

Name:

Miss Collier: AP Lang & Comp

*The Crucible* Pre-Reading Research

**Objectives:**

- Identifying Puritan beliefs and customs.
- Researching and analyzing historical events and writings.
- Working cooperatively in a group.
- Presenting findings to a real audience.

**Directions:** To understand *The Crucible* and to be able to fully enjoy reading it, you must understand some aspects of Puritan life as well as other concepts. You will be assigned one of the topics below to research. You will also find some of the important ideas that you should include in your report.

1. Salem witchcraft trials:

- timeline of trials
- punishments of accused witches
- map of 18th century Salem
- actual court proceedings

2. Famous writers of the Puritan era:

- writings of Jonathan Edwards
- Anne Bradstreet
- Cotton Mather
- William Bradford

3. Mass hysteria:

- historical examples
- modern examples

4. Arthur Miller, the playwright:

- his life
- writings
- motivations

5. Puritan life, Theocracy, Puritan Government

- dress
- daily life
- education
- laws
- beliefs
- religion

***You will then present your findings to a real audience—your class. Within each group, assign yourself one of the following roles:***

**A. Writer:** You are responsible for locating materials and combining everyone's information to submit the group's written report, which will be about two typed pages in length. \_\_\_\_\_.

**B. Designer:** You are responsible for creating a visual aid for the presentation. This may be a collage of pictures and writings on a poster, a map, PowerPoint presentation, or a brief outline of your presentation. \_\_\_\_\_.

**C. Motivator:** You are responsible for getting every member of the class involved in the presentation. For example, give a quiz, bring a Puritan recipe for everyone to sample, dress in Puritan costume and demonstrate a typical Puritan skill, or lead the class in writing a poem. Be inventive! \_\_\_\_\_.

Assignment courtesy of <http://thinkingmind.edublogs.org/the-crucible-research-project/>

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D. **Presenter:** You are responsible for leading the presentation, which will be 5-10 minutes in length. Schedule and conduct a rehearsal when all group members can be present. Discuss each aspect of the presentation, who will do what, and the order of things. \_\_\_\_\_.

Here are the things that EVERYONE will do:

- Research. Turn in your findings to your group's writer.
- Revise and proofread the final group's report. This will improve your grades.
- Participate in the rehearsal of the presentation.
- Help each other in any way possible. This will ensure that your presentation is a success.

### Research Report Rubric

The topic of research was clearly defined.

1      2      3      4      5

Concepts are accurately identified and clearly understood.

1      2      3      4      5

The information researched addressed a problem.

1      2      3      4      5

The information researched addressed alternatives for solution.

1      2      3      4      5

The information researched addressed the best solution.

1      2      3      4      5

The end product has some kind of visual aspect.

1      2      3      4      5

The student demonstrated understanding of topic during small group discussion.

1      2      3      4      5

Total Points Possible: 35 points

Total Points Earned: \_\_\_\_\_

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## ORAL PRESENTATION RUBRIC

Name: \_\_\_\_\_

ORAL	100 pts	<b>Below Basic/Basic</b>	<b>Proficient</b>	<b>Advanced</b>
		<p>The presenter is dressed in unprofessional or inappropriate attire</p> <p>The presenter <b>DOES NOT</b> use props, visual aids, graphs and electronic media <b>OR</b> props/aids which <b>ENHANCE</b> the appeal and accuracy of the presentation</p> <p>The presenter <b>DOES NOT</b> look at the audience or reads directly from the Poster/PowerPoint/Web Site.</p> <p>If the presenter is using note cards, they read directly from the note cards and do not look up at the audience.</p> <p>The presenter:</p> <ul style="list-style-type: none"> <li>• Voice is inaudible or unclear</li> <li>• Maintains little to no eye contact with the audience</li> <li>• Uses physical gestures which distract from the presentation</li> <li>• Information is <b>NOT</b> accurate/well researched</li> </ul> <p>Presentation <b>DOES NOT</b> take the appropriate time (either too short or too long)</p> <p>0-----50-----69</p>	<p>The presenter is dressed in professional attire or their attire is specifically relevant to the content of the presentation.</p> <p>The presenter uses props, visual aids, graphs and/or electronic media</p> <p>The presenter speaks directly at the audience and <b>DOES NOT</b> read from the Poster/PowerPoint/Web Site.</p> <p>If the presenter is using note cards, they look down at the material sporadically.</p> <p>The presenter:</p> <ul style="list-style-type: none"> <li>• Uses a good speaking voice and pronounces words clearly, correctly, and without verbal fillers</li> <li>• Maintains partial eye contact with the audience</li> <li>• Uses physical gestures which do not distract from the presentation</li> <li>• Information is accurate/well researched</li> </ul> <p>Presentation takes the appropriate time</p> <p>70-----80-----89</p>	<p><b>In addition to meeting the PROFICIENT criteria . . .</b></p> <p>The presenter's use of props, visual aids, graphs and electronic media to <b>ENHANCE</b> the appeal and accuracy of the presentation.</p> <p>The presenter speaks directly at the audience and has the speech or dialogue memorized</p> <p>The presenter:</p> <ul style="list-style-type: none"> <li>• Uses a strong and clear speaking voice</li> <li>• Maintains eye contact with the audience</li> <li>• Uses energetic gestures and facial expressions which do not distract from the presentation</li> <li>• Understands the importance of the material presented and engages peers in the learning process</li> </ul> <p>90-----95-----100</p>

Your Name: \_\_\_\_\_

Use the rubric below to grade each team member, and fill-in the chart to reflect the scores you assign.  
 Place this completed document in the discussion folder.

Member's Name:	1.	2.	3.	4.
Preparation				
Time Management				
Contribution				
Cooperation				
Attendance				

### Collaboration rubric

	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Preparation	Student comes to class each day prepared with all material. Student completes all assignments, and is on task when given time to work on his/her part of the project.	Student comes to class prepared most of the time. Student completes all assignments, but has a few errors and/or is missing some key information.	Student comes to class prepared most of the time. Student completes most of the assignment, but it is poorly written and organized.	Student rarely comes to class prepared. Student doesn't complete assignments and does not have his/her part of the project ready to share with the group.
Time Management	Student comes to class daily and gets to work with little prompting.	Student spends very little time off work. Student uses plan to maximize work output.	Student needs to be reminded frequently to stay on task.	Student spends more time off task than on-task. Student needs to be constantly reminded to get to work
Contribution	Student contributes to the best of his/her ability to the success of the group. Helps others in group, and encourages group members to be successful	Student contributes to the best of his/her abilities most of the time. Helps others in the group, but not always a positive contributor to the group.	Student contributes infrequently to the positive work of group. Student is more of a hindrance than a help to the group.	Student makes little or no effort to contribute positively to the group. In a constant source of friction for the group
Cooperation	Never argues with teammates, and looks for ways to minimize group conflict. Almost always listens to, shares with, and supports the efforts of others in the group	Student never argues. Usually listens to, shares with, and supports the efforts of others in the group. Does not cause "waves" in the group	Does not argue, but does not listen either. Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member.	Argues with teammates. Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member.
Attendance	Student attends class daily and is on time	Student misses 1-2 classes, or is tardy more than once during project	Student misses 3 or more classes, or is tardy more than 4 times.	Students sporadic attendance makes completion of group project difficult

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