The Crucible Final Project
Due: May 22

Part I: Choose one of the following. (50 points)

1. Compose a Shakespearean sonnet describing three characters from the play in three quatrains and then connect these quatrains with a common theme or lesson in the final couplet. Essentially, the final couplet is the thesis statement that links the three characters.

I will look for you to correctly use the Shakespearean sonnet format (with labeled rhyme scheme and syllables), though I will not expect iambic pentameter. The requirements and grading criteria are below:

<table>
<thead>
<tr>
<th>Typed, double spaced, and 12 pt. font</th>
<th>Rhyme scheme labeled (aligned to the right)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spellings</td>
<td>Syllables labeled (10 per line – 1, 2, 3, 4, etc.)</td>
</tr>
<tr>
<td>Correct grammar &amp; punctuation (unless for effect)</td>
<td>Poetic prowess</td>
</tr>
<tr>
<td>Three characters described in three quatrains</td>
<td>Word choice (including limiting the “to be” verbs)</td>
</tr>
<tr>
<td>A connecting lesson or theme provided in the final couplet</td>
<td>Professional in appearance</td>
</tr>
</tbody>
</table>

A Shakespearean sonnet example is on my website at:
http://whs.wsd.wednet.edu/Faculty/Cloke/LiteraryTerms.html

2. Compose a scene occurring after Act IV (after John Proctor dies). This scene should follow the format of Arthur Miller’s drama including a description of the setting, stage directions, and dialogue. This should be at least 2 pages in length, single-spaced, and typed. The requirements and grading criteria are below:

<table>
<thead>
<tr>
<th>Typed, single spaced, and 12 pt. font</th>
<th>The language matches Miller’s writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spellings</td>
<td>The scene makes sense following Act IV</td>
</tr>
<tr>
<td>Correct grammar &amp; punctuation (unless for effect)</td>
<td>Characters remain consistent from Miller’s drama</td>
</tr>
<tr>
<td>At least 2 pages in length</td>
<td>Professional in appearance</td>
</tr>
</tbody>
</table>

3. Compose two bio-poems for two characters, one character being the subject of each poem. A sample of the bio-poem is attached at the end of the full project description.

<table>
<thead>
<tr>
<th>Typed, single spaced, and 12 pt. font</th>
<th>Poetic prowess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct spellings</td>
<td>Word choice (including limiting the “to be” verbs)</td>
</tr>
<tr>
<td>Correct grammar &amp; punctuation (unless for effect)</td>
<td>Professional in appearance</td>
</tr>
<tr>
<td>Poems match the characters</td>
<td></td>
</tr>
</tbody>
</table>
Part II: Choose one of the following: (50 points)

1. Construct a list of items, characters, ideas, motifs, etc. from the play into an organized format that begins with every letter of the alphabet. Secondly, after completing the ABC list, create a method of presenting your list in a manner that remains creative, colorful, and organized. You may want to discuss any ideas you have with me before you begin. However, that is up to you.

   - typed, single spaced, and 12 pt. font (unless part of your creative presentation)
   - correct spellings
   - correct grammar & punctuation (unless for effect)
   - all letters of the alphabet used correctly
   - more than one example for most of the letters
   - word choice (including limiting the “to be” verbs)
   - eye-catching and creative presentation
   - professional in appearance

2. Choose a quotation or short passage from *The Crucible* that you believe represents the heart or central theme of the novel. Then print it neatly above or incorporate it into a colorful, eye-catching, and artistically skilled painting or drawing of your own creation that depicts the scene or illustrates the idea of your quotation/passage. An explanation of your artwork will also be included.

   - quotation is appropriate
   - quotation is part of the painting or drawing
   - color and images match the quotation or theme
   - obvious artistic talent
   - a border is used with your artistry
   - obvious effort
   - a formally written paragraph explains how the artistry matches the quotation (all formal writing criteria will be used to assess this)

3. Create a poster for a new film based on Arthur Miller’s *The Crucible*. You will need to include the cast, a title, an eye-catching image, a rating, a catch phrase, at least three quotations from the play, and at least one critic’s testimonial.

   - correct spellings
   - correct grammar & punctuation (unless for effect)
   - includes an original title and a rating
   - full cast with parts listed
   - an eye-catching image used (including color)
   - a border is used with your poster
   - space used effectively (very little empty space)
   - quotations reveal important themes of the play
   - critic’s testimonial is well-written and appropriate
   - obvious effort and professional appearance

Hint: Look at many movies’ posters online for ideas about how to create an eye-catching movie poster.
Part III: Choose one of the following. (50 points)

1. Compose a full block business letter explaining which characters are foils (characters set up as opposites for the purpose of comparing and contrasting) in the play and how they are foils. Think about characters who are basically opposites. Which ones are opposites? How are they opposites? Do the pairs of characters share any traits? What evidence in the play proves your ideas?

- correct spellings
- correct grammar & punctuation (unless for effect)
- correct full block format
- all required elements of full block letters are present
- word choice, sentence fluency, and organization

- either one pair of foils used (a very in-depth analysis) or three pairs used (one pair per paragraph)
- correct MLA citations for quotations used (one per supporting paragraph)
- depth of ideas and precise examinations

2. Create a chart listing at least ten (10) literary devices used in the play. For each of the literary devices, provide the definition of the device, a quotation showing the use of the device, and an explanation for the effect of the device (how does the literary device affect the reader or the play?). Four columns would probably be advisable.

- correct spellings
- correct grammar & punctuation (unless for effect)
- at least 10 literary devices included with definitions
- literary devices used go beyond the obvious

- explanations for evidence of devices are full and detail the effect of each device’s use
- quotations prove each device is employed
- correct MLA citations for quotations

An alphabetical list of literary devices is on my website at:
http://whs.wsd.wednet.edu/Faculty/Cloke/LiteraryTerms.html

3. Develop a character map showing how at least ten (10) characters are related, interact with one another, or are connected. Use circles around character names and use arrows or lines to connect the characters. Characters should be connected in multiple ways and each character should connect with numerous other characters. Few characters are only connected in one manner.

- correct spellings
- correct grammar & punctuation (unless for effect)
- at least 10 characters used
- each character is connected to multiple characters
- accurate connections show character motivations, relationships, and conflicts

- explanations for connections provided on lines or arrows
- circles around characters (squares may be used for explanations
- if quotations are used, correct MLA citations included

Here is a link with a character map (without the explanations on the lines):
http://www.heroesrevealed.com/stuff/heroes-character-map/
(Click on the “Heroes Relation Map” with the black background to enlarge it.)
Bio-Poem Assignment
(For Option #1, choice 3)

Line 1: Your first name
Line 2: Four words you would use to describe yourself
Line 3: Begin your line with “Related to” and tell about 3 family members you are related to and tell something special about each
Line 4: Begin your line with “Who enjoys” and tell about 3 activities you enjoy
Line 5: Begin your line with “Who feels” and explain 3 three emotions you feel and when you feel them
Line 6: Begin your line with “Who needs” and explain 3 three things you need in your life
Line 7: Begin your line with “Who gives” and explain 3 three things you give to others
Line 8: Begin your line with “Who fears” and tell about 3 three things you fear
Line 9: Begin your line with “Who would like to see” and tell about 3 three things you would like to see in your lifetime
Line 10: Begin your line with “Who dislikes” and tell about 3 three things you do not like
Line 11: Begin your line with “Who secretly has talents in” and list three talents others may not realize you have.
Line 12: Begin your line with “Whom others think of as” and list 3 words people would use to describe you
Line 13: Begin your line with “Who would like to be a resident of” and list 2 places you would love to live in your lifetime
Line 14: Your nickname
Line 15: Your last name

Example:

Christopher.
Jovial, Loyal, Even-tempered, Caring.
Related to my Grandfather who worked in intelligence during World War II, my Uncle who designs life-saving equipment, and my distant relative who died on the Titanic.
Who enjoys playing basketball with my friends, reading short stories and novels, and studying motion pictures.
Who feels angry when hearing people insulting others, disappointed when talent lies dormant, and excited when family arrives.
Who needs junk food to boost my spirits now and again, friends and family nearby, and literature to feel whole.
Who gives whatever I can to my students and friends, my best effort on all I do, and time to those in need.
Who fears growing older forgotten, heights, and losing family members.
Who would like to see the Kremlin, the Mexican pyramids, and schools fully funded.
Who dislikes to see people fail to reach their potential, Strawberry Quick, and to be around people with poor attitudes.
Who secretly has talents in composing poetry, reciting the old Big Mac song, and singing a couple karaoke songs.
Whom others think of as a deep-thinker, humorous, and dependable.
Who would like to be a resident of Australia or the Cayman Islands.
“Cash.”
Cloke