nothing!/ For Hecuba!" (2.2. 552-553). His low tone and slumped position effectively portray his sadness and disappointment in himself for not being able to show strong emotion for his father. Immediately following, Hamlet stands and begins to talk more loudly when he asks what the player would do if he had the motive Hamlet has. This shift in tone and posture shows the shift that Hamlet experiences from quiet disappointment to anger at himself for being unable to avenge his father, calling himself a "dull and muddy- mettled rascal" (2.2. 563). Hamlet begins to yell and stride around the room - even jumping

**Comment [VC1]:** Broad, but relevant, introduction which transitions gradually into the rest of the paragraph.

**Comment [VC2]:** "For example" would be a good transition word to link broad introduction to more specific assignment.

**Comment [VC3]:** This becomes the writer's purpose: to show how the directors show emotional turmoil.

**Comment [VC4]:** Each of these words—guilt, anger, and sadness—are all follow ups to the emotional turmoil the writer will focus on throughout the piece.

**Comment [VC5]:** Begins with a *topic sentence* about what this paragraph will be arguing. Please note that the purpose—emotional turmoil—is mentioned clearly.

**Comment [VC6]:** This is the first of many pieces of *evidence* the writer offers to show emotional turmoil. **Highlight all the other examples you see within this paragraph. There are at least six.**

**Comment [VC7]:** This is the *statement of analysis* and it's vitally important. It connects how the writer's observation about the text prove the thesis statement. **Point out all the statements of analysis throughout this essay. Note: they should immediately follow the evidence.**

in the air - to emphasize his anger. He reaches a crescendo in calling his uncle, the 'bloody, bawdy, villain!" (2.2. 577), and ends his rant with his arms in the air as if he is holding a sword. This language and his physical actions demonstrate how angry Hamlet is at Claudius, and about his father's death.

The actions and tone of voice reflecting Hamlet's emotions continue with a change in tone: Hamlet moves his focus from Claudius and brings the blame back to himself, saying, "why, what an ass am I!" (2.2. 580). This shift is reflected physically as well, as Hamlet falls and lies on the ground, covers his face with his hands and talks quietly again. When Hamlet laments about his father's murder and his own lack of action, his voice breaks and he almost cries, showingthe sadness and bitterness Hamlet feels. After this show of emotion, Hamlet begins to scheme, and, as he does so, he rises to a crouch and then stands, reflecting the change in Hamlet from a despairing son to a man with a purpose. The combination of actions and emotion during the speech are the physical and language elements used most effectively in this adaptation. Another physical element used effectively is costume. Hamlet is shoeless and dressed casually in jeans and a t-shirt, a shabby, careless outfit illustrating his emotional distress; he clearly does not care what he looks like. All of these elements together show Hamlet's emotional turmoil with great clarity and strength.

Many different directors have adapted this scene, but they have not been able to convey Hamlet's emotional state as well as Doran. For example, in the adaptation by Zeffirelli, the director chose to cut out the first half of the soliloquy, depriving the audience of seeing Hamlet's sadness and disappointment in himself, leaving only his anger. In Doran's version, every aspect of the scene was used to convince the audience of Hamlet's emotions, making it a highly effective portrayal.

**Comment [VC8]:** The writer ends the paragraph by *re-stating the argument*. Note that to avoid repetitiveness, she has used "angry" instead of "emotional turmoil. But the effect is the same.

**Comment [VC9]:** The writer does something unique here. While still beginning with a clear topic sentence, she shows that this paragraph will expand on the previous one, rather than giving new criteria.

**Comment [VC10]:** Again, this is the first in a long list of evidence in this paragraph showing Hamlet's emotions. **Again, highlight all the examples that you see within this paragraph. Then, highlight all statements of analysis.**

**Comment [VC11]:** Again, the writer ends with a concluding statement that summarizes what was argued in this paragraph.

**Comment [VC12]:** Begins conclusion with a summary statement.

**Comment [VC13]:** This sentence is probably not necessary. The conclusion is not the place to bring in new evidence. The writer likely did this because she thought she _had_ to. We can chalk that up to unclear instructions. ☺