

America at War with Itself: Social versus Personal Responsibility



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Smagorinsky

A 3-week Block Schedule Unit

11th grade American Literature

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Rationale

The motivation behind creating this two-week unit is both personal and professional, guided by state-mandated standards as well as the need of students, and a blend of concept and text as inspiration. This unit will be taught in an honors eleventh grade American Literature class taught from the Prentice Hall Literature anthology. The large textbook supplies the class with an “overarching concept that unifies the curriculum over the whole course:” Timeless Voices, Timeless Themes (Smagorinsky, 2002). My mentor teacher then facilitates the literature through six consecutive periods corresponding with American history. I will employ the America at War with Itself Unit using The Crucible, which epitomizes the overarching concept of enduring conflict while concentrating on frequent occurrences in American history where ethics and authority have been questioned. In other words, the unit’s focus is on occurrences of personal responsibility inharmoniously existing with imposed social responsibilities. The notion of social versus personal responsibility affects adolescents in their current high school setting, the current general American population, the characters of the play-Puritans in Salem- and American citizens suspected of communism in the 1950s, when Arthur Miller wrote *The Crucible*. The unit will examine ideas about social and emotional growth, heroism in terms of morality, and roles imposed upon Americans.

I predict subsequent topics for discussion and analysis to deal with accepted assumptions of the New England setting, the 1950s and present day, the degree of society’s expected obedience the role of evidence in accusations, the path to protest, the factors that contribute to decision-making, the definition of a hero. The concepts, which are central to the unit, “serve as a

rite of passage into the careful study of literature as well as into student's own society" (Burke, 2003). Students often attend to their lives perfunctorily not realizing they deal with norms, decisions, and classifications. The conflict between social and personal responsibility is a natural struggle. Although, Arthur Miller's The Crucible is commonly chosen as an artifact of "the beginnings" of our nation, students will be reading the play as evidence of the times, just not the early colonial times specifically. Reading the play with attention to different interpretations allows for meaningful construction of knowledge based on relationships between several points of the past, the present and possibly the future.

As Vgotsky's idea about the zone of proximal development asserts, students will benefit from studies of literature that require a departure from their current developmental stage to the next potential stage be it a difference in content or manner of learning (i.e. using higher order thinking skills). The students interacting with this unit will have already been exposed to and mastered the sentiments of the Puritan New England setting as well as characteristics of heroes throughout literary movements. This unit challenges students to think about literature as a reflection of the time in which it was written and other similar times thereby requiring analysis and synthesis. Furthermore, this unit requires acquisition of information and meaning beyond a superficial level. The activities and discussions will ask the students to look at human qualities that occur regardless of time, place, and situation. Just as learning does not take place in isolation, literature does not speak to just one setting; therefore, students will "read the work for a range of purposes" (Burke, 2003). During this two-week span, they will become familiar with the setting of the novel, the time period in which it was written and the political agenda of present day.

The overriding justification for teaching this unit then is because of its cultural significance. To do this premise justice, many days must be dedicated to pre-reading activities. The commencement point will undoubtedly be recalling information about the national heritage as it is essential for understanding American culture and values that still permeate our country. Students will be able to then relate this information to the events happening in the play. Time will also be spent researching the attitudes of the 1950's with topics such as McCarthyism, Communism, and the HUAC thereby requiring a construction of personal interpretation based on context. With this background knowledge, students will become aware of why the author interrupts the action of the play to divulge information about the 1950s, why he stops to describe new characters in detail, and why the vocabulary he includes is charged.

One unit question to guide discussions will be: what themes unravel in this play as well as the previous pieces of American Literature we have read? Facing the choice to be true to oneself or one's society is a dominant theme relating to the play's character John Proctor. The unit will include close character evaluation because "plays are character-driven; thus, you cannot understand them if you do not understand the characters themselves" (Burke, 2003). The psychological development of my adolescent students is another of many justifications for including this unit in the American Literature course. My students will be reading texts and involved in discussions that portray identity being shaped by the decisions one makes. The ways the characters in the play are related to eleventh grade students are not as obvious as many other texts; however, high school is a time when students are deciding who they are and if who they are corresponds with who they want to be or who society suggests they should be. Adolescents are incessantly pressured to do what is popular or socially acceptable and often times these pressures conflict with the right, moral or natural tendencies. In the play, John Proctor has to

make a decision that either pleases the societal authority or pleases his conscience. He questions his integrity and ethics. Thus, he embodies the human condition that faces most people even after high school: identity cultivated by the decisions one makes. Identity and its relation to decisions “should be studied both as a voice from another culture, another time, and because it addresses human concerns that are still important and alive for us” (Burke, 2003).

Another concept that relates to a close analysis of John Proctor’s character is heroism. Heroes are defined by their times, and thus they are also subjective and relative. The discussion of John Proctor as a hero will allow students an “examination of their own meaning-making [that] will probably lead students to recognize limitations in their current perspectives—that’s a characteristic of growth” (Pirie, 1997). Accompanying pieces of literature to help add to this construction of unsung, or unordinary heroes being ordinary people doing ethical acts.

The justification that naturally follows psychological development relating to the public arena of high school is civic awareness. Allowing the students to flesh out instances of conformity as a result of some sort of pressure rather than an act of conscience creates a comfortable learning environment as well as a door to discussing ethical dilemmas of today. Since John Proctor is described as “a sinner, a sinner not only against the moral fashion of the time, but against his own vision of decent conduct,” students have scaffolding to engage in a meaningful discussion about the expectations of their place in time and their self- expectations (Miller, 2004). Often times, these two functions of the human condition, personal and social responsibility, are at odds. We may arrive at examples through discussions about the responsibility of citizens who do not support the war in Iraq. Another possible discussion is justice in the immigration laws. This part of the rationale, “has to do with habits of mind, thoughtfulness, and personal integrity toward intellectual pursuits” (Burke, 2003). Other

underlying questions will be: how far would you go to defend a belief? Is someone a hero because they hold fast to their beliefs? What if their beliefs are inconsistent with yours? Are they still a hero? Are these inconsistent beliefs wrong? Do beliefs need to be justified with evidence? The class can then relate these questions to the characters in the play.

The information and insight gained from discussions about this play will help to equip students with the tools to maneuver possible social needs dealing with social and personal conflict. Discrimination can be tracked throughout history starting with the Salem Witch Trials, leading to suspected Communists, and continuing to racism today. This unit challenges students to synthesize other parts of history that laid the blame on a group of people and gives them tools to analyze any similar situations in the future. Hopefully, they will be a change agent for society in the future as a result.

Georgia Performance Standards account for the final justification that this unit will meet. Too often, students are only exposed to a limited number of texts, many of them being prose in the form of essays or novels. As aforementioned, reading a novel is different from reading a play. This play has parts that provide exposition but also many possibilities for inferences. Using a play ensures the opportunity that:

The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events and main ideas) in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation.

The adjunct justifications meet the requirement where, “the student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding” and, “the student deepens understanding of literary works by

relating them to their contemporary context or historical background, as well as to works from other time periods.”

Students will complete activities that differentiate instruction in content and process. For example, students will be asked to relay new information to the teacher through the performance-based essay requiring them to decide to whom John Proctor is ultimately responsible. Students will complete tasks that mix group configurations, require critical thinking, and provide for student-choice. These will meet the requirement where:

The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

The summative assessment will be an authentic product that promotes a useful purpose: a study guide of this subunit to be used for the Unit Test.

An argument I foresee against this unit would be parental concern regarding moral issues because the majority of the members of this community are conservative. Religious and moral issues are closely tied, sometimes interchangeable and will arise due to the setting of the play. Societal pressures are inherently subversive, and thus, utilizing a unit that calls these to the forefront can cause discomfort. On the other hand, the unit is designed around student opinions and students’ interpretations. Whether societal norms are persecuted or accepted, or if a hero is someone who challenges perceived wrongdoings, students will ultimately make their own decisions and be assessed based on how they convey their opinion, not the opinion itself.

Any perceived anti-government sentiments can be justified through the stance of critical literacy where power struggles and relationships allow students to, “reflect on their own status

and examine how communities and nations favor some groups of people over others”

(Smagorinsky, 2002). The students will be exposed to the connections between literature and history, different ways to interpret and analyze a text, and personal connections they can make with the literature using an overarching notion of conflict between personal and social identity construction.

Texts

1. Play-The Crucible by Arthur Miller
2. Movie-*Guilty by Suspicion* with Robert DeNiro
3. Short Story-*The Lottery* by Shirley Jackson
4. Song-*I Won't Back Down* by Tom Petty

Unit Goals

Goals for Presentation

Any text you read is multifaceted. Differing interpretations arise when you look at not only the setting but the author and his setting too. The author is situated in a place and time that affects the text inadvertently or purposely. Arthur Miller wrote *The Crucible* in the latter manner. He specifically wanted to comment on the 1950s in America. Understanding the author's influences at the time he wrote the text requires the use of higher order thinking skills such as application and analysis. In order to provide yourself and your classmates the background knowledge necessary to construct numerous interpretations of the text, you will be spending several class periods researching a topic, designing a presentation, and presenting the presentation with group members. The topics are terms or historical allusions found in the introduction:

Salem/Witchcraft

McCarthyism

Communism

HUAC (House of Un-American Activities Committee)

Immunity-in the court system

- Your presentations will be 5-7 minutes long.
- Your presentation must include a description of the term or event, quotations about the term or event, and your opinion about the term or event.
- You are required to present one prop (poster, handouts, PowerPoint)
- Keep in mind your audience is your peers who have presumably not heard anything about the term or event.
- You are encouraged to use internet sources (Wikipedia, Library of Congress etc.), reference books, and other nonfiction texts.

ELAALRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing

ELA11LSV2 The student formulates reasoned judgments about written and oral communication in various media genres. The student delivers focused, coherent, and polished presentations that convey a clear and distinct perspective, demonstrate solid reasoning, and combine traditional rhetorical strategies of narration, exposition, persuasion, and description.

Presentation Rubric

Your presentation will be graded on the content, prop, and fluency.

A presentation receiving an A will:

- Be presented within 5-7 minutes
- Include a thorough, sound and coherent description of the term or event, several quotations about the event indicating research, and a synthesis of opinions
- Include a prop that shows consideration, organization and clarity
- Be presented with attention to standard English speaking conventions

A presentation receiving a B will:

- Be presented within 5-7 minutes
- Include potential for a thorough, sound and coherent description of the term or event, at least 2 quotations about the event indicating research, and some allusion to a synthesis of opinions
- Include a prop that shows some consideration, organization and clarity
- Be presented with some attention to standard English speaking conventions

A presentation receiving a C will:

- Be presented with little attention to the 5-7 minute time frame
- Include some sort of description of the term or event, at least one quotation about the event indicating research, and no allusion to the synthesis of opinions
- Include a prop that shows minimal consideration, organization and clarity
- Be presented with minimal attention to standard English speaking conventions

A presentation receiving an F will:

- Show no attention to the 5-7 minute time frame
- Not include a description of the term or event, no quotations about the event indicating research, and no allusion to the synthesis of opinion
- Not include a prop that shows minimal consideration, organization and clarity
- Not be presented with little attention to standard English speaking conventions

Goals for Extended Definition of Responsibility

We have all practiced cursory definitions of vocabulary words and what not. An Extended Definition describes a term, in our case, with more detail. Such a definition is structured into parts. The term we will be working with is Responsibility. In order to receive full credit you must ponder the who, what, when , where, and why of responsibility. For example,

- 1) Who is one that deserves to be called responsible? Who do you know that is responsible?
- 2) What does it mean to be responsible?
- 3) When does/should responsibility occur?
- 4) Where does the idea of responsibility come from?
- 5) Why to all of the above . . .

Your extended definition must contain

- An introduction that acts as an overview of the term.
- A set of guidelines that demarcates what is and is not responsible.
- An example from literature of responsibility.
- An example from your personal life of responsibility.
- A counterexample (i.e. irresponsibility) from literature OR your personal life.
- A conclusion explaining from where your definition of responsibility is derived.

ELAALRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing

Extended Definition Rubric

A presentation receiving an A will:

- Contain a coherent and logical introduction
- Clearly illustrate examples and counterexamples in a convincing manner
- Be free of errors relating to conventions and mechanics that affect meaning
- Explain the origin of your thoughts in the conclusion thoroughly

A presentation receiving a B will:

- Contain a mostly coherent and logical introduction
- Clearly illustrate examples and counterexamples in a convincing manner most of the time
- Be mostly free of errors relating to conventions and mechanics that affect meaning
- Explain the origin of your thoughts in the conclusion moderately well

A presentation receiving a C will:

- Contain a coherent and logical introduction some of the time
- Clearly illustrate examples and counterexamples in a convincing manner some of the time
- Be free of errors relating to conventions and mechanics that affect meaning some of the time
- Explain the origin of your thoughts in the conclusion fairly well

A presentation receiving an F will:

- Contain a coherent and logical introduction none of the time
- Clearly illustrate examples and counterexamples in a convincing manner none of the time
- Be rarely free of errors relating to conventions and mechanics that affect
- Not Explain the origin of your thoughts in the conclusion

A study guide completed in the structured format demarcated below will allow you to synthesize your knowledge of the play, its context, and any interpretation. From the beginning of this unit you have been advised to look at this play from another perspective, that of a teacher who will create an opportunity for assessing students' comprehension. Requiring this type of attention to the text means you analyze the reading carefully and synthesize it into a product. Your study guide will be structured into the following parts based on the five sections into which we divided, read, and discussed the play.

- 1) Create titles for each section.
- 2) Write a summary of each section.
- 3) Describe the function of the characters in each section.
- 4) Choose the most important conflict in each section and explain why it is important.
- 5) Identify the most important quote in each section and explain why you chose it.

Your study guide may be in any format (outline, bulleted, conceptual map, chart etc).

- It must reflect an accurate understanding of the plot
- It must make generalizations that are justified
- It must be free of errors relating to conventions and mechanics that affect meaning
- It must be thorough-a total 5 parts to each section equaling a total of 25 parts.

Your study guide will be assessed according to the rubric by three parties: you, a peer, and the teacher. Each grade will count for 1/3 of the total grade.

ELAALRL2 The student identifies, analyzes, and applies knowledge of theme in a work of American literature and provides evidence from the work to support understanding.

Study Guide Rubric

A presentation receiving an A will:

- Reflect an accurate understanding of the plot
- Make generalizations/summaries that are justified
- Be free of errors relating to conventions and mechanics that affect meaning
- Be thorough- Contain all five parts for each section: Titles, Summary, Function of characters, Conflict, Quote

A presentation receiving a B will:

- Reflect an accurate understanding of the plot most of the time
- Make generalizations/summaries that are justified most of the time
- Have minimal errors pertaining to conventions and mechanics that affect the meaning
- Be thorough- Contain all five parts for each section: Titles, Summary, Function of characters, Conflict, Quote

A presentation receiving a C will:

- Reflect an accurate understanding of the plot some of the time
- Make generalizations/summaries that are justified some of the time.
- Have several errors pertaining to conventions and mechanics that affect the meaning.
- Not be thorough- Contain most of the parts for each section: Titles, Summary, Function of characters, Conflict, Quote

A presentation receiving an F will:

- Reflect an accurate understanding of the plot none of the time.
- Make generalizations/summaries that are not justified.
- Have several errors pertaining to conventions and mechanics that affect the meaning.
- Not be thorough- Contain none of the parts for each section: Titles, Summary, Function of characters, Conflict, Quote

Your culminating assessment will be an essay that requires you to analyze our discussions, the text, and your interpretation and synthesize them into a cohesive written piece that convinces the audience of your stance on this question: To whom is John Proctor ultimately responsible? His society or himself?

Be sure to justify your assertions with textual evidence from *The Crucible* and other pieces of literature we have read in conjunction. Your audience is any citizen who has read the play. Be sure to:

- Detail your thoughts and expressions with supporting evidence
- Organize your thoughts and expressions
- Include originality
- Synthesize your thoughts into a coherent essay
- Pay attention to conventions

ELAALRL3 The student deepens understanding of literary works by relating them to their contemporary context or historical background, as well as to works from other time periods.

ELAALRL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing

ELA11W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

Take a Stand Essay Rubric

A presentation receiving an A will:

- Detail assertions with supporting evidence.
- Be organized with logical sequencing of assertions, evidence and warrants.
- Be original with personal insight.
- Be synthesized into a coherent essay.
- Pay attention to conventions.

A presentation receiving a B will:

- Detail assertions with supporting evidence and warrants most of the time.
- Be organized with logical sequencing of assertions, evidence and warrants most of the time.
- Be original with personal insight most of the time.
- Be synthesized into a coherent essay.
- Pay attention to conventions some of the time.

A presentation receiving a C will:

- Detail assertions with supporting evidence some of the time.
- Be organized with logical sequencing of assertions, evidence and warrants some of the time.
- Be original with personal insight some of the time.
- Not be synthesized into a coherent essay.
- Not pay attention to conventions.

A presentation receiving an F will:

- Not detail assertions with supporting evidence
- Not be organized with logical sequencing of assertions, evidence and warrants.
- Not Be original with personal insight
- Not be synthesized into a coherent essay
- Not pay attention to conventions

Lesson Plans

Daily Lesson Plan Day 1 (Monday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: None

3 minutes: **Housekeeping/Attendance**

22 minutes: **Warm-Up: Introductory Activity**-Read over introductory handout. Have students fill it out Opinionario (appendix A)

Do you think responsibility is black and white? Or does it depend? What does it depend on? Do you practice what you preach? What has influenced you to think this way? Can you defend your position with the law? Do you agree with any governing laws that apply to these scenarios?

You will flip a coin to decide whether your answer is what you truly believe or the opposite of what you believe. Heads=truth/Tails=opposite of what you believe. Please express whichever opinion in full sentences about the following controversial scenarios:

- 1) You run an orphanage and have had a hard time making ends meet. A car dealership offers you a new van worth \$15,000 free if you will falsely report to the government that the dealership donated a van worth \$30,000. Do you take the offer? Why or why not?
- 2) You are shopping with your brother and you notice him take a pack of gum and put it in his pocket. What do you do? Next time it's a wallet, now what do you do?
- 3) You are waiting with a few other people to board a bus. The bus pulls up and before you can board the driver gets out and goes into the convenience store to get a coffee. You are the last to get on the bus. Why do you or don't you pay your fare?
- 4) You are a teacher and you are grading your final exams for the semester. One ordinarily good student earns a 50% and fails the course as a result. Your policy states that in order to pass, a student must receive 60% or above. However, you know this particular student is having trouble at home. Why do you or don't you give him the failing grade or pass him anyway, claiming extenuating circumstances?
- 5) Now for a government dilemma. A small country in the Balkan region of Europe is engulfed in civil war. The two sides of the war fall along religious lines. As President of the United States, you have to decide what the United States is going to do in this ordeal. Should the U.S. stay out of the war completely considering the warring peoples are in a sovereign nation and should be able to determine their own fate? Or, should the U.S. send troops to try and restore peace considering the violent nature of the fighting and the fact that the leaders of both sides have been known to lean toward religious genocide?
- 6) If you found \$100 in a paper bag at a football game, would you hand it to a teacher or adult or keep it?
- 7) Your friend and her boyfriend are having an argument in the parking lot of the movie theater. He pushes her up against the car and pins her there as he yells at her. Justify why or why not you use physical violence in order to get him to stop using physical violence?
- 8) You are leaving a grocery store, have made it to your car, and you notice that the cashier forgot to ring up the coke on the bottom of the cart. What do you do?

15 minutes: **Small Group:** Discuss opinionario responses (appendix B)

1. What scenarios do you and your group members agree on? Disagree on?
2. Why do you think a disagreement exists, if it does?

10 minutes: **Large Group Discussion**

1. Which responses correspond to laws?
2. What is our definition of responsibility?

5 minutes: **Choose presentation groups**

Salem/Witchcraft

America in the 1950s

McCarthyism

Communism

HUAC

Immunity (court system)

35 minutes: **Use Library/Computer Lab to have** students to research topic

Homework: Read copies of excerpts from the Introduction of *The Crucible*

Daily Lesson Plan Day 2 (Tuesday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Students should have read the copies of *The Crucible*'s introduction and picked their topics

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-Up: Chalk Talk "Responsibility"** Teacher will write the word responsibility on the board. Students are asked to respond to the word silently writing their thoughts, then students to respond to other students' thoughts

15 minutes: **Large Group Discussion**

- 1) To which one of these comments do we want to respond?
- 2) Can we synthesize any statement on responsibility

10 minutes: Have students fill out the K and W in a blank **KWL chart** (appendix C)

- 3) -Have students list what they already know about Communism and Salem Witch Trials
- 4) -Have students list what they want to know about Communism and Salem Witch Trials

10 minutes: **Introduce Study Guide**-Have students do a free write in response to the following prompt: What did you learn yesterday about *The Crucible*?

To be completed in the structured format demarcated below will allow you to synthesize your knowledge of the play, its context, and any interpretation. You have been advised to look at this play from another perspective, that of a teacher who will create an opportunity for assessing students' comprehension. Requiring this type of attention to the text means you now analyze the careful reading and synthesize it into a product.

Your study guide will be structured into the following parts based on the five sections into which we divided read and discussed the play.

40 minutes: Have students Gather into **presentation groups** to finish presentation, create prop

Homework: Finish Presentations

Daily Lesson Plan Day 3 (Wednesday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Students should have presentations prepared

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-Up:** Follow-up, as a class, create a title and summary for what we have learned from previous day (Study Guide scaffold)

5 minutes: **Take questions** about Study Guide unit goal

40 minutes: **Presentations**-Have groups present

5 minutes: **Self-evaluation**-Students fill out rubrics for their own presentation

20 minutes: **Text-Rendering Activity**

Have students sit in a circle with introductions. Each student picks a word from the introduction that they find especially compelling. They go around in a circle and read it. Each student picks a phrase from the introduction that they find especially compelling. They go around in a circle and read it. Each student picks a sentence from the introduction that they find especially compelling. Each student goes around and reads it.
Discuss Patterns

5 minutes: **Introduce During Notes**(appendix D)

Taken from Burke's Interactive Notes. These help to develop readers' capacity to focus on and discuss aspects of the text.

Daily Lesson Plan Day 4 (Thursday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Recall of presentations

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-Up**: Have students write about the topic of presentation that most interested them in their journal. Why? Content? Rhetorical style? Points Raised? Entertainment Value?

10 minutes: **Have students decide how to divide the class**

Gender?

Audience?

Alphabetical?

-Discuss/Debate reasons

50 minutes: **Read out loud together section 1& 2 (Act I)**. Complete During Notes. Keep running Vocab List

15 minutes: **Discussion of the first two sections**. Whole group discussions

Discussion questions:

- 1) Tell me about Abigail-What do you think of her? What's her relationship with the Proctors?
- 2) Why wasn't Sarah Good hanged? Why do Sarah Good's actions save her from being hanged?
- 3) What does John Proctor think about Salem? Who controls it? Do you agree?
- 4) What situations do you think could manifest that would cause hysteria in Winder?

Homework: Finish section 2, if necessary

Daily Lesson Plan Day 5 (Friday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Section 1 & 2 read (Act I)

3 minutes: **Housekeeping/Attendance**

15 minutes: **Warm-up: SSR** (Required)

20 minutes : **Preview Pitch** in journal

Based on an analysis of the cover looking at features like light/dark, character positions, character expressions, have students construct an idea of what happens in the play and

transform it into a written persuasive pitch that would sell a movie version. Make sure they are prepared to read your pitch like one reads voice over on a commercial..

15 minutes: Create **Character Tree**

Create a graphic organizer that helps you keep track of character relations-familial, romantic, friendship etc.

17 minutes: **Share Character Trees/Small Group** (appendix E &F)

- 1) Why did you organize the characters like you did?
- 2) Which characters are groups together? Why? Are they alike? How so?
- 3) Which character do you BEST identify with?

20 minutes: **Read aloud together section 3 (Act II)**. Complete During Notes. Keep running Vocab List

Homework: Finish Section 3 (Act II)

Daily Lesson Plan Day 6 (Monday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Sections 1-3 should have been read

3 minutes: **Housekeeping/Attendance**

17 minutes: **Warm-Up: Red/Black Cards Activity***

1/3 of the students are given red cards and the remaining 2/3 are given black cards without a word from the teacher. After a minute or two, the teacher urgently tells everyone to hide their card. Students are offered 5 points for turning in someone with a red card and 1 point for turning in anyone with a black card. The points are not specified to equal anything substantial. Generally, students turn in those with red cards. When they see that the teacher is not checking for evidence behind the accusations, the students then turn in anyone for points. Students may become impassioned and try to rationalize their way out of the situation after it has gone awry.

20 minutes: **Diary Entry** by John Proctor (scaffolding for essay unit goal)

For this assignment, students must step into the shoes of John Proctor and write a diary entry about how he is feeling, his worries, his beliefs, his plan of action. A true journal entry is revealing and deep.

10 minutes: **Have student reconfigure group:**

Innocent?

Responsible?

Good?

40 minutes: **Read *The Crucible* section 4 (Act III)**. Complete During Notes. Keep running Vocab List

Daily Lesson Plan Day 7 (Tuesday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: The play read through section 4 (Act III)

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-Up:** Mini-lesson Grammar-Compare and Contrast the language you are supposed to use in the classroom and the language you use at home in your journal.

30 minutes: **Watch clip** of *Guilty by Suspicion*. Have Compare/Contrast Movie Sheet-John Proctor and Robert DeNiro (appendix G)

The movie portrays a director in the 1950's who returns from filming abroad to hysteria in Los Angeles. He is denied any work until he admits participation in Communist functions, names names, and testifies before the House of Un-American Activities Committee. The movie's main character mirrors the play's main character, John Proctor, and his struggles to satisfy society and his own conscience. My goal in showing this movie is to provide the students with a visual context for the play, deepen their understanding of the connection between the Salem Witch Trials and the Red Scare further as well as allow for a more in depth character study. The movie is rated PG-13 for profanity.

20 minutes: **Discussion Questions** (Whole Group)

- 1) How do we feel about responsibility and friends?
- 2) How is asking David (Robert DeNiro) to testify like the court system's immunity?
- 3) Let's predict what we think David will do and give evidence as to why we think so.

25 minutes: **Start Body Biography** (appendix H)

Ask students to create a visual and written portrait illustrating several aspects of John Proctor's life within the literary work-begin by drawing in outline of the body. The portrait must contain: A review of the work's events, visual symbols, an original text, the most important quotes relating to the character.

Suggestions

Placement - Carefully choose the placement of text and artwork. For example, the area where the character's heart would be might be appropriate for illustrating the important relationships within his/her life. . The hands might refer to actions or accomplishments of the character

Spine - Actors often discuss a character's "spine." This is his/her objective within the work. What is the most important goal for this character? What drives his/her thought and actions? The answers to these questions are his/her "spine." How can you illustrate it?

Virtues and Vices - What are the character's most admirable qualities? His/her worst? How can you make us visualize them?

Color - Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?

Homework: Finish Body Biography

Daily Lesson Plan Day 8 (Wednesday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Body Biography

3 minutes: **Housekeeping/Attendance**

7 minutes: **Warm-up:** List as many adjectives as possible about John Proctor

25 minutes: **Read Short Story** *The Lottery* by Shirley Jackson

Discussion Questions

1. What is going on in this story?
2. What traditions do you practice that another culture may think is odd?
3. How is this town similar or different from Salem in *The Crucible*?

25 minutes: **Finish The Crucible Section 5 (Act IV)**

30 minutes: **Watch clip** of *Guilty by Suspicion*. Have Compare/Contrast Movie Sheet-John Proctor and Robert DeNiro

Daily Lesson Plan Day 9 (Thursday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Four-Square Activity

3 minutes: **Housekeeping/Attendance**

27 minutes: **Warm-Up: Four-Square Activity**

Have students take out a sheet of paper

Fold the paper into four squares

In the upper left-hand square, have students draw a picture of that represents their understanding of some part of the text

In the upper right-hand corner, have students write an explanation of their drawing using language they use to talk to a friend

In the lower left-hand corner, have students analyze their drawing by using language they would use when turning something into a teacher

In the lower right-hand corner they write a found poem from the text

15 minutes: Have students **discuss their four-square activity** in small groups

1. What did you put in each corner and why?

30 minutes: **Watch clip** of *Guilty by Suspicion*. Have Compare/Contrast Movie Sheet-John Proctor and Robert DeNiro

15 minutes: **Play Tom Petty's *I Won't Back Down***. (appendix I)

Discussion Questions

1. Rephrase what the singer is saying in this song?

2. What time in your life have you had to stand your ground?

Homework: Have students bring in a song with a prepared written explanation on what it says about societal or personal responsibility

Daily Lesson Plan Day 10 (Friday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Student should have their songs

3 minutes: **Housekeeping/Attendance**

15 minutes: **Warm-Up: SSR** (required)

30 minutes: Ask students to **present their songs** and what position it conveys about responsibility

17 minutes: **Read Wikipedia Definition/Herd Mentality** (appendix J)

Discussion

Lottery, Crucible, and Herd Mentality-Similarities?

Differences? Present-Day examples?

Which is more important social or personal responsibility?

25 minutes: **Finish movie *Guilty by Suspicion***. Have Compare/Contrast Movie Sheet-John Proctor and Robert DeNiro

Daily Lesson Plan Day 11 (Monday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: All text reading is complete

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-up:** Complete a word web brainstorming your ideas/reactions to the following statement-

To whom is John Proctor ultimately responsible?

30 Minutes: **Discussion/Small group** (appendix k)

- 1) How are the Salem Witch Trials and Communism related?
- 2) How are Communism and conformity related?
- 3) How are conformity and responsibility related?
- 4) How are responsibility and heroes related?
- 5) Is John Proctor a hero? David?

45 minutes: Create the **Extended Definition** of responsibility individually-handouts

Homework: Finish Extended Definition

Daily Lesson Plan Day 12 (Tuesday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Word Web & KWL chart

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-up:** Read and discuss a model of a good, convincing essay?

Have students fill in the L section of the **KWL chart**

10 minutes: **Discuss Study Guide:**

- Create Titles for each section
- Write a Summary of each section
- Describe the function of the character's in each scene
- Most important Conflict and why
- Most important quote and why

5 minutes: Pass out **Goal and Rubric** for Take a Stand Essay

60 minutes: Allow student's time to work on **Study Guide**

Homework: Work on Study Guide

Daily Lesson Plan Day 13 (Wednesday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Pre-writing materials

3 minutes: **Housekeeping/Attendance**

22 minutes: **Warm-up:** Make any changes to your Body Biographies

15 minutes: **Pre-writing-assertions**

20 minutes: Pair with someone of the other opinion to develop ways to provide **counterarguments**

30 minutes: **Writing Workshop**

Homework: Rough Drafts finished

Daily Lesson Plan Day 14 (Thursday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Essays-Rough drafts

3 minutes: **Housekeeping/Attendance**

12 minutes: **Warm-up**: Read and Revise based on teacher comments

30 minutes: Using the rubric, ask students to **peer-edit** another student's paper (appendix l)

45 minutes: Conduct 2-3 minutes **mini-conferences** with each student.

Homework: Work on Essay

Daily Lesson Plan Day 15 (Friday)

America at War with Itself: Social versus Personal Responsibility

Prerequisites: Essays

3 minutes: **Housekeeping/Attendance**

15 minutes: **Warm-up**: SSR

12 minutes: Discuss this unit's place inside the movement of **Realism/Naturalism**

-What's the role of truth in the play?

-Who and how were they victims of their environment?

45 minutes: **Continue Writing Workshop**

15 minutes: Bridge to **Modernism**-Salvador Dali's Painting-Persistence of Memory (appendix m)

Appendices

Appendix A
Introductory Activity
Social versus Personal Responsibility
Hybrid between Opinionnaire and Scenario: Opinionario

Do not write your name

Do you think responsibility is black and white? Or does it depend? What does it depend on? Do you practice what you preach? What has influenced you to think this way? Can you defend your position with the law? Do you agree with any governing laws that apply to these scenarios?

You will flip a coin to decide whether your answer is what you truly believe or the opposite of what you believe. Heads=truth/Tails=opposite of what you believe. Please express whichever opinion in full sentences about the following controversial scenarios:

1) You run an orphanage and have had a hard time making ends meet. A car dealership offers you a new van worth \$15,000 free if you will falsely report to the government that the dealership donated a van worth \$30,000. Do you take the offer? Why or why not?

2) You are shopping with your brother and you notice him take a pack of gum and put it in his pocket. What do you do? Next time it's a wallet, now what do you do?

3) You are waiting with a few other people to board a bus. The bus pulls up and before you can board the driver gets out and goes into the convenience store to get a coffee. You are the last to get on the bus. Why do you or don't you pay your fare?

4) You are a teacher and you are grading your final exams for the semester. One ordinarily good student earns a 50% and fails the course as a result. Your policy states that in order to pass, a student must receive 60% or above. However, you know this particular student is having trouble

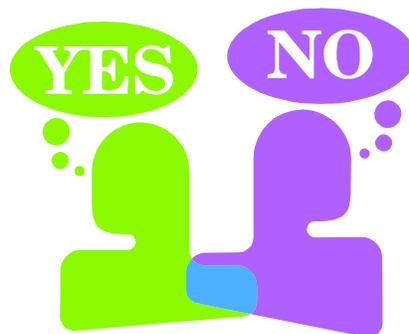
at home. Why do you or don't you give him the failing grade or pass him anyway, claiming extenuating circumstances?

5) Now for a government dilemma. A small country in the Balkan region of Europe is engulfed in civil war. The two sides of the war fall along religious lines. As President of the United States, you have to decide what the United States is going to do in this ordeal. Should the U.S. stay out of the war completely considering the warring peoples are in a sovereign nation and should be able to determine their own fate? Or, should the U.S. send troops to try and restore peace considering the violent nature of the fighting and the fact that the leaders of both sides have been known to lean toward religious genocide?

6) If you found \$100 in a paper bag at a football game. Would you hand it to a teacher or adult or keep it?

7) Your friend and her boyfriend are having an argument in the parking lot of the movie theater. He pushes her up against the car and pins her there as he yells at her. Why do you or don't you use physical violence in order to get him to stop using physical violence?

8) You are leaving a grocery store, have made it to your care, and you notice that the cashier forgot to ring up the coke on the bottom of the cart. What do you do?



Appendix B



In your Small groups please discuss the following:

1. What scenarios do you and your group members agree on? Disagree on?
2. Why do you think a disagreement exists, if it does?

Appendix C

K What I KNOW	W What I WANT to Know	L What I LEARNED

K	W	L
___ 1. ___ 2. ___ 3. ___ 4. ___ 5.	___ 1. ___ 2. ___ 3. ___ 4. ___ 5.	<p>After reading the text and "learning" the material, go back to the "K" column and see if any of your prior knowledge was inaccurate. Check any of them that are inaccurate, according to the text. Rewrite any of your statements that were inaccurate so they are correct.</p> <p>Then go to the "W" column and check any of your questions that the text did not answer. Be prepared to bring these unanswered questions up in class, or tell how you will find answers to them and where you will look to get the answers.</p>

Name _____

Character Tree Activity

Please create a graphic organizer that helps you keep track of character relations-familial, romantic, friendship etc. Graphic organizers may come in many formats: webs, charts, diagrams, lists. The purpose of this activity is to organize characters according to a theme. No correct way exists-it should make sense to you.



In your small groups, please discuss the following:

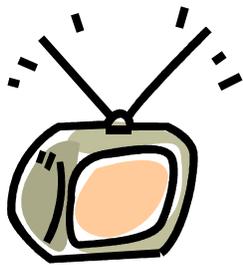


- 1) Why did you organize the characters like you did?
- 2) Which characters are groups together? Why? Are they alike? How so?
- 3) Which character do you BEST identify with?

Compare & Contrast Movie Sheet

Robert DeNiro

John Proctor



Body Biography Assignment

You will create a visual and written portrait illustrating several aspects of John Proctor's life within the literary work-begin by drawing the outline of the body. Your portrait must contain: A review of the work's events, visual symbols, an original text, the most important quotes relating to your character.

Suggestions:

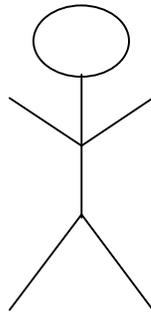
Placement - Carefully choose the placement of your text and artwork. For example, the area where your character's heart would be might be appropriate for illustrating the important relationships within his/her life. The hands might refer to actions or accomplishments of the character

Spine - Actors often discuss a character's "spine." This is his/her objective within the work. What is the most important goal for your character? What drives his/her thought and actions? The answers to these questions are his/her "spine." How can you illustrate it?

Virtues and Vices - What are your character's most admirable qualities? His/her worst? How can you make us visualize them?

Color - Colors are often symbolic. What color(s) do you most associate with your character? Why? How can you effectively weave these colors into your presentation?

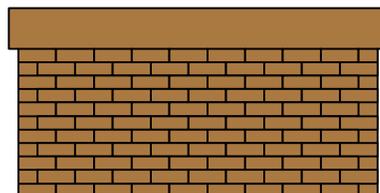
Symbols - What objects can you associate with your character that illustrates his/her essence? Are their objectives mentioned within the work itself that you could use? If not, choose objects that especially seem to correspond with the character.



We will be revisiting these body biographies after we have read the play in which you will do the following.

Changes - How has your character changed within the work? Trace these changes within your text and/or artwork.

Appendix I



Tom Petty - I Won't Back Down Lyrics

Well I won't back down, no I won't back down
you could stand me up at the gates of hell
but I won't back down

Gonna stand my ground, won't be turned around
and I'll keep this world from draggin' me down
gonna stand my ground and I won't back down

Chorus

Hey baby, there ain't no easy way out
hey I will stand my ground
and I won't back down

Well I know what's right, I got just one life
in a world that keeps on pushin' me around
but I'll stand my ground and I won't back down

Hey baby there ain't no easy way out
hey I will stand my ground
and I won't back down
No, I won't back down

Herd mentality describes how people are influenced by their peers to adopt certain behaviors, follow trends, and/or purchase items. Examples of the herd mentality include the early adopters of high technology products such as cell phones and iPods, as well as stock market trends, fashions in apparel, cars, home décor, etc. Social psychologists study the related topics of group intelligence, crowd wisdom, and decentralized decision making.

People in these herds are broken up into two of them, explains Nietzsche, who was a philosopher who coined this phrase, one was more to the religious points of views- how their religion was, and how they allowed it to rule their lives- and the other was more to the media side of the spectrum- they were more liberal and more based upon what the media says is right- following trends, following the "herd".

The term herd mentality is derived from the word “herd,” meaning group of animals, and “mentality,” implying a certain frame of mind. However the most succinct definition would be: how large numbers of people act in the same ways at the same times.

Herd mentality and herd behavior have been prevalent descriptors for human behavior since people began to form tribes, migrate in groups, and perform cooperative marketing and agricultural functions. The idea of a "group mind" or "mob behavior" was first put forward by 19th century French social psychologists Gabriel Tarde and Gustav Le Bon. Herd behavior in human societies has also been studied by Sigmund Freud and Wilfred Trotter, whose book *Herd Instincts in Peace and War* is a classic in the field of social psychology. Sociologist and Economist Thorstein Veblen's *Theory of the Leisure Class* illustrates how individuals imitate other group members of higher social status in their consumer behavior. More recently, Malcolm Gladwell in *The Tipping Point*, examines how cultural, social, and economic factors converge to create trends in consumer behavior. In 2004, the New Yorker's financial columnist James Surowiecki published, *The Wisdom of Crowds*.

Twenty-first century academic fields such as marketing and behavioral finance attempt to identify and predict the rational and irrational behavior of investors. (See the work of Daniel Kahneman, Robert Shiller, Vernon Smith, and Amos Tversky.) Driven by emotional reactions such as greed and fear, investors can be seen to join in frenetic purchasing and sales of stocks, creating bubbles and crashes.

http://en.wikipedia.org/wiki/Herd_mentality

Appendix K

In your small groups, please discuss the following:

1) How are the Salem Witch Trials and Communism related?

2) How are Communism and conformity related?

3) How are conformity and responsibility related?

4) How are responsibility and heroes related?

5) Is John Proctor a hero? David?



Appendix L

Peer-Edit Guidelines



1) Read your peer's rough draft AND as you read please make all positive comments

STOP

2) Read your peer's rough draft again and as you read make all constructively critical comments

STOP

3) Write a 3-5 sentence summary of the paper's best quality and the quality that needs the most work.

Salvador Dali's Persistence of Memory

