

The Crucible

FINAL PROJECT

MENU

MENU ITEM 1

Agree/Disagree Essay – 25 pts

Write a 1-1 ½ page essay responding to an agree/disagree prompt, including both your own perspective and the perspective of your star character.

MENU ITEM 2

Significant Quotations – 20 pts

Identify and explain the significance of at least four major quotations from the quote identification sheet. 5 pts per quote

MENU ITEM 3

Escape Room – 40 points

This works well as a buddy activity! No more than 2 people working together.

MENU ITEM 4

Character Changes Essay – 25 points

Write a 1-1 ½ page essay describing how your star character has changed through each act of the play. Must include specific quotations and evidence from each act.

MENU ITEM 5

Answer a Flipgrid question—10 pts each question; max two for 20 pts

MENU ITEM 6

Newspaper or Website – 3 Person Group Project – 50 pts

Create a newspaper or website which represents the play. Must include three individual articles, two original photographs, and one video.

MENU ITEM 7

Thematic Essay – 25 points

Write a 1-1 ½ page essay responding to one of the themes identified on the Suggestions for Themes sheet. Must include specific quotations and evidence to support your writing.

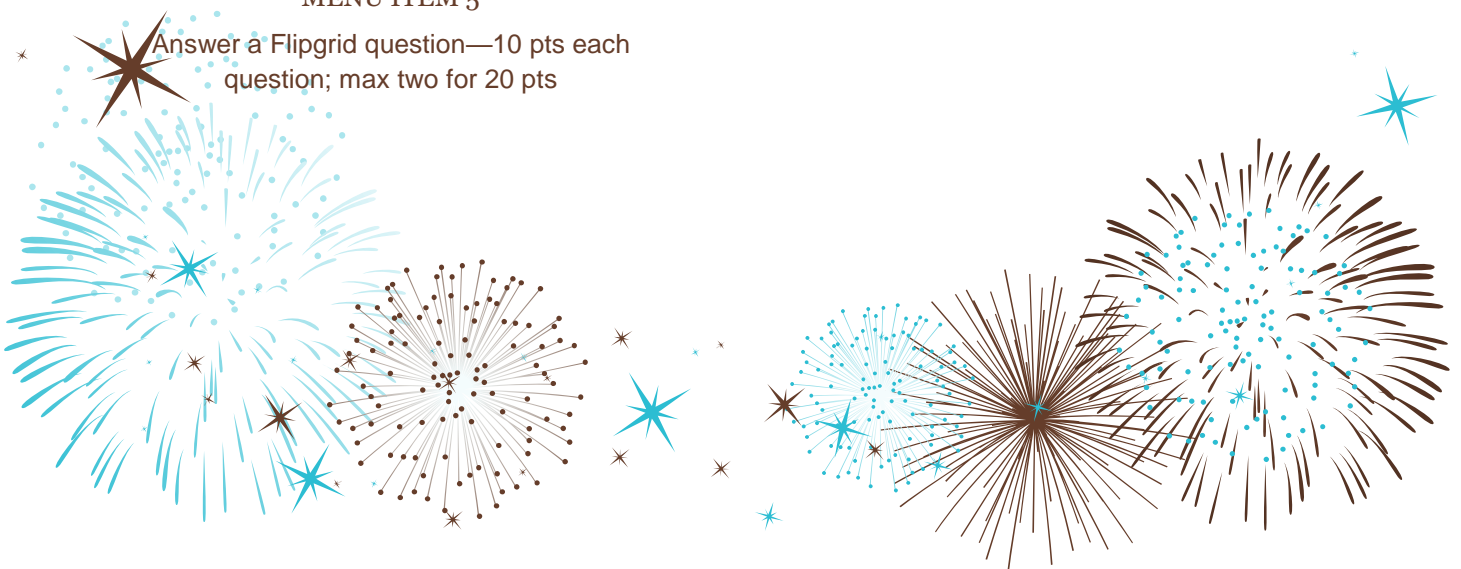
MENU ITEM 8

Creative Writing & Acting – points vary

MENU ITEM 9

Art Project—pts TBA

Meet with Ms Lampert to discuss your idea for prior approval.



MENU ITEM 1
Agree/Disagree Essay

Write a 1 - 1 1/2 page essay responding to an agree/disagree prompt, including both your own perspective and the perspective of your star character.

Prompts:

1. You can always rely on religious leaders to do what is right.
2. If you commit a sin, you are a bad person.
3. The justice system in America is always fair.
4. People are often motivated by greed and jealousy.
5. If a man cheats on his wife, he should never be forgiven.
6. Children who don't get much attention often cause trouble so they'll be noticed.
7. American Puritanism's "fatal flaw" was inflexibility.
8. People are often motivated by love and forgiveness.
9. Even if it meant I would die, I would never tell a lie about a friend.
10. I would rather die than confess to a crime I did not commit.
11. The desire for land is a powerful motivator.

Suggested Outline for Writing:

I. Introduction

- A. Attention Grabber - how will you get people interested in your essay?
- B. Common Ground - how is the topic important to the audience?
- C. Thesis Statement - your answer to the prompt
- D. Preview of Main Points - preview the main points you will make in the essay

II. First Main Point: How your star character would respond to the prompt (this section may be 1-2 paragraphs)

A. First reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

B. Second reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

C. Third reason (if you have one)

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

III. Second Main Point: Your own perspective (this section may be 1-2 paragraphs)

A. First reason

1. Specific evidence from life to support the reason the character would respond this way
- 2.

B. Second reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.

IV. Conclusion

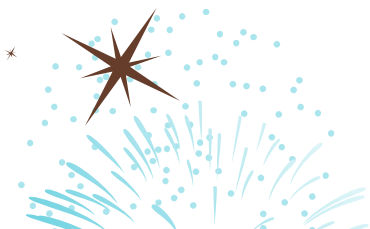
- A. Transition statement
- B. Review main points of essay
- C. Thesis statement repeated in new language



D. Ending which provides closure by linking back to attention grabber or common ground from the start of the essay.

Scoring:

The essay includes a clear thesis statement which clearly answers the prompt.	A	B	C	D	Not Present
The essay includes clear, documented support from the text/life to answer the prompt.	A	B	C	D	Not Present
The essay is written in a logical/well-organized manner, it is easy to read.	A	B	C	D	Not Present
Conventions such as spelling, grammar, capitalization, and punctuation do not distract the reader.	A	B	C	D	Not Present



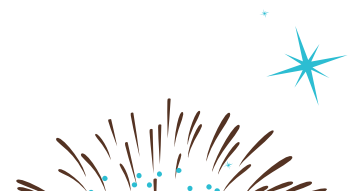
MENU ITEM 2
Significant Quotations

Identify and explain the significance of at least five major quotations from the quote identification below.

Quotation Identification:

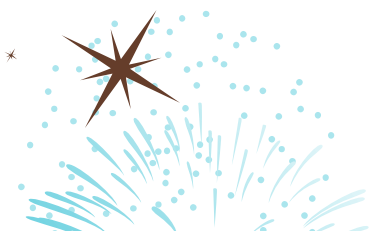
Who said it:	Quotation: “There is prodigious danger in the seeking of loose spirits”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	

Who said it:	Quotation: “I do not judge you. The magistrate sits in your heart that judges you.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	



Who said it:	Quotation: “The promise that a stallion gives a mare I gave that girl.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	

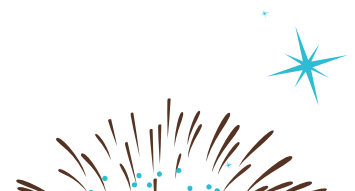
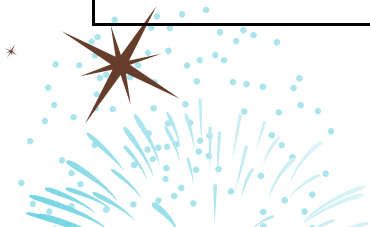
Who said it:	Quotation: “Life, woman, life is God’s most precious gift; no principle, however glorious, may justify the taking of it.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	



Who said it:	Quotation: “He have his goodness now. God forbid I take it from him.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	

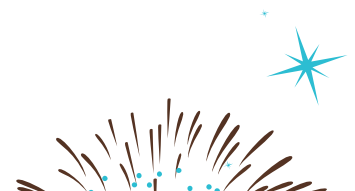
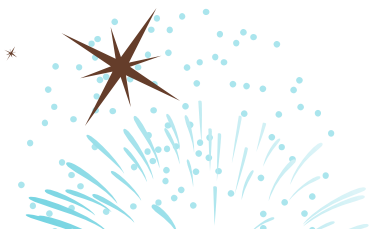
Who said it:	Quotation: “The pure in heart need no lawyers.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	

Who said it:	Quotation:
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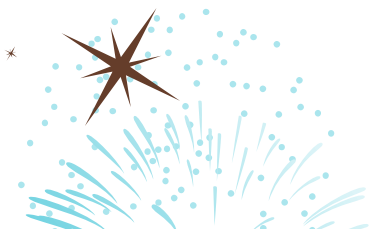
To whom:	“There is a misty plot afoot so subtle we should be criminal to cling to old respects and ancient friendships.”
Page:	
Context (what was happening):	
Why it is important:	

Who said it:	Quotation: “I hear the boot of Lucifer...we will burn together.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	



Who said it:	Quotation: “I am a minister of the Lord, and I dare not take a life without there be a proof so immaculate no slightest qualm of conscience may doubt it.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	

Who said it:	Quotation: “You cannot hang this sort. There is danger for me.”
To whom:	
Page:	
Context (what was happening):	
Why it is important:	



**MENU ITEM 3
ESCAPE ROOM**

Students may work with partners to complete the Escape Room. Schedule two to three days to work through it during class time. Compete against another set of partners to make it more fun. Escape Room cards will only be available in English class.

There are four sections to the Escape Room for *The Crucible*. Ten points for completing each section. -1 point for each clue Ms. Lampert or Mrs. Baartman needs to provide you.

You will need to access the cards during class time, as well as the links provided on Google Classroom to complete the Escape Room.

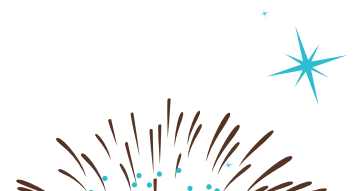
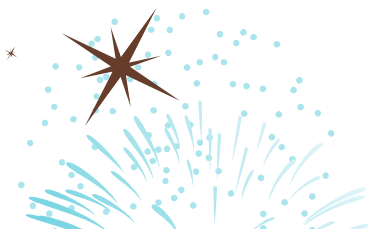
Quote cards: 10 9 8 7 6 5 4 3 2 1
Unscrambled phrase: answer goes here!

Plot cards: 10 9 8 7 6 5 4 3 2 1
Unscrambled phrase: answer goes here!

Literary Elements
cards: 10 9 8 7 6 5 4 3 2 1
Unscrambled phrase: answer goes here!

Historical Context
cards: 10 9 8 7 6 5 4 3 2 1
Unscrambled phrase: answer goes here!

Total points earned: _____ / 40



MENU ITEM 4
CHARACTER CHANGES ESSAY

Write a 1 - 1 ½ page essay describing how your star character has changed through each act of the play. Must include specific quotations and evidence from each act.

Suggested Outline for Writing:

I. Introduction

- A. Attention Grabber - how will you get people interested in your essay?**
- B. Common Ground - how is the topic important to the audience?**
- C. Thesis Statement - your answer to the prompt**
- D. Preview of Main Points - preview the main points you will make in the essay**

II. First Main Point: Describe your character at the start of the play/when they are first introduced.

A. First reason

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

B. Second reason

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

C. Third reason (if you have one)

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

II. Second Main Point: Describe your character at the middle of the play/when the character begins to change.

A. First reason

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

B. Second reason

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

III. Third Main Point: Describe your character at the end of the play/when the character makes any final changes.

A. First reason

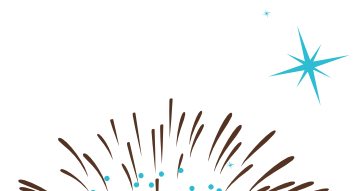
- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

B. Second reason

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**

C. Third reason (if you have one)

- 1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).**
- 2.**
- 3.**



IV. Conclusion

A. Transition statement

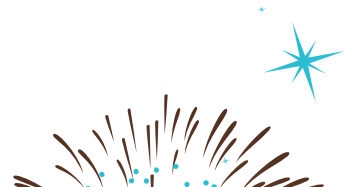
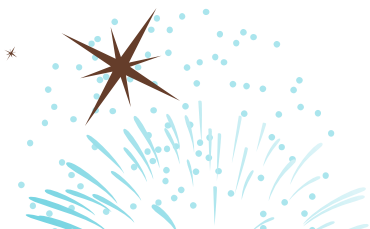
B. Review main points of essay

C. Thesis statement repeated in new language

D. Ending which provides closure by linking back to attention grabber or common ground from the start of the essay.

Scoring:

The essay includes a clear thesis statement which clearly answers the prompt.	A	B	C	D	Not Present
The essay includes clear, documented support from the text/life to answer the prompt.	A	B	C	D	Not Present
The essay is written in a logical/well-organized manner, it is easy to read.	A	B	C	D	Not Present
Conventions such as spelling, grammar, capitalization, and punctuation do not distract the reader.	A	B	C	D	Not Present



MENU ITEM 5

Answer Flipgrid questions. 10 points each question; max two.

<https://flipgrid.com/n1s8wd3>

Topics:

The Crucible - Motivation 1

The characters in *The Crucible* were all motivated by different desires. Choose one character from the list, explaining the real reasons for the character's actions. Include descriptive phrases of your own as well as specific evidence from the play. Be sure to include an introduction, body, and conclusion in your flipgrid response. Time: 3-5 minutes.

Abigail, Reverend Parris, John Proctor, Elizabeth Proctor, Deputy Governor Danforth

The Crucible - Motivation 2

The characters in *The Crucible* were all motivated by different desires. Choose one character from the list, explaining the real reasons for the character's actions. Include descriptive phrases of your own as well as specific evidence from the play. Be sure to include an introduction, body, and conclusion in your flipgrid response. Time: 3-5 minutes.

Abigail, Reverend Parris, John Proctor, Elizabeth Proctor, Deputy Governor Danforth

The Crucible - Protagonist

Choose one character as the protagonist of *The Crucible*. Defend your choice of this character. Show how he/she changed and/or grew during the course of the play. Include descriptive phrases and quotes taken directly from the play to explain your view. Be sure to include an introduction, body, and conclusion in your flipgrid response. Time: 3-5 minutes.

The Crucible - Central Conflict

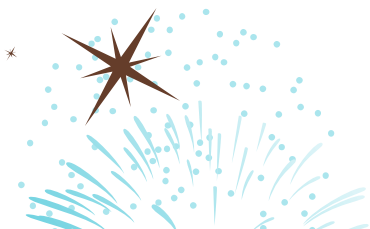
Identify one of the central conflicts in *The Crucible*. Explain who it involves, how it is resolved, and its significance to the play. Include descriptive phrases and quotes taken directly from the play to explain your view. Be sure to include an introduction, body, and conclusion in your flipgrid response. Time: 3-5 minutes.

The Crucible - Believability

Choose one of the following characters and tell whether he or she is a believable character (i.e. well-rounded, human): John Proctor, Reverend Hale, Judge Danforth, Rebecca Nurse, Reverend Parris, Elizabeth Proctor. Include descriptive phrases and quotes taken directly from the play to explain your view. Be sure to include an introduction, body, and conclusion in your flipgrid response. Time: 3-5 minutes.

The Crucible - Central Theme

Explain the central theme of the play. Tell how this theme is made clear. Include descriptive phrases and quotes taken directly from the play to explain your view. Be sure to include an introduction, body, and conclusion in your flipgrid response. Time: 3-5 minutes.



Scoring:

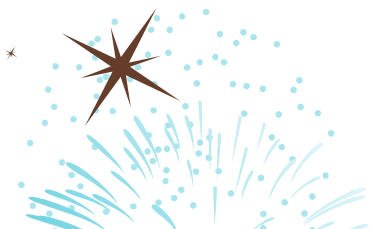
The flipgrid includes a clear thesis statement which clearly answers the prompt.	A	B	C	D	Not Present
The flipgrid includes clear, documented support from the text/life to answer the prompt.	A	B	C	D	Not Present
The flipgrid is logical/well-organized manner, it is easy to read.	A	B	C	D	Not Present

Total ___ /10

Scoring:

The flipgrid includes a clear thesis statement which clearly answers the prompt.	A	B	C	D	Not Present
The flipgrid includes clear, documented support from the text/life to answer the prompt.	A	B	C	D	Not Present
The flipgrid is logical/well-organized manner, it is easy to read.	A	B	C	D	Not Present

Total ___ /10



MENU ITEM 6
NEWSPAPER OR WEBSITE - 3 PERSON GROUP PROJECT

Newspaper Option:

You and your peers are reporters for the Salem newspaper, *The Salem Scribe*. Working together, you will produce an edition of the paper which will cover most of the important scenes from the play. The suggested headlines below will give you a start. You should also spend some time brainstorming ideas for other parts of the paper such as obituaries, display ads, a classified section--even cartoons or a crossword puzzle.

Ms Lampert has several examples!

Suggested headlines:

Strange Activities Reported in Forest
Barbados Slave Questioned, Others Arrested
Voodoo Suspected at Local Farmer's Home
Prominent Church Women Arrested
John Proctor Called Devil's Man
Local Girls Disappear After Theft
Proctor Refuses to Confess!

Minimum Requirements:

Must fill one 11"x17" page; if the paper goes onto a second page, that page must be filled as well.
Each newspaper staff member must include at least one independently-written article minimum 300 words.
Five articles total.
Original photography/artwork only, no photoshop! - minimum 2 photos
Content must reflect an understanding of the play, although it may be unique

Website:

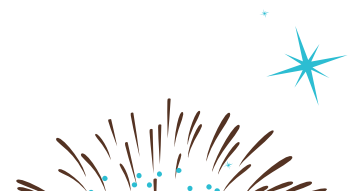
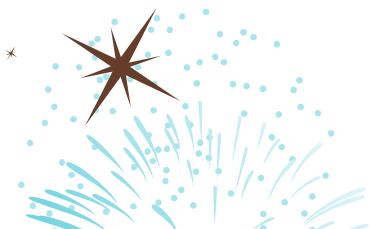
You and your peers are reporters for the Salem newspaper's web-edition, *The Salem Reporter*. Working together, you will produce an online edition of the paper which will cover most of the important scenes from the play. The suggested headlines will give you a start.

Ms Lampert has several examples!

<https://sites.google.com/rtrschoools.org/english11fall2017thecruciblepr/home?authuser=0>

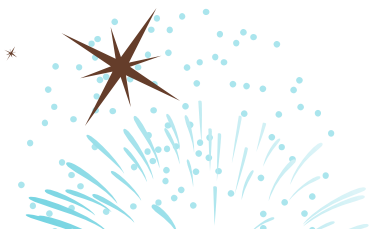
Minimum Requirements:

Each newspaper staff member must include at least one independently-written article minimum 400 words.
~~Five articles total.~~ Instead of two extra articles, your group will work together to make an original news video. 3 minutes WeVideo or iMovie recommended.
Original photography/artwork only, no photoshop! - minimum 2 photos
Content must reflect an understanding of the play, although it may be unique



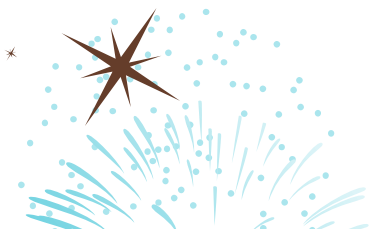
Scoring for Newspaper:

<p>The articles clearly relate to the characters, themes, or events presented in the text. Some information may be made up, but works within context. The writing presents new or interesting insights to the text in a clear manner.</p> <p>Article 1 Article 2 Article 3</p>	A	B	C	D	Not Present
<p>All articles work together to reveal information about the characters, events, or themes presented in the original text in a creative manner. The writing shows the use of imagination and creativity to reveal insights into the text.</p>	A	B	C	D	Not Present
<p>Student newspaper contains at least two photographs taken and staged by the student writers. Photos include captions.</p>	A	B	C	D	Not Present
<p>Articles and other page parts are placed on the page with the needs of the reader in mind. The reader can easily find and read each article as well as move from article to article with ease.</p> <p>Similar articles are placed together for cohesion.</p>	A	B	C	D	Not Present
<p>Conventions such as spelling, grammar, capitalization, and punctuation do not distract the reader.</p>	A	B	C	D	Not Present



Scoring for Website:

<p>The articles clearly relate to the characters, themes, or events presented in the text. Some information may be made up, but works within context. The writing presents new or interesting insights to the text in a clear manner.</p> <p>Article 1 Article 2 Article 3 Article 4 Article 5</p>	A	B	C	D	Not Present
<p>All articles work together to reveal information about the characters, events, or themes presented in the original text in a creative manner. The writing shows the use of imagination and creativity to reveal insights into the text.</p>	A	B	C	D	Not Present
<p>Student newspaper contains at least two photographs taken and staged by the student writers. Photos include captions.</p>	A	B	C	D	Not Present
<p>Student video clearly discusses an event or series of events which are important for the viewer to understand. Students acting and editing is creative and of high quality.</p>	A	B	C	D	Not Present
<p>Articles and other page parts are placed on the page with the needs of the reader in mind. The reader can easily find and read each article as well as move from article to article with ease.</p> <p>Similar articles are placed together for cohesion.</p>	A	B	C	D	Not Present
<p>Conventions such as spelling, grammar, capitalization, and punctuation do not distract the reader.</p>	A	B	C	D	Not Present



MENU ITEM 7 THEMATIC ESSAY

Write a 1 - 1 ½ page essay responding to one of the themes identified below. Must include specific quotations and evidence in your writing.

Themes:

1. What responsibilities did John Proctor have to the society in which he lived? What responsibilities did his society have to him? Compare and contrast how these responsibilities were met and/or not met.
2. When it is important for viewers or readers to see the differences between characters, a writer may use one character as a *foil* for another. Discuss the following character pairs as foils:
 - a. Reverend Hale and Reverend Parris
 - b. Judge Danforth and Rebecca Nurse
 - c. Elizabeth Proctor and Abigail Williams
3. There are several themes in *The Crucible*. Identify at least three themes and choose specific speeches from the play which exemplify them.
4. After watching a film version of *The Crucible*, compare characterization, language, setting, and plot.
5. Research the “Red Scare” of the early 1950s. Discuss how Miller used *The Crucible* to state his views on what was happening in the United States at the time he wrote the play.
6. Identify and discuss instances of irony in *The Crucible*. If you were viewing the play, would these instances of irony help to build dramatic tension? Explain.

Suggested Essay Outline:

I. Introduction

- A. Attention Grabber - how will you get people interested in your essay?
- B. Common Ground - how is the topic important to the audience?
- C. Thesis Statement - your answer to the prompt
- D. Preview of Main Points - preview the main points you will make in the essay

II. First Main Point: A. First reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

B. Second reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

C. Third reason (if you have one)

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

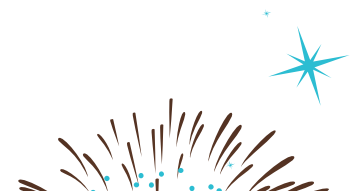
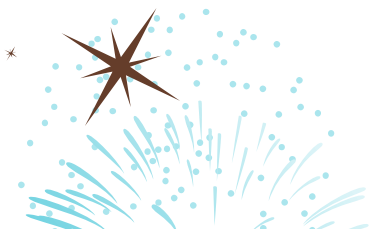
II. Second Main Point:

A. First reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.
- 3.

B. Second reason

1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
- 2.



- 3.
- III. Third Main Point:**
- A. First reason**
1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
 - 2.
 - 3.
- B. Second reason**
1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
 - 2.
 - 3.
- C. Third reason (if you have one)**
1. Specific evidence from the play to support the reason the character would respond this way (include citations for the information).
 - 2.
 - 3.
- IV. Conclusion**
- A. Transition statement
 - B. Review main points of essay
 - C. Thesis statement repeated in new language
 - D. Ending which provides closure by linking back to attention grabber or common ground from the start of the essay.

Scoring:

The essay includes a clear thesis statement which clearly answers the prompt.	A	B	C	D	Not Present
The essay includes clear, documented support from the text/life to answer the prompt.	A	B	C	D	Not Present
The essay is written in a logical/well-organized manner, it is easy to read.	A	B	C	D	Not Present
Conventions such as spelling, grammar, capitalization, and punctuation do not distract the reader.	A	B	C	D	Not Present



MENU ITEM 8
CREATIVE WRITING and ACTING

Option 1:

Although John and Elizabeth Proctor have a disagreement at the beginning of Act Two, their love for one another is clear in the final scene. Their disagreement is not unlike one that might occur between a boy and girl who have a close relationship. Write a “modern” version of John and Elizabeth’s argument. Include an introductory note about the characters to give background information to your audience. Then write your scene in standard dramatic form. Include stage directions. Record your scene on video to be shown to the class.

You may work with one other person to complete this option.

Introductory note provides background information for the audience about the relationship being portrayed. Thorough and well-thought out.	A	B	C	D	Not Present
Scene reflects a clear understanding of and connection to the play. Of significant length, minimum 2 ½ - 3 pages TNR 12.	A	B	C	D	Not Present
Scene is well-acted and performed. Students clearly thought out use of body language, voice, props, and lines on the scene.	A	B	C	D	Not Present

Total __/20

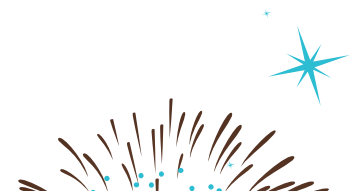
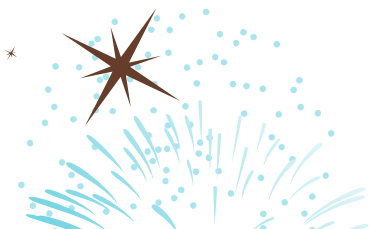
Option 2:

Choose an important scene to act out with a group or a partner. Memorize the lines so that you can give an effective presentation. You should introduce your scene by explaining what happened just before it takes place. After your presentation, tell why the scene you chose was particularly important to the play.

This option must be pre-approved by Ms Lampert.

Introductory note provides background information for the audience about the relationship being portrayed. Thorough and well-thought out.	A	B	C	D	Not Present
Scene is well-acted and performed. Students clearly thought out use of body language, voice, props, and lines on the scene.	A	B	C	D	Not Present
Explanation of choice and its importance clearly relates to the overall message of the play. Well-thought out and explained.	A	B	C	D	Not Present

Total __/15



**MENU ITEM 9
ART PROJECT**

Meet with Ms Lampert to discuss your idea for prior approval. Point value will be based on project depth.

Artwork needs to be original student work. Well planned and implemented. This is more than a simple drawing.

Possible Ideas:

1. Design a “coming attractions” poster for the film version of the play for display outside a movie theatre or theatre. Be sure to include several phrases describing the film that would make movie-goers want to see it. The movie section of your newspaper or theatre will give you some ideas to start with. Attach a one-page (double-spaced) explanation for your design choices, clearly linking them to the overall message of the play.
2. Create an interactive board game or computer game connected to the play. Attach a one-page (double-spaced) explanation for your design choices, clearly linking them to the overall message of the play.
3. Choose a theme from the play and use it to design a unique work of art which represents the theme. Attach a one-page (double-spaced) explanation for your design choices, clearly linking them to the overall message of the play.

Design is appropriate to the theme(s) of the play.	A	B	C	D	Not Present
Design is complex and well-implemented.	A	B	C	D	Not Present
Explanation of choice and its importance clearly relates to the overall message of the play. Well-thought out and explained.	A	B	C	D	Not Present

Total __/TBA

