

The Crucible Project/Passion-Based Learning Assignment

After initial researching and planning, you and/or your teammates will present your answers to the following questions :

What lessons can we learn from Arthur Miller's *The Crucible*?

AND

How can these themes/central ideas be manifested in such a way to improve all of humanity?

This project/presentation encourages you to show off your utmost creative potential while demonstrating mastery of the assigned standards. This assignment asks you to integrate your special skills, talents, and passions into your presentation. Whether you create a video, a song, a fashion show, a website, a painting, a sport, or anything you can imagine, your presentation should represent how *you* want to show off your standards-based knowledge and your creativity. Furthermore, using technology is NOT mandatory. Some of the best presentations involve traditional methods. You decide...and the teachers will help. Since your presentation may be broadcast live via UStream and may also be uploaded to the East Hall High School Viking YouTube Channel, it is essential that your presentation is absolutely "polished" and "ready-to-go."

Grading Criteria

Standards/Concepts (see attached)	50%
Creativity	20%
Voice Projection/Eye Contact	10%
Polishedness/Clarity of Overall Presentation	10%
Time Limit (5-minutes minimum/10-minutes maximum per person)	10%
"Wow!" Factor	Bonus

Please list names of all team members. (maximum number of 3)

#1
#2
#3

Detailed and Written Presentation Proposal

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Contractual Agreement

I completely understand the requirements of this assignment. I understand I have the freedom to creatively represent my answers to the provided questions and to demonstrate standards mastery in any "classroom appropriate" way as long as all parties agree. Furthermore, I am fully aware that if I do NOT complete my part of the project, my teammates will be asked to inform the teacher(s) of any teamwork conflicts/issues. Above all, I intend to experience this interactive assignment in an engaging, energetic, enjoyable, and creative manner while mastering the standards. In a nutshell...learning IS a blast. Ultimately, the audience who attends my/our presentation will witness a phenomenal performance. I will knock this assignment "out of the park." Believe that!

Materials Needed/Requested

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Signatures AND Responsibilities

Student #1

Student #2

Student #3

Teacher

Presentation Dates: To Be Determined

Extended Class Times: To Be Determined

Standards

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Audience's Feedback: Questions After Each Presentation

What presentational/rhetorical/creative strategies does the presenter(s) employ and what is the effect on the audience?

What is the overall structure of the presentation? How does the overall structure of the presentation contribute to its message? In your response, explain how this makes points clear, convincing, and/or engaging.

How does the presenter(s) message relate to *The Crucible*?