

# The Crucible

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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Read and analyze *The Crucible* as an allegory of the Red Scare. Through the identification of literary devices and a comparison of historical time periods students will recognize that history repeats itself and that people throughout time are inherently the same.

## Transfer

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Students will be able to independently use their learning to...

- Understand the historical context of the play and relate to other texts
- Identify allegory.
- Identify elements of a drama.
- Recognize the effects of mass hysteria and empathize with others.
- Identify elements of a tragedy.

## Meaning

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## Understandings

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Students will understand...

- how world events can shape an author's writing purpose.
- the effect mass hysteria can have on a community.
- the author's purpose of making people aware of social injustice

## Essential Questions

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Students will keep considering...

- How does connecting literature to current events enhance our understanding of contemporary society?
- How can character analysis lead to an understanding of theme?
- How does the historical context effect a character's motivation and the overall plot of the play?
- What effects can mass hysteria have on a community?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Historical context of novel
- Plot details
- Character development
- Themes
- Allegory
- Tragic elements

### **Students will be skilled at...**

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements

## **Academic Vocabulary**

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- Allegory
- Allusion
- Antecedent Action

- Communism
- Drama
- Exposition
- Hysteria
- McCarthyism
- Present Action
- Red Scare
- Tragedy
- Tragic Flaw
- Tragic Hero
- Tragic Realization

## **Learning Goal**

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Students will distinguish what is directly stated from what is really meant and analyze how the style and content of the drama are effective in communicating allegory.

## **Learning Goal 2**

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Students will analyze multiple interpretations of a drama evaluating how each version interprets the source text.

## **Objective 2--(Level of Difficult 2y)**

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SWBAT:

Identify and describe major characters and literary elements (setting, mood, tone, style, and dialect) of the play.

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|---------------|---|
| LA.RL.11-12.1 | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  |
| LA.RL.11-12.3 | Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).   |
| LA.RL.11-12.5 | Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| LA.RL.11-12.6 | Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   |

## **Objective 3--(Level of Difficulty 2)**

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SWBAT:

Define unknown vocabulary words from text.

LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## **Objective 4--(Level of Difficulty- 2, 3)**

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SWBAT:

Identify and discuss plot development and major themes in the text.

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

## **Summative Assessment**

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- Essay(s)
- Project(s)
- Test(s)

## 21st Century Life and Careers

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CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## Formative Assessment and Performance Opportunities

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- Class discussion and individual responses
- Comprehension questions

- Do Now/ Exit Ticket
- Homework
- Journal entries/free writes
- Quizzes
- Reading Checks
- Teacher observation

## **Accomodations/ Modifications**

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- Crucible Choice Project
- Databases
- Historical photos/ news stories
- The Salem Times
- Video/Audio

## **Interdisciplinary Connections**

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- Cold War
- Communism
- McCarthyism
- Puritanism
- Social Class and Structure
- The Red Scare
- Theocracy vs. Democracy vs. Autocracy
- Witchcraft

SOC.6.1.12.1	Colonization and Settlement (1585-1763)
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

SOC.6.1.12.CS12	Postwar United States: Cold War: Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.
SOC.6.2.12.A.5.a	Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, conflicts in the Middle East).
SOC.6.2.12.B.5.b	Analyze the reasons for the Cold War and the collapse of the Soviet Union, and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

## Unit Resources

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- Audio
- Biographical/ Historical handouts
- Literary notes
- Video