Teaching history to deaf students

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Recommended Citation
MSSE Master's Project

Submitted to the Faculty
Of the Master of Science Program in Secondary Education
Of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By
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(Student Signature)

In Partial Fulfillment of the Requirements
For the Degree of Master of Science

Rochester, New York

(Date)

Approved: ____________________________
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ABSTRACT

I have developed a curriculum based on the Salem Witch Trials incorporating the usage of "The Crucible" play written by Arthur Miller. Along with that concept, the topic of communism and Senator Joseph McCarthy will be discussed. Within this curriculum, students will be exposed to activities such as participating in class discussions, role-playing, designing a newspaper, conducting research, and writing a final paper by following the compare/contrast concept. This curriculum is expected to take a month to conduct and the students will be able to learn about how two time periods are similar to one another but yet different.
PROJECT OVERVIEW

This curriculum will consist of a detailed unit plan describing the events that will take place throughout a one-month period. My English class will meet 5 times a week, Monday through Friday, for ninety (90) minutes. We will start off with a brief introduction and history of the Salem Witch trials, then the students will be introduced to “The Crucible.” A brief biography of Arthur Miller will be discussed then students will choose a part in the play. For a week, we will be reading the play and do some role-playing to help the students visualize better. We will be focusing on understanding the play, the author’s purpose of writing the play, and the elements of fiction. Handouts and notes will be handed out to the students to help them with their comprehension skills. We will have two short quizzes throughout the play. After the play is done, then we will be discussing the Communism and McCarthy era. The students will compare and contrast the two eras: Salem Witch trials and Communism. Their writing skills will also be put to use by writing several short pieces and parental involvement will be a factor as well. The students will be encouraged to talk with their parents about the Communism era and discuss what their parents have heard. The discussion will be written in the students’ journals and be discussed during class. The students will have a final research paper and the topic will be either compare and contrast John Proctor (from “The Crucible”) and Joseph McCarthy (anti-Communist), or compare and contrast the two given time periods.
IMPORTANCE OF PROJECT

Teaching history to Deaf students is crucial because it is believed that past events are the cause of present events. Studies have showed that Deaf students tend to be left out at the dinner table, lost in conversations that are going back and forth between family members. It is essential that parents include Deaf family members in conversations about everyday events, reminiscing, and discuss any knowledge they may have about various topics. Unfortunately, some parents do not use sign language to communicate with their deaf children and that causes these children to be left behind to use school as their only escape to learn new information. Teaching Deaf students how to read and write is one of the most important aspects of the academic setting. This unit will help students read a well-known play to expand their knowledge of various genre and they will be able to analyze the play that Arthur Miller wrote by discussing the seven elements of fiction. After reading and analyzing "The Crucible" the students will be able to discuss what they know about the McCarthy and Communism era, and compare/contrast that era with the Salem Witch trials. A final research project will allow the students use their new and previous knowledge to write a paper about characters from the play or write a compare/contrast piece about the two different time periods. By doing this, the students will be allowed to go through the proper writing process of prewriting, drafting, revising, editing, and publishing. This unit will allow the deaf students to understand why English-Language Arts is an important subject in school, and
how they can make it more interesting by implementing History within a least-liked subject.

On the other hand, the Deaf community is full of gossip and secrets just like any other communities. Learning about the Salem Witch trials and the McCarthyism era will help the students understand the pain and deception that people go through when secrets are being shared. Gossip is known to ruin people and may cause deaths, and it is important for deaf students to realize how severe this issue is and they will learn how to avoid being in that situation.
REVIEW OF LITERATURE

Language is a factor that we use in our everyday lives on a regular basis. We, as individuals in society, cannot live without language, hence vocabulary, grammar, and reading. English is one of the subjects that include these factors in our schools. It is common knowledge that Deaf students have difficulty in the vocabulary and reading areas. Research has been conducted by studying Deaf students and their reading, writing, and comprehension skills, and seeing what problems are presented. This topic, language issues, is very important in today's society because we use it daily. The two main questions we may see in several articles asks us how well are deaf and hard of hearing students in the various school programs acquiring English language literacy, the most widely studied academic competency; and does anyone doubt that the most pressing problem facing schools today is the need to increase the English literacy skills of students who are deaf and hard of hearing?

In one study by R. A. Knuth and B. F. Jones (1991), it is announced that the essence of learning is linking new information to prior knowledge about the topic, the text structure or genre, and strategies for learning. Reading and writing are integrally related; they both have many characteristics in common. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance. How well a reader constructs meaning depends on their megacognition, the reader's ability to think about and control the learning process. Knuth et al. (1991) claims that the characteristics of poor readers
include not thinking strategically about how to read something or solve a problem, not having an accurate sense of when they have good comprehension readiness for assessment, seeing success and failure as the result of luck or teacher bias, and have relatively low self-esteem. The characteristics of successful readers include understanding that they must take responsibility for construction meaning using their prior knowledge, developing a variety of reading strategies, organizational patterns, and genre. These students are usually good strategy users who plan their comprehension and they have strategies for what to do when they do not know what to do. Their self-confidence helps them to be effective learners and see success as the result of hard work and efficient thinking. Lastly, it is crucial for schools, parents, and the community members to be involved with reading and their students. There are various materials to develop a rich learning environment for everyone, and the students can develop self-confidence if they see others succeed in the same area they are.

A research by Marschark, Lang, and Albertini (2002) shows that recent methods for teaching, assessing, and evaluating the literacy skills of deaf students have focused on understanding students’ skills and having them understand the processes of reading and writing in the larger context of their lives. Literacy instruction that includes this perspective appears to have a better chance to motivate students to achieve and yield more valid assessments of their abilities. Early exposure to reading and writing in the home, the availability of fluent role models, and access to well-written materials also provide a natural context for
literacy and appear to have advantages over the use of simplified and artificial materials. Educators and parents need to look for a balance between the requirement of effective early communication skills, achieved through sign language, and the requirement of English skills needed for academic success.

According to the article, “Teaching Writing: From Practice to Performance,” a successful writing program includes the following: opportunities to write, focus on the developmental sequence, use of small-group techniques, modeling, and focus on syntax. It is important for students to understand the writing process. The six stages for building a writing piece include beginning, visualizing, gathering, constructing, finishing, and presenting. These steps help the students to go through the writing process smoothly and more effectively. The students are able to go through a step one at a time and take their time with each step throughout the process. In order to implement writing skills with the students, teachers are encouraged to have them write in a journal bi-weekly because “writing makes perfect” and shows students their areas of improvement as time progresses.

A good literacy program consists of nine major components: reading to children, dialogue journals, independent reading, guided reading and writing, shared reading and writing, other journals and logs, research reading and writing, language experience, and writing workshop. Deaf and hard of hearing students employ many types of communication modes, and these literacy practices can and should be used by all students, regardless of their communication
preferences (Fernandes, 1999). Unfortunately, some schools only allow fifteen minutes for students to engage in reading and writing tasks. How can we expect our students to do homework if we don't give them all the skills to do so?

To sum up the whole concept of how deaf students should be working on their reading and writing skills: teachers cannot expect deaf students to perform well at reading and writing tasks if they do not give them opportunities to be engaged in cognitively challenged situations. Teaching students to understand the concept of reading and writing would help them understand English at a greater level. To answer the research questions presented earlier we, as professionals, need to focus on our students' skills and help them improve their strengths and weaknesses in order to be successful in their future. Yes, some students will say that they will never read anything again after they exit high school but in reality, words and language is everywhere we go: on billboards, in magazines, on menus, so forth. We need to encourage deaf students to embrace the literacy sense and use their skills whenever necessary.
PROJECT OBJECTIVES

According to the New York State Standards for Grade 11, the students should be able to demonstrate these performance indicators:

The grade-specific performance indicators that grade 11 students demonstrate as they learn to read include:

**Standard 1:** Students will read, write, listen, and speak for information and understanding.
- Locate and use school, public, and academic library resources for information and research
- Read and follow written directions and procedures to solve problems and accomplish tasks
  - use workplace documents and technical manuals
- Identify and evaluate the reliability and validity of informational sources
- Check the consistency of hypothesis with given information and assumption
- Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large

**Standard 2:** Students will read, write, listen, and speak for literary response and expression.
- Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres
  - build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
  - monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension
- Read literary criticism to increase comprehension and appreciation of literary texts
  - use a variety of written responses, such as double-entry journals and reading logs, to integrate new concepts with existing knowledge
- Compare a film, video, or stage version of a literary work with the written version
- Read literary texts aloud to convey an interpretation of the work
- Interpret multiple levels of meaning and subtleties in text
  - engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations
Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
- Form opinions and make judgments about the validity of interpretive texts
- Analyze and evaluate nonfiction
  - identify text structure, using supports such as graphic organizers
  - preview a text (e.g., in order to build a schema), noticing structural markers, such as headings and subheadings
  - identify the particular kinds of language used in particular texts
- Analyze and evaluate fiction, including the effect of diction and figurative language
  - use a variety of written responses, such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological
- Select, reject, and reconcile ideas and information in light of biases
- Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis

Standard 4: Students will read, write, listen, and speak for social interaction.
- Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts
- Consider the age, gender, social position, and cultural traditions of the writer
- Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication

The grade-specific performance indicators that grade 11 students demonstrate as they learn to write include:
Standard 1: Students will read, write, listen, and speak for information and understanding.
- Use both primary and secondary sources of information for research
- Analyze and integrate data, facts, and ideas to communicate information
- Define the meaning of and understand the consequences of plagiarism; investigate electronic safeguards
- Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information
- Maintain a portfolio that includes informational writing

Standard 2: Students will read, write, listen, and speak for literary response and expression.
- Write original literary texts
  - create social, historical, and/or cultural context
  - create multiple levels of meaning
- Write interpretive and responsive essays of approximately three to five pages to
  - express judgments and support them through references to the text, using direct quotations and paraphrase
- explain how the author's use of literary devices affects meaning
- examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances
- compare and contrast the treatment of literary elements in different genres and by more than one author
- use literary criticism to expand personal analysis of the literary text
- engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights
  - Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts
  - Maintain a portfolio that includes literary, interpretive, and responsive writing

**Standard 3:** Students will read, write, listen, and speak for critical analysis and evaluation.
- Develop critiques from more than one perspective, such as historical, cultural, and social
- Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience
- Use strategies designed to influence or persuade in writing speeches, editorials, and advertisements
- Use telecommunication to participate in Listserv discussion groups
- Maintain a writing portfolio that includes writing for critical analysis and evaluation

**Standard 4:** Students will read, write, listen, and speak for social interaction.
- Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with writing partner(s)
- Respect age, gender, and cultural traditions of the recipient

The grade-specific performance indicators that grade 11 students demonstrate as they learn to listen include:

**Standard 1:** Students will read, write, listen, and speak for information and understanding.
- Interpret and analyze information from media presentations, such as documentary films, news broadcasts, and taped interviews
- Anticipate the speaker's points and assess their validity
- Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas
- Recognize appropriate voice, tone, diction, and syntax

**Standard 2:** Students will read, write, listen, and speak for literary response and expression.
- Interpret and respond to texts from a variety of genres, authors, and subjects
- Respond to authors' reading and discussing their works
- Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text
• Identify how format and language are used in presentations to communicate the author's message and evoke a response
• Recognize how presentation style affects the emotional response of listeners
• Listen to comprehend, interpret, and respond to texts and performances, such as reviews and critiques of literary texts

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
• Determine points of view, clarify positions, make judgments, and form opinions
• Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations
• Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion
• Recognize the use of protocols and traditional practices in interviewing and other forms of speaking
• Evaluate the impact of the medium on the message

Standard 4: Students will read, write, listen, and speak for social interaction.
• Participate as a listener in social conversation with one or more people who are friends or acquaintances
• Respect the age, gender, social position, and cultural traditions of the speaker
• Listen for multiple levels of meaning, articulated and unspoken
• Encourage the speaker with appropriate facial expressions and gestures
• Withhold judgment
• Appreciate the speaker's uniqueness

The grade-specific performance indicators that grade 11 students demonstrate as they learn to speak include:

Standard 1: Students will read, write, listen, and speak for information and understanding.
• Prepare and give presentations to a variety of audiences on a range of informational topics
• Use figures of speech, such as similes and metaphors, to make new ideas and complex information clearer to listeners
• Anticipate and respond to the listener's points of view
• Give directions and explain complex processes
• Ask and respond to probing and challenging questions to acquire information

Standard 2: Students will read, write, listen, and speak for literary response and expression.
• Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
• Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements
• Articulate personal opinions to clarify stated positions, persuade or influence groups, or state preferences about topics
• Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments
• Modify content and presentation strategies on the basis of audience response during presentation
• Respond to constructive criticism
• Use visuals and technology to enhance presentation

**Standard 4:** Students will read, write, listen, and speak for social interaction.
• Speak informally with familiar and unfamiliar people, individually and in group settings
• Respect the age, gender, social position, and cultural traditions of the listener
• Use social communication in workplace settings to foster trust and build goodwill
• Respond respectfully
UNIT PLAN

Subject Area:
English

Title:
Salem Witch Trials of 1692 and Communism of 1950

Book Information:

Setting:
Residential school for the Deaf

Grade Level:
High School: 11th grade

Duration:
Monday through Friday for 4 consecutive weeks.
1 and half hour (90 minutes) per class.
Total of 20 classes.

Lesson Plans:
Week of Monday, October 3 – Friday, October 7, 2005

Objectives:
- Read, view, and interpret/analyze texts, information, and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres
- Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives
- Read literary texts aloud to convey an interpretation of the work
- Engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning
- Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective
- Share reading experiences with a peer or adult; for example, read together silently or aloud and discuss reactions to texts
- Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas (play and movie)
- Respond to authors' reading and discussing their works; class discussions
- Recognize and respond to historical and contemporary social, political, and cultural conditions in presentation of literary text

Materials:
- 8 copies of class notes on Salem Witch Trials
- 8 copies of class notes on Arthur Miller
- 8 copies of "Why We Read" handouts
- 8 copies of "The Crucible"
- 3 dry erase markers for white board: black, blue, green
- 8 copies of Act 1-4 Summaries
- VHS/DVD player
- "The Crucible" movie

Assessment:
- I will be able to see whether or not the students read the play by looking at the class discussions; their role-playing and their comments during discussions will reflect their reading comprehension skills and conceptual skills
- I will be able to look at students' comprehension of Salem Witch Trials by engage in discussions about the play and comparing it with students' knowledge of the real events that took place during 1692
- I will be able to see how students are able to synthesize the play and the movie by watching their discussion after viewing the play
- I will be able to see how students recognize the historical and social issues (gossip, mass hysteria, etc) within the play and movie

Procedure:
Monday –
- Introduce a new unit, Salem Witch Trials and Communism
- Give a lecture on Salem Witch Trials, will give students notes but expect them to take additional notes on the margins
- Give a brief lecture on "Why We Read" and give them handouts
- Introduce the play, "The Crucible" and give a brief background on Arthur Miller, class notes will be handed out
- Ask students to volunteer for parts in the play – Tituba, Parris, Abigail, Susanna, Mrs. Putnam, Putnam, Mercy, Mary Warren, Betty, Proctor, Rebecca, Giles, and Hale. Write the characters' names on the board and write the student's name next to each character, and write "SAVE" next to the list
- Begin reading Act One and acting out the lines
- Homework: finish Act One

Tuesday –
- Ask if students has any questions about Act One
- Assign more roles (in additional to those who already have roles from Act One) – Elizabeth, Francis, Cheever, and Herrick –add these names to the character list
- on the board and add student's name next to each character
- Begin reading Act Two and acting out lines
- Homework: finish Act Two

**Wednesday** –
- Ask if students has any questions about Act Two
- Assign more roles (in additional to those who already have roles from Act One and Two) – Hathorne, Martha Corey, Danforth – add these names to the character list on the board and add student’s name next to each character
- Begin reading Act Three and acting out lines
- Homework: finish Act Three

**Thursday** –
- Ask if students has any questions about Act Three
- Assign more roles (in additional to those who already have roles from Act One, Two, and Three) – Sarah Good, Hopkins – add these names to the character list on the board and add student’s name next to each character
- Begin reading Act Four and acting out lines
- Homework: finish Act Four

**Friday** –
- Ask if students has any questions about Act Four
- Watch the movie, “The Crucible
- Review for quiz
- Homework: study class notes and summary notes for Quiz on Monday
Week of Monday, October 10 – Friday, October 14, 2005

Objectives:
- Read and follow written directions and procedures to solve problems and accomplish tasks
- Locate and use school, public, and academic library resources for information and research
- Analyze and integrate data, facts, and ideas to communicate information
- Examine development and impact of literary elements, such as character (protagonist and antagonist), action (conflict, intrigue, suspense, and climax), and setting (locale and time period), in literary texts and performances

Materials:
- 3 dry erase markers for white board: black, blue, green
- 8 copies of "The Crucible" Quiz
- 8 copies of Literary Elements handout
- 8 copies of "The Crucible" Literary Elements worksheet
- 8 copies of Directions for Newspaper handouts
- 8 copies of "The Crucible" Literary Elements Quiz

Assessment:
- I will be able to see if the students understood the class discussions and the play based on their results on the quiz
- I will see if the students are able to follow directions by looking at their worksheets, newspaper articles, and the layout of the newspaper itself
- I will be able to see whether or not the students understand Literary Elements and how they are part of "The Crucible" by looking at their worksheets and their quizzes

Procedure:

**Monday**
- Ask students if they have any questions before taking the quiz
- Have the students take "The Crucible" Quiz
- Finish movie if needed
- Start lecture and class discussion on Literary Elements: Character (focus mostly on John Proctor), Plot, Setting, and Tone
- Homework: None

**Tuesday**
- Continue lecture and class discussion of Literary Elements: Style, Point of View, and Theme (focus mostly on guilt and power)
- Pass out "The Crucible" Literary Elements worksheet and go over it with the students
- Homework: finish the worksheet

**Wednesday**
- Collect students' "The Crucible" Literary Elements worksheets
- Introduce mini project: write a newspaper article – must include: news stories on "current events of the time period", 2 Dear Proctor letters with responses, 4 obituaries, a food column with a recipe for something from that time period, 5 want ads, a weather report including forecasts – will put all articles together and make a newspaper on Salem Witch Trials and "The Crucible" – allow students to do research on the computers
- Homework: finish your article

**Thursday**
- Collect students' newspaper articles
- Proofread their articles while students read for DEAR (Drop Everything And Read)
- Pass back their articles and have them edit it for final draft
- Collect final drafts and ask them for ideas for layout designs
- Review Literary Elements for quiz tomorrow
- Homework: study for Literary Elements Quiz

**Friday**
- Ask students if they have any questions before taking the quiz
• Have students take "The Crucible" Literary Elements Quiz
• Work on putting the newspaper together
Week of Monday, October 17 – Friday, October 21, 2005

Objectives:
- Recognize and analyze the relevance of literature to contemporary and/or personal events and situations
- Analyze and integrate data, facts, and ideas to communicate information
- Determine points of view, clarify positions, make judgments, and form opinions
- Read and follow written directions and procedures to solve problems and accomplish tasks

Materials:
- 3 dry erase markers for white board: black, blue, green
- 8 copies of class notes on communism and Senator McCarthy
- 8 copies of Hollywood Hit List handouts
- 8 copies of Directions for Wanted poster
- Index cards for Jeopardy Questions
- Note cards with Jeopardy categories and costs
- 8 copies of Directions for Letter to McCarthy
- 8 copies of Compare/Contrast worksheets

Assessment:
- I will be able to see whether or not the students are able to make the connection between "The Crucible" and communism/McCarthyism era by looking at the class discussions and their opinions they present
- I will be able to see if the students are able to follow directions by looking at their worksheets, Wanted posters, and letters to Senator McCarthy
- I will be able to see if the students understand the whole unit by looking at their questions and answers during the Jeopardy game

Procedure:
Monday –
- NO SCHOOL (Columbus Day)

Tuesday –
- Introduce this week's topic: Communism and McCarthyism – this is related with "The Crucible" and be sure to emphasize throughout the lecture the ties between McCarthyism and "The Crucible"
- Give a brief lecture on Communism and Senator Joseph McCarthy – and give class notes handouts at the end
- Have students do a brief research on the computers in pairs on Communism, Senator McCarthy, and McCarthyism
- Share with class what they learned from their researches
- Homework: none

Wednesday –
- Give students the "Hollywood Hit List" of people who McCarthy believed followed the Communism method – have students draw a "Wanted" poster for various individuals
- Put the posters on the wall of the classroom
- Have students come up with several questions to be used in the Jeopardy game – questions can be about "The Crucible", Communism, and McCarthyism
- Begin playing Jeopardy
- Homework: none

Thursday –
- Continue playing Jeopardy
- Have students write a letter to Senator McCarthy with comments and questions about Communism, and what they have learned about that time period – students can work in teams of 2 or 3
- Share letters with the class
- Homework: none

Friday –
- Introduce next week's assignment – a research paper and the students have 2 options to choose from – compare/contrast John Proctor and Joseph McCarthy or
compare/contrast 1692 and 1950 time periods

- Ask students which option they want to work with then divide class in two sections
- Pass out the Compare and Contrast worksheets and have both sections work as a team – I will walk around and help if needed
- Have both sections share with one another what they have come up with
- Homework: none
Week of Monday, October 24 – Friday, October 28, 2005

Objectives:
- Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large
- Read and follow written directions and procedures to solve problems and accomplish tasks
- Use a range of organizational strategies, such as clustering, webbing, and mapping, to present information
- Engage in a variety of prewriting experiences, such as using a variety of visual representations, to express interpretations, feelings, and new insights
- Anticipate and respond to the listener's points of view
- Use devices such as voice, tone, volume, pitch, rate, body language, rhyme, rhythm, and repetition to create an emotional or aesthetic response
- Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements
- Present reasons, examples, and details from sources such as reviews of books, plays, and interviews to defend opinions and judgments
- Use visuals and technology to enhance presentation

Materials:
- 8 copies of Directions for Compare/Contrast Final Paper
- 8 copies of Directions for Final Presentation
- 8 copies of Final Paper Rubric
- 8 copies of Final Presentation Rubric

Assessment:
- I will be able to see if the students understand the whole unit by looking at their brainstorming and prewriting strategies/answers
- Their organizational skills will be determined by looking at their mapping skills during the prewriting process
- The essays will show whether or not the students understand the similarities and differences between two important characters and/or time periods
- Their ability to use presentation devices will be determined through their final presentations and the viewers' reactions

Procedure:
Monday –
- Have students start their rough draft for the Compare/Contrast essay
- Walk around and see if they need any help
- Set up 1:1 conferences for tomorrow
- Homework: finish rough draft

Tuesday –
- 1:1 conferences (student with student, and student with teacher)
- Begin revising rough draft into second draft
- Homework: finish second draft

Wednesday –
- Put students in group of twos and have them revise/proofread one another's essays
- Start working on third/final draft
- Homework: none

Thursday –
- Work and finish final draft of Compare/Contrast essay
- Give students handouts of directions for final presentation
- Homework: work on presentation and finish final draft

Friday –
- Collect final drafts of Compare/Contrast essay
- Students will give 10-minute presentation on their paper
- Homework: none
REFERENCES


APPENDIX A

Salem Witch Trials notes (courtesy of University of Missouri)

From June through September of 1692, nineteen men and women, all having been convicted of witchcraft, were carted to Gallows Hill, a barren slope near Salem Village, for hanging. Another man of over eighty years was pressed to death under heavy stones for refusing to submit to a trial on witchcraft charges. Hundreds of others faced accusations of witchcraft. Dozens languished in jail for months without trials. Then, almost as soon as it had begun, the hysteria that swept through Puritan Massachusetts ended.

Sometime during February of the exceptionally cold winter of 1692, young Betty Parris became strangely ill. She dashed about, dove under furniture, contorted in pain, and complained of fever. The cause of her symptoms may have been some combination of stress, asthma, guilt, child abuse, epilepsy, and delusional psychosis, but there were other theories. Cotton Mather had recently published a popular book, "Memorable Providences," describing the suspected witchcraft of an Irish washerwoman in Boston, and Betty's behavior in some ways mirrored that of the afflicted person described in Mather's widely read and discussed book. It was easy to believe in 1692 in Salem, with an Indian war raging less than seventy miles away (and many refugees from the war in the area) that the devil was close at hand. Sudden and violent death occupied minds.

Talk of witchcraft increased when other playmates of Betty, including eleven-year-old Ann Putnam, seventeen-year-old Mercy Lewis, and Mary Walcott, began to exhibit similar unusual behavior. When his own nostrums failed to effect a cure, William Griggs, a doctor called to examine the girls, suggested that the girls' problems might have a supernatural origin. The widespread belief that witches targeted children made the doctor's diagnosis seem increasing likely.

The first three to be accused of witchcraft were Tituba, Sarah Good, and Sarah Osborn. Good was a beggar and social misfit who lived wherever someone would house her and Osborn was old, quarrelsome, and had not attended church for over a year. The Putnams brought their complaint against the three women to county magistrates Jonathan Corwin and John Hathorne, who scheduled examinations for the suspected witches for March 1, 1692 in Ingersoll's tavern. When hundreds showed up, the examinations were moved to the meeting house. At the examinations, the girls described attacks by the specters of the three women, and fell into their by then perfected pattern of contortions when in the presence of one of the suspects. Other villagers came forward to offer stories of cheese and butter mysteriously gone bad or animals born with deformities after visits by one of the suspects. The magistrates, in the common practice of the time, asked the same questions of each suspect over and over: Were they witches? Had they seen Satan? How, if they are not witches, did they explain the
contortions seemingly caused by their presence? The style and form of the questions indicates that the magistrates thought the women guilty.

The first accused witch to be brought to trial was Bridget Bishop. Almost sixty years old, owner of a house of ill repute, critical of her neighbors, and reluctant to pay her bills, Bishop was a likely candidate for an accusation of witchcraft. The fact that Thomas Newton, special prosecutor, selected Bishop for his first prosecution suggests that he believed the stronger case could be made against her than any of the other suspect witches. At Bishop's trial on June 2, 1692, a field hand testified that he saw Bishop's image stealing eggs and then saw her transform herself into a cat. Deliverance Hobbs, by then probably insane, and Mary Warren, both confessed witches, testified that Bishop was one of them. A villager named Samuel Grey told the court that Bishop visited his bed at night and tormented him. A jury of matrons assigned to examine Bishop's body reported that they found an "excrescence of flesh." Several of the afflicted girls testified that Bishop's specter afflicted them. Numerous other villagers described why they thought Bishop was responsible for various bits of bad luck that had befallen them. There was even testimony that while being transported under guard past the Salem meeting house, she looked at the building and caused a part of it to fall to the ground. Bishop's jury returned a verdict of guilty. One of the judges, Nathaniel Saltonstall, aghast at the conduct of the trial, resigned from the court. Chief Justice Stoughton signed Bishop's death warrant, and on June 10, 1692, Bishop was carted to Gallows Hill and hanged.

Persons who scoffed at accusations of witchcraft risked becoming targets of accusations themselves. One man who was openly critical of the trials paid for his skepticism with his life. John Proctor, a central figure in Arthur Miller's fictionalized account of the Salem witchhunt, The Crucible, was an opinionated tavern owner who openly denounced the witchhunt. Testifying against Proctor were Ann Putnam, Abigail Williams, Indian John (a slave of Samuel Parris who worked in a competing tavern), and eighteen-year-old Elizabeth Booth, who testified that ghosts had come to her and accused Proctor of serial murder. Proctor fought back, accusing confessed witches of lying, complaining of torture, and demanding that his trial be moved to Boston. The efforts proved futile. Proctor was hanged. His wife Elizabeth, who was also convicted of witchcraft, was spared execution because of her pregnancy (retrieved "for the belly").

One victim of the Salem witchhunt was not hanged, but rather pressed under heavy stones until his death. Such was the fate of octogenarian Giles Corey who, after spending five months in chains in a Salem jail with his also accused wife, had nothing but contempt for the proceedings. Seeing the futility of a trial and hoping that by avoiding a conviction his farm, that would otherwise go the state, might go to his two sons-in-law, Corey refused to stand for trial. The penalty for such a refusal was peine et fort, or pressing. Three days after Corey's death, on September 22, 1692, eight more convicted witches, including Giles' wife Martha, were hanged. They were the last victims of the witchhunt.
By the time the witchhunt ended, nineteen convicted witches were executed, at least four accused witches had died in prison, and one man, Giles Corey, had been pressed to death. About one to two hundred other persons were arrested and imprisoned on witchcraft charges. Two dogs were executed as suspected accomplices of witches.

The witches disappeared, but witchhunting in America did not. Each generation must learn the lessons of history or risk repeating its mistakes. Salem should warn us to think hard about how to best safeguard and improve our system of justice.

Nineteen accused witches were hanged on Gallows Hill in 1692:

June 10
Bridget Bishop

July 19
Rebecca Nurse
Sarah Good
Susannah Martin
Elizabeth Howe
Sarah Wildes

August 19
George Burroughs
Martha Carrier
John Willard
George Jacobs, Sr.
John Proctor

September 22
Martha Corey
Mary Eastey
Ann Pudeator
Alice Parker
Mary Parker
Wilmott Redd
Margaret Scott
Samuel Wardwell
One accused witch (or wizard, as male witches were often called) was pressed to death on September 19 when he failed to plead guilty or not guilty:

Giles Corey

Other accused witches died in prison:

Sarah Osborn  
Roger Toothaker  
Lyndia Dustin  
Ann Foster

An example of a death warrant:

(Death Warrant for Sarah Good, Rebecca Nurse, Susannah Martin, Elizabeth Howe, and Sarah Wilds)

To George: Corwine Gent'n High Sheriff of the county of Essex

Whereas Sarah Good Wife of William Good of Salem Village Rebecca Nurse wife of Francis Nurse of Salem Village Susanna Martin of Amesbury Widow Elizabeth How wife of James How of Ipswich Sarah Wild wife of John Wild of Topsfield all of the County of Essex in thier Majts Province of the Massachusetts Bay in New England At a Court of Oyer & Terminer held by Adjourment for Our Severaign Lord & Lady Kind William & Queen Mary for the said County of Essex at Salem in the 6th County on the 29th day of June [tom] were Severaly arraigned on Several Indictments for the horrible Crime of Witchcraft by them practised & Committed On Several persons and pleading not guilty did for thier Tryall put themselves on God & Thier Countrey whereupon they were Each of them found & brought in Guilty by the Jury that passed On them according to their respective Indictments and Sentence of death did then pass upon them as the Law directs Execution whereof yet remains to be done: Those are Therefore in thier Maj'ties name William & Mary now King & Queen over England &ca: to will & Command you that upon Tuesday next being the 16th day of [tom] instant July between the houses of Eight & [tom] in [tom]forenoon the same day you Safely conduct the s'd Sarah Good Rebecka Nurse Susanna Martin Elizabeth How & Sarah Wild from thier Maj'ties goal in Salem afores'd to the place of Execution & there Cause them & Every of them to be hanged by the Neck until they be dead and of the things herein make return to the Clerk of the said Court & this precept and hereof you are not to fail at your perill and this Shall be your sufficient Warrant given under my hand & seal at Boston th 12't day of July in the fourth year of Reign of our Soveraigne Lord & Layd Wm & Mary King and Queen &ca:

Salem July 19th 1692

I caused the within mentioned persons to be Executed according to the Tenour of the with[in] warrant

*George Corwin Sheriff
APPENDIX B

Arthur Miller notes

Arthur Miller was born in 1915 in New York City. He grew up in a Jewish family and studied/graduated from the University of Michigan in 1939 as a playwright. For a few years, he wrote radio scripts, and All My Songs was his first successful play in 1947. Death of a Salesman won a Pulitzer Prize in 1949, and The Crucible was published in 1953. Miller wrote The Crucible during the McCarthy period when Americans were accusing each other of Pro-Communist beliefs. Many of Miller's friends were attacked as communists and in 1956, Miller was brought before the House of Un-American Activities Committee where he was found guilty of Communism beliefs. His verdict was reversed in 1957 in front of an appeals court. On the other hand, Miller married Marilyn Monroe in 1956 but divorced her in 1961. He died on February 10, 2005 of congestive heart failure at the age of 89.
APPENDIX C

Why We Read?

Lifelong readers have discovered the joy and satisfaction that comes from reading a good book. Literature enriches every course of study. We read literature, respond to it, discuss it. We develop appreciation and preferences.

- Literature entertains us
- Literature broadens our knowledge of people and places
- Literature introduces us to different perspectives and helps us to know better what we believe
- Literature expands our understanding of the world and our own personal possibilities
- Literature allows us to see ourselves and our problems in other contexts
- Literature helps us to understand the connections and differences between the disciplines as well as between various historical eras
APPENDIX D

Act One through Four Summaries

The play is set in Salem, Massachusetts in 1692 and the government is a theocracy (rule by God through religious officials). Hard work and church consume the majority of a Salem resident’s time.

Act one begins with Reverend Parris praying over her daughter, Betty Parris, who lies unconscious on her bed. Through conversations between Reverend Parris and his niece Abigail Williams, and between several girls, the audience learns that Tituba, Parris’ slave from Barbados, engaged these girls, including Abigail and Betty, in occultic activities in the forest. Parris caught them and jumped from a bush startling the girls. Betty fainted and had not recovered. During this session, Abigail drank chicken blood to kill Elizabeth Proctor. She tells the girls that she will kill anyone who mutters a word about what happened. The townspeople do not know exactly what the girls were doing but there are rumors of witchcraft. John Proctor enters the room where Betty lies faint. Abigail is still in there and she tries to seduce him. Proctor is a farmer who has had an affair with Abigail a while ago, but now he wants to forget it. Reverend John Hale is summoned to look upon Betty and the research the incident. He is an expert in occultic phenomena and he is eager to show his knowledge. He questions Abigail who accuses Tituba as being a witch. Tituba, afraid of being hanged, confesses faith in God and accuses Goody Good and Goody Osborne of witchcraft. Abigail and Betty, who has woken up, claim to have been bewitched and confess faith in God. They name several other people whom they claim they saw with the Devil.

Act two begins eight days after the discussion at Parris’ house. Between act one and act two, Deputy Governor Dansforth came to Salem to oversee the court proceedings. Fourteen people have been arrested for witchcraft, and there is talk of hanging. Elizabeth Proctor asks John to go to the court and testify against Abigail and the other girls. John doesn’t want to get involved. There is tension between Elizabeth and John since Elizabeth has not forgiven John for the affair. Marry Warren enters. She was in court testifying against the townspeople. She gives Elizabeth a doll, which she has made in court. In the middle of their discussion, Hale enters to question John and Elizabeth, suspicious of witchcraft. Later, Giles Corey and Francis Nurse enter to seek advice after both their wives had been arrested. Next, the marshal arrives with a warrant for Elizabeth’s arrest. Abigail accused Elizabeth for stabbing Abigail with a needle through a doll. John Proctor protests but Elizabeth is taken away in chains. Proctor demands Mary that she goes to court and testify against the girls. He vows that he will fight the proceedings, even if it means confessing his own adultery.

Act three takes place in court. Francis Nurse, Giles Corey, and John Proctor
present their case against the girls to Deputy Governor Dansforth and Judge Hathorne. Proctor presents a petition signed by 91 people testifying to the good character of their wives, and Dansforth issues warrants for the questioning of all of them. Corey charges Putnam on inciting his daughter to accuse Corey of witchcraft in order get his land. Corey has a witness but will not name him for fear of getting the man arrested. Corey is arrested because of contempt of the court. Proctor presents his case and a deposition by Mary Warren saying that she never saw the devil or any spirits. Abigail says that Mary is lying and she and the girls pretend to be bewitched by Mary. Proctor, frustrated at the gullibility of the court, grabs Abigail by the hair and exclaims to everyone that she is a whore confessing that he had an affair with Abigail. Elizabeth is brought in to be questioned about whether this is true. Elizabeth tells the court that John Proctor never had an affair with Abigail in order to save his name, however, this destroys Proctor's testimony. Mary crumbles under the peer pressure and returns to Abigail's side, accusing Proctor of being a witch. The girls pretend to be bewitched by Proctor. Proctor accuses Danforth of being afraid to reveal the truth. Dansforth acts more to keep the reputation of the court rather than for justice. Reverend Hale now sees the evil in the court and denounces the proceedings. Proctor is arrested.

Act four begins in prison where Sarah Good and Tituba wait to be hanged. They have gone insane and believe that Satan will take them both to Barbados. There are rumors of an uprising in a nearby town due to similar witch trials. The townspeople are afraid of a similar riot in Salem. Hale and Parris are now terrified. They go to visit the innocent people in the jail and beg them to make false confessions in order to save their lives. Hale believes that the blood of the people who are being hanged is on his hands. He asks Elizabeth, who is now pregnant, to tell John to confess to save his life but Elizabeth will not. While Elizabeth is talking to John, she tells him that she has forgiven him of his affair and tells his that he can do as he will. John Proctor confesses that he is a witch, but will not say the others are. After a few moments, Proctor is fed up with the court, tears up his confession, and goes out to be hanged with Rebecca Nurse. Hale pleads that Elizabeth ask Proctor to confess, but she says, "He has his goodness now. God forbid I take it from him!"
“The Crucible” Quiz

NAME: ________________________________
DATE: ________________________________

1.) What kind of government does Salem have?
   a. Democracy
   b. Theocracy
   c. Monarchy
   d. Kleptocracy

2.) What is Parris’ position in Salem?
   a. Governor
   b. Judge
   c. Minister
   d. Baliff

3.) Before the play begins, what does Parris catch his daughter and other girls doing?
   a. Trying to run away from home
   b. Dancing in the forest
   c. Reading Catholic tracts
   d. Conducting a black mass at church

4.) Why did Elizabeth Proctor fire Abigail?
   a. Abigail was too proud
   b. Abigail didn’t work hard enough
   c. Abigail dressed like a nun
   d. Abigail was having an affair with John Proctor

5.) As the play opens, whom did Parris have come from Salem?
   a. Judge Danforth
   b. Reverend Hale
   c. Tituba
   d. John Proctor

6.) What is John Proctor’s chief complaint against Parris’ sermons?
   a. They focus too much on fire and brimstone
   b. They are too long
   c. They are heretical
   d. They are too short
7.) What does Mrs. Putnam blame on witchcraft?
   a. Her husband's cancer
   b. The death of seven of her children in infancy
   c. Bad weather
   d. Raids by natives

8.) Who is the first person that Abigail claims practiced witchcraft?
   a. Tituba
   b. John Proctor
   c. Reverend Hale
   d. Mary Warren

9.) In Act II, what does Mary Warren give to Elizabeth Proctor when she
    returns home from the trials?
   a. a cake
   b. a bonnet
   c. a kiss
   d. a little doll

10.) What news does Mary Warren bring from Salem?
    a. That someone accused Elizabeth Proctor of witchcraft
    b. That the witch trials have ended
    c. That someone accused John Proctor of witchcraft
    d. That Reverend Hale is ill

11.) Which commandment does John Proctor forget when Reverend
     Hale quizzes him?
     a. Thou shalt not kill
     b. Thou shalt not commit adultery
     c. Honor thy mother and father
     d. Thou shalt not covet

12.) Whom do Ezekiel Cheever and Herrick, the marshal, come to the
     Proctor home to arrest?
     a. John Proctor
     b. Reverend Hale
     c. Mary Warren
     d. Elizabeth Proctor

13.) To what does John Proctor convince Mary Warren to testify?
     a. That the girls are only pretending to be possessed
     b. That Abigail is a witch
     c. That Hale is a warlock
     d. That he and Abigail slept together
14.) Who is in charge of the court?
a. Giles Corey
b. Danforth
c. Hale
d. Parris

15.) Why will Elizabeth not be hanged if she is found guilty?
a. Because she is a woman
b. Because the Puritans do not allow capital punishment
c. Because she is pregnant
d. Because John Proctor is well respected

16.) On what charge is Giles Corey arrested?
a. Witchcraft
b. Murder
c. Contempt of court
d. Slander

17.) When Mary Warren testifies against them, what do Abigail and her troop of girls do?
a. They all confess
b. They attack her
c. They claim that Mary is bewitching them
d. They claim that John Proctor has bewitched Mary

18.) What does John Proctor do, in a desperate attempt to foil Abigail?
a. He tells the court about his affair with her
b. He accuses her of witchcraft
c. He tries to kill her
d. He tells the court that Abigail is a man dressed as a woman

19.) Who is brought in to corroborate John Proctor’s claims about Abigail?
a. Elizabeth Proctor
b. Rebecca Nurse
c. Mary Warren
d. Parris

20.) What does Elizabeth do when called upon to testify?
a. Keeps silent
b. Tells a lie
c. Tells the truth
d. Kills herself
21.) What does the court do with John Proctor?
   a. It frees him and sends him home
   b. It orders him stoned to death
   c. It exiles him to Maine
   d. It arrests and tries him for witchcraft

22.) When John Proctor is facing death, what does Hale urge him to do?
   a. Kill himself
   b. Blame someone else
   c. Confess, even though he is innocent
   d. Refuse to confess

23.) Why does Proctor extract his confessional?
   a. Because the officials demand that he sign his name to it
   b. Because Hale asks him to
   c. Because new evidence has come to light
   d. Because Abigail confesses

24.) What does Abigail do at the end of the play?
   a. She kills herself
   b. She flees Salem, after robbing her uncle
   c. She is hanged
   d. She is revealed as a witch

25.) What ultimately happens to John Proctor?
   a. He is freed
   b. He kills himself
   c. He escapes from prison and flees to Virginia
   d. He is hanged
Literary Elements notes

Please keep these notes for future reference.
You are expected to take additional notes – I will tell you when to copy the board.

**CHARACTER:**
Character can be revealed through the character’s actions, speech, and appearance.
Types of characters include:
- **Protagonist** – central character in the plot’s conflict
- **Antagonist** – force in conflict with the protagonist
- **Flat** – not fully developed
- **Round** – fully developed with many traits (good and bad)
- **Static** – does not experience a basic character change
- **Dynamic** – experiences a basic change

**PLOT:**
Plot is the sequence of events which involves the characters in conflict.
The sequence of events is called the narrative order:
- **Chronological** –
- **Flashback** –
- **flash forward** –
- **time lapse** –

Conflict is the struggle between the protagonist and an opposing force.
Types of conflict include:
- **person vs. self** :
- **person vs. person** :
- **person vs. society** :
- **person vs. fate** :

Every plot has certain elements:
- **Exposition** –
- **Rising action** –
- **Climax** –
- **Denouement or falling action** –
- **Resolution** –
**SETTING:**
The setting includes the place and time period the story is taking place.
- Integral setting –
- Backdrop setting –

**THEME:**
A theme is the underlying meaning of the story, a universal truth, or a significant statement the story is making about society, human nature, or the human condition.
A story can have more than 1 theme (primary theme and secondary themes).
- Explicit theme –
- Implicit theme –

**STYLE:**
Style is the language used in a book, the way words are put together to create a story.
Devices of style include:
- imagery
- personification
- figurative language
- simile
- metaphor
- onomatopoeia
- alliteration
- consonance
- rhyme
- assonance
- rhythm
- hyperbole
- allusion
- symbol

**POINT OF VIEW:**
POV depends who the narrator is and how much s/he knows.

POV may be:
- First person – uses “I” – a character is telling the story
- Second person – uses “you” – the author speaks directly to the reader
- Third person – uses “he”, “she”, or “it” – the author is telling about the characters
TONE:
Tone is the author's attitude toward what s/he writes. It may be easier to understand if you think of it as the attitude that YOU get from the author's words.

The easiest tone to understand is humor.

In describing the tone, use adjectives such as: humorous, mysterious, creepy, exciting, boring, etc.
APPENDIX G

“The Crucible” Literary Elements worksheet

NAME: ____________________________

“The Crucible”
Literary Elements

Characters: Who or what is the protagonist? Who or what is the antagonist? What other important characters were in the play? Are these characters flat or round, static or dynamic? Give examples from the play that support your conclusions.

Plot: What major events occur in the play involving the character(s) in conflict? What type of conflict is present in the play? Give examples from the play that support your conclusions. What type of ending does the play have? Does the ending seem appropriate?

Setting: Where and when does this story take place? Was the setting an integral part of the story or simply a backdrop and not important to the plot? What support do you have for answer to the previous question?

Theme: What is the theme of the story? Is there one than one primary theme? If so, what is it? Is the theme(s) explicit or implicit?
**Style:** What devices of style did Arthur Miller use when telling the story? Give an example of those devices identified from the play.

**Point of View:** What POV does Miller use to tell the story? If third person was used, which of the three third person POV was employed?

**Tone:** What was Miller’s tone or attitude toward what he was writing about?
APPENDIX H

Directions for the Newspaper project

We will be making a newspaper that circa late 1600s. Each student will be writing an article and then putting all articles together to design a newspaper layout.

The newspaper must include:
News stories on "current events of the time period"
2 Dear Proctor letters with responses
4 obituaries
A food column with a recipe for something from that time period
5 want ads
A weather report including forecasts

Article is DUE: Thursday, October 13, 2005

Newspaper is DUE: Friday, October 14, 2005
APPENDIX I

“The Crucible” Literary Elements Quiz

NAME: ___________________________     DATE: ___________________________

MATCHING:

1. Reverend Parris  a. static
   2. John Proctor   b. protagonist
   3. Abigail Williams c. dynamic
   4. Rebecca Nurse  d. round
   5. Betty Parris   e. antagonist
                    f. flat

FILL IN BLANKS:

1. The main theme is ___________________________.
2. A secondary theme may be ___________________________.
3. Miller’s attitude towards witchcraft is ___________________________.
4. The play is in the ___________________________ point of view.
5. Miller’s style is very ___________________________.

MULTIPLE CHOICE:

1. “The Crucible” is set against the backdrop of the mad witch hunts of:
   a. Boston, Massachusetts
   b. Albany, New York
   c. Salem, Massachusetts
   d. Concord, Massachusetts

2. How does Miller make the plot and idea interesting?
   a. Foreshadowing
   b. Repetition
   c. Cliffhanger
   d. Suspense
3. The climax in “The Crucible” is:
   a. John Proctor tells the Salem court about his affair with Abigail Williams
   b. Reverend Parris found his daughter practicing witchcraft in the woods
   c. Elizabeth Proctor accuses Mary Warren of witchcraft
   d. John Proctor’s death

4. What is the falling action in “The Crucible”?
   a. Mary Warren accuses Elizabeth Proctor of killing her son
   b. John Proctor’s decision to die rather than confess to witchcraft
   c. Betty Parris died in her father’s arms
   d. Rebecca Nurse announces that she had an affair with Giles Corey

SHORT ANSWER:
What type(s) of conflict does “The Crucible” offer?
Communism and McCarthyism notes

Joseph McCarthy was born on a farm in Appleton, Wisconsin, on November 14, 1908. His parents were devout Roman Catholics and Joseph was the fifth of nine children. He left school at 14 and worked as a chicken farmer before managing a grocery store in the nearby town of Manawa.

McCarthy returned to high school in 1928 and after achieving the necessary qualifications, won a place at Marquette University. After graduating McCarthy worked as a lawyer but was fairly unsuccessful and had to supplement his income by playing poker.

McCarthy's first years in the Senate were unimpressive. People also started coming forward claiming that he had lied about his war record. Another problem for McCarthy was that he was being investigated for tax offences and for taking bribes from the Pepsi-Cola Company. In May 1950, afraid that he would be defeated in the next election, McCarthy held a meeting with some of his closest advisers and asked for suggestions on how he could retain his seat. Edmund Walsh, a Roman Catholic priest, came up with the idea that he should begin a campaign against communist subversives working in the Democratic administration.

McCarthy thought this was a great idea and at Wheeling on February 9, 1950, he made a speech where he attacked Dean Acheson, the Secretary of State, as "a pompous diplomat in striped pants". He claimed that he had a list of 57 people in the State Department that were known to be members of the American Communist Party. McCarthy went on to argue that some of these people were passing secret information to the Soviet Union. He added: "The reason why we find ourselves in a position of impotence is not because the enemy has sent men to invade our shores, but rather because of the traitorous actions of those who have had all the benefits that the wealthiest nation on earth has had to offer - the finest homes, the finest college educations, and the finest jobs in Government we can give."

This witch-hunt and anti-communist hysteria became known as McCarthyism. Some left-wing artists and intellectuals were unwilling to live in this type of society and people such as Joseph Losey, Richard Wright, Ollie Harrington, James Baldwin, Herbert Biberman, Lester Cole and Chester Himes went to live and work in Europe.
“Hollywood Hit List” handout

Larry Adler
Stella Adler
Leonard Bernstein
Marc Blitzstein
Joseph Bromberg
Charlie Chaplin
Aaron Copland
Hans Eisler
Carl Foreman
John Garfield
Howard Da Silva
Dashiell Hammett
E. Y. Harburg
Lillian Hellman
Burl Ives
Arthur Miller
Dorothy Parker
Philip Loeb
Joseph Losey
Anne Revere
Pete Seeger
Gale Sondergaard
Louis Untermeyer
Josh White
Clifford Odets
Michael Wilson
Paul Jarrico
Jeff Corey
John Randolph
Canada Lee
Orson Welles
Paul Green
Sidney Kingsley
Paul Robeson
Richard Wright
Abraham Polonsky
APPENDIX L

Directions for the Wanted poster project

Look at your "Hollywood Hit List" handout and choose one famous person. Two students CAN'T have the same person.

Make a "WANTED" poster for that person.

Be sure to include: Person's name, What s/he is wanted for (communism), How much the reward is, Person's picture, Person's physical description (eye color, hair color, height, weight, skin color)

DUE: Wednesday, October 19, 2005
APPENDIX M

Directions for the Letter to McCarthy project

You have read “The Crucible,” learned about communism, and saw Senator McCarthy’s Hollywood Hit List.

Now, write a letter to Senator McCarthy and talk to him about communism.

Be sure to include:  
- What you have learned in class about communism
- 3 questions you have about communism
- Your personal opinion about communism and what he has done
- 1 question about why he did what he did

Your letter has to be 1 full page in length, double spaced.

DUE: Thursday, October 20, 2005
APPENDIX N

Compare and Contrast worksheet

NAME: ____________________________
DATE: ____________________________

Compare/Contrast Worksheet

HOW ALIKE?

1.
2.
3.
4.

HOW DIFFERENT?

1.
2.
3.
4.
APPENDIX O

Directions for Compare/Contrast essay (Final Paper for unit)

Your final paper will be a Compare/Contrast essay.

Choose one option:

a. Compare/contrast John Proctor and Joseph McCarthy

b. Compare/contrast 1962 and 1950 time period based on communism and the witch trials

Paper needs to be 5-8 pages long, double-spaced. Will go through the whole writing process of: prewriting, drafting, editing/revising, peer conferencing, teacher conferencing, and writing the final draft.

First draft DUE: Tuesday, October 25, 2005

Second draft DUE: Wednesday, October 26, 2005

Final draft DUE: Friday, October 28, 2005
APPENDIX P

Directions for Final Presentation (for unit)

Use your final paper as a reference.

Give 5-10 minute presentation on what you wrote for your final paper.

You will be graded on:  
- Eye contact
- Clear use of sign language
- Informative
- Organization
- Use of visuals
- Mechanics (use of correct vocabulary)
# APPENDIX Q

## Rubric for Final Paper

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>4 Excellent</th>
<th>3 Good</th>
<th>2 Moderate</th>
<th>1 Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td>Goes beyond expectations, shows extra attention to detail</td>
<td>Meets expectations, shows attention to detail</td>
<td>Doesn’t meet 100% expectations, shows a little attention to detail</td>
<td>Completely misses the expectations, does not show any attention to detail</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Excellent use of spelling, capitalization, punctuation, and use of sentences</td>
<td>Good use of spelling, capitalization, punctuation, and use of sentences</td>
<td>Spelling, capitalization, and punctuation has some mistakes, use of sentences is not 100% correct</td>
<td>Spelling, capitalization, and punctuation shows many mistakes, use of sentences is not correct</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Excellent use of paragraphs, Introduction/Body/Conclusion, Has a clear topic sentence</td>
<td>Good use of paragraphs, Intro/Body/Conclusion, has a clear topic sentence</td>
<td>Use of paragraphs is not in correct place, does not have clear intro/body/Conclusion, does not have a clear topic sentence</td>
<td>No paragraph format, does not have an intro/body/Conclusion, does not have a topic sentence</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Excellent use of creative and appropriate words</td>
<td>Good use of creative and appropriate words</td>
<td>Does not use creative words, uses same vocabulary over and over</td>
<td>Does not use any creative words and chose inappropriate words</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Stays on topic and provides sufficient examples</td>
<td>Stays on topic and provides some examples</td>
<td>Deviates from topic and provides inadequately examples</td>
<td>Does not stay on topic and does not provide examples</td>
</tr>
</tbody>
</table>