

# Honors: The Crucible

Content Area: **English Language Arts**  
Course(s): **Generic Course, Language Arts Literacy III Honors**  
Time Period: **2 weeks**  
Length: **2 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 collective fear affect the group or individuals?
- Is hypocrisy a natural human flaw?
- Does history repeat itself?
- Can a work of art bring about change in the world?

## **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
- Parts of a Play

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

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Students will be skilled at...

- Reading with fluency and comprehension
- Identifying and examining literary elements
- Comparing and contrasting historical time periods
- Relating a literary work to the prevailing views of its time

## **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

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### **Learning Goal**

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.

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### **Learning Goal 2**

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

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### **Objective 1--(Level of Difficulty 1)**

SWBAT:

Read about and discuss biographical information about Arthur Miller and compare/contrast the Red Scare and the Salem Witch Trials.

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.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-

century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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.

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

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SWBAT:

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

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.L.11-12.2.B

Spell correctly.

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).

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.)

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

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SWBAT:

Identify and discuss how the parts of a play are used to emphasize plot development, character motivation and

conflict.

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).

## **Summative Assessment**

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

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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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- Current events
- Databases
- Historical photos/ news stories
- Video/Audio

## Interdisciplinary Connections

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- Cold war
- Communism
- History of Witchcraft
- McCarthyism
- Puritanism
- Social Class and Structure
- The Red Scare
- Types of Government

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.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.D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
SOC.6.2.12.B.2.a	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.

## Unit Resources

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- [Background Information](#)
- [Fear and Paranoia](#)
- [Newsela Articles](#)

- [Teaching the play with The New York Times](#)
- [Resources](#)
- [Teacher's Guide](#)
- [Unit Plan](#)

- [Audio](#)
- [Biographical/ Historical handouts](#)
- [Literary notes](#)
- [Video](#)