11th grade Fall 2017 comparative or argumentative ESSAY Research Project: “The Crucible”

You will be responsible for completing and presenting a research project based on Arthur Miller’s allegory: “The Crucible.” You may access Plagiarism and MLA links below. You will turn the final product in on November 16th. NO EXCEPTIONS.

INSTRUCTIONS:

1. WRITE a 5-paragraph (7 sentences per paragraph or 500 words) research paper, typed in 12 pt. Times Roman double-spaced, plus Works Cited page. Include at least two HALF-TO-FULL-PAGE **photographs** with citations in the body of your paper.
2. You will choose one person from the Second Red Scare – “Communist Witch Hunts” (see the extensive list, below), either a person who was investigated, or a person who sided with Joseph McCarthy. If you choose McCarthy and/or one of his cohorts, your research should include how or why this person was connected to the Witch Hunts, what it was like for this person during the hearings or, if it is McCarthy or someone of his ilk, what part he played in the hearings, how this affected his/her life, and what eventually happened (i.e. jail, prison, loss of job, suicide, murder, nothing, etc.).
3. Whomever you decide to do your research on, you MUST COMPARE this person to a similar character in “The Crucible.” For example, you might find someone who named names in front of the House Un-American Activities Committee and compare that person to one of the characters in The Crucible who accused people of witchcraft. Make sure you use in-text citations to back up these claims. This could be an argumentative essay to persuade your reader that the two people you chose had the same motives, lives, character, or similar consequences, or a comparative essay to persuade your reader of the same idea.
* Per paragraph: At least one source quote from outside source AND one quote from “The Crucible" with parenthetical citations.
* Total: at least three (3) internet sources: One MUST be from Mackinvia-supplied search engine, and two from CREDIBLE AND RELIABLE INTERNET SOURCES (NO WIKIPEDIA, NO BLOGS, NO OPINIONS); and one print source: “The Crucible.” At home, you will have to access the PDF for the play from my website.
* Use the MLA citation instructions for all in-text citations; Use EasyBib for the Works-Cited page; Use Mackinvia to find your scholarly source. Use Mackinvia and/or other search engines to find your other two sources.

The following items will be due on Friday, October 20th:

1.Which real-life VICTIM or oppressor have you chosen to write about?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.To which CHARACTER in The Crucible are you comparing this person?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.Thesis statement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4.Annotated bibliography (show Ms. Sidell your annotated bibliography in your Easy Bib new project folder. Add the following works cited entry for the book:

Miller, Arthur. The Crucible. New York: The Penguin Group, 1995. Print.

|  |  |  |  |
| --- | --- | --- | --- |
| **Rubric/Name:** |  |  |  |
|  |
| CATEGORY | 10 - Above Standards | **Goal:**8-9 - Meets Standards | 6-7 - Approaching Standards | 0-5- Below Standards |
| **Position Statement: Intro,** **and Conclusion****W1: Write arguments to support claims; W1a: Introduce claim; W2: write informative text; W2a: Introduce topic; W2f: concluding statement** | The position statement provides a clear, strong statement of the author's position, intro contains strong reasons that support it, and conclusion is strong and convincing. | The position statement provides a clear statement of the author's position on the topic, intro contains main ideas. Conclusion is evident. | A position statement is present, but may not make the author's position clear, or there are weak reasons or ideas, or conclusion is weak. | There is no position statement, no clear delineation of main ideas or reasons supporting the statement, or there is no clear conclusion. |
| **Evidence and Examples****W1b: develop claim; support claim; W2; W2b: develop topic****W2d: precise language and vocabulary** | All of the evidence and examples are specific and relevant to argument, two quotations with detailed explanations are given that show how each piece of evidence strongly supports the author's position. | Most of the evidence and examples are specific and relevant to the argument, and less than two quotations with explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant to the argument and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant to the argument AND/OR are not explained or are not present. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Sequencing****W1c: Link sections; create cohesion; clarify relationships; W2b: develop topic;****W2c: transitions; W3c: sequencing** | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought. Three body paragraphs align with introduction. Transitions words are logical and help the flow of the essay | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. There are 3 body paragraphs with transitions that may help the essay. | A few of the support details or arguments are not in an expected or logical order, making the essay seem a little confusing or there are either irrelevant or no transitions or paragraphs overlap. | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay confusing; there is no clear difference in paragraphs. |
| **Capitalization, punctuation, grammar, spelling, structure****Convention/Language Standards 1-3** | Author makes no errors in capitalization, grammar, sentence structure, spelling or punctuation, so the essay is exceptionally easy to read. | Author makes 1-4 errors in capitalization, grammar, spelling, sentence structure or punctuation, but the essay is still easy to read. | Author makes a few errors in capitalization, grammar, spelling, structure or punctuation that interrupt the flow. | Author makes several errors in capitalization, grammar, spelling, structure, or punctuation that interrupt the flow. |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Quality of Sources****W8: Gather relevant information from multiple authoritative sources; W9 Draw evidence from informational text** | Researcher located at least 3 reliable, relevant, interesting and valid sources and cited relevant text from The Crucible  | Researcher located at least 3 reliable information sources and cited The Crucible | Researcher located at least 2 reliable information sources and cited The Crucible | Researcher located 1-2 information sources or student did not reference The Crucible or there are no sources from which student drew evidence. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Documentation (Parenthetical and Works Cited Page) W8; W9** | All sources in Works Cited and in parentheses are accurately documented in MLA format.  | Sources are mostly accurately documented, but a few are not in the desired format. | Most sources are not accurately documented, and many are not in the desired format. | All sources are not accurately documented or a Works Cited Page is Non-Present OR student does not use parenthetical documentation. |

 |

Essay Points: /80

10- for Essay Organizer: (based on completion)\_\_\_\_10- rough draft: (based on completion)\_\_\_\_\_\_ Total \_\_\_\_\_/100

Comments: