

Monday, October 12, 2009



Required Materials

- pen/pencil
- 3-ring binder
- *The Crucible*

Announcements

- Vote on year-end field trip: Wild Waters or Universal?

Agenda

1. This Week Preview
2. Big Questions of the Week
3. Body Biography
 1. Expectations & Rules
 2. Work on Project

This Week Preview



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Monday

Work on Body Biography Project. **Project due @ end of class.**

Tuesday

Grammar Practice. Essay topics for *The Crucible* and *The Scarlet Letter* assigned. Start Act IV.

Wednesday

Continue Act IV.

Friday

Quiz #4. Finish Act IV. Finish watching *The Crucible* movie, Acts III/IV.

“Big Questions” For The Week



B I G Q U E S T I O N S

- ❑ What is a body biography and how can it help me learn more about a selected character?
- ❑ What is “the situation in Andover” mentioned in Act IV?
- ❑ Does *The Crucible* movie accurately portray the actions and characters in *The Crucible* play in Acts III/IV?

Body Biography Project



- It is looking at a character in depth.
- You will select a character from the play and create a physical representation (drawing) of that character—the drawing will be 1/3 life-size—the next one we do will be life size!
- You can use pictures, symbols, words and quotes to show that character's purpose, motivation, thoughts, and feelings.

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Body Biography Project



- Each area/body part your character has must be filled in.
- I will give your group a sheet with the following information on it!

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Body Biography Project



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- Brain: what makes this person “tick”; think what motivates/drives this person to action?
- Eyes: visions, goals, hopes, and dreams; who/what did this person see for themselves in the future?
- Mouth: Three quotes by this person that define who they are in the play.
- Left hand: actions performed by or tools used by this character that are important to who they are.

Body Biography Project



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- Right hand: actions performed by or tools used by this character that are important to who they are.
- Heart: who/what did this person love or value? This can be multiple people/things.
- “Achilles heel”: who/what was this person’s weakness?
- Roots: what/who influenced this person in the play?

Body Biography Project



- Each of these 8 areas needs a 2-3 sentence description beside the area explaining why you drew what you drew—reference the text if you can.

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Body Biography Project



- Additionally, Mr. Hampton is NOT responsible if your group member doesn't do any work, or is absent for any length of time.
- YOU must do the project for YOUR grade.
- If your group member isn't doing any work, see Mr. Hampton to discuss arrangements.

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Body Biography Project



- Due Date: End of class on Today (10/12)

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Body Biography Project



- Getting started:
- ❑ Get in groups of 2, or by yourself.
- ❑ Come up for Supplies
- ❑ Talk about the following:
 - ❑ What character are we going to do?
 - ❑ What do we think would go in each one of the 8 areas?
 - ❑ Why do we think this?
 - ❑ Who is going to draw the body—both of us, one of us?
 - ❑ Who is going to look up the information in the book—both of us, one of us?
 - ❑ What if one of us is absent—who is going to work on the project?
 - ❑ What is our plan for today—what are we going to work on: artwork, search for information in the book, etc.?

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