

Nothing but Trouble after Midnight: Creative Project Options

Choose one of the following projects to complete. Be sure to **read the project description thoroughly** and more than once to ensure that you meet all of the criteria and receive full credit.

This project **will be graded on neatness/creativity, degree to which directions were followed, attention to detail, and the amount of time, thought, and effort that appear to have been put into completion of the project.** If you have ideas for other project options, please run your idea by me before you start. Your project should show what you have learned by reading this book and should reflect your understanding and interpretation of key events or ideas from the book.

Projects are due on _____. Plan to share your project with the class.

1. **Time Capsule**: Imagine that a character or group of characters were to create a time capsule of significant items representing the events of the book or their lives in general. Put items (or models or drawings of the items) in a box. Include a printed list of each item in the time capsule along with a two to four sentence explanation for why the item was chosen for the capsule. (Variation: Hang the items from a mobile to be displayed in the classroom.)
2. **Scrapbook**: Compile a scrapbook based on the book, one that retells the main events, conflicts, resolutions, and themes. Write a caption explaining each item or photograph you include. (Variation: Create a scrapbook for just one character in the book, as if it were created by that character or for that character. Include journaling that reflects on the significance and reason the item or photograph was included in the scrapbook.)
3. **Art Log**: Choose three quotations (usually a sentence or two) from your book that interest you in some way. Create a painting on canvas (using oil, acrylic, or watercolor), sketch on sketch paper (using charcoal or oil pastels), and/or sculpture for each. Your work of art can be a literal or a symbolic interpretation of the corresponding quote. In your presentation, explain to the class why you chose each quotation and how your illustration depicts the quote.
4. **Movie Proposal**: If you think this book would make a great movie, write a formal proposal explaining how and why. Your proposal should be in a portfolio and should contain the following sections. Include pictures and sketches as needed.
 - **Part I**: Rationale---Why would this make a good movie? (Does the book have plenty of action and dialogue, or does it rely heavily on description? Is the setting interesting? Could the major events of the book fit into a two-hour movie? Explain.)
 - **Part II**: Casting—Are there major parts for one or two big-name stars who will draw audiences? Whom would you cast in the major roles? Why? Include a description of the character, a picture of the actor you have chosen, and a rationale for your choice for each of the major characters.
 - **Part III**: Budget—What will it cost to produce? (Does the story require high-tech special effects? Shooting in several exotic locations? a cast of thousands, all in period costume? Explain.)
 - **Part IV**: Screenplay—What are five scenes that can not, under any circumstances, be cut when writing the screenplay? Why must they remain in the film adaptation?

5. **Reader's Theatre:** Prepare a script by adapting a key scene from the book. (Choose a scene with an interesting conflict, more meaningful conversation than action, and not too many characters. You may want to consider choosing the climax or a key part of the resolution.) You may use dialogue from the book as well as inventing new dialogue based on the story. You may need to include lines for a narrator to set the scene by explaining what is happening when the scene begins. Enact the scene and record it to share with the class. Your scene should be at least three minutes long, must include a script that includes stage directions, and may include other people as actors. Props and costumes are optional, but encouraged. Plan to turn in a neatly typed copy of your script at the beginning of the class on the day you present. Include a brief written rationale for your scene selection (and adaptation if it) as part of your script.
6. **Song:** Write the music and lyrics for a song based on the characters, events, and/or themes in the book. Perform the song (live) in class, or share a recording of your performance. (If you do not sing, you may have a friend sing for you, but the music and lyrics should be your own original work.) Turn in a copy of the sheet music and the lyrics. Turning in a recording of the song is optional, but encouraged, if you perform the song live.

