


# Creative Thinking – The Crucible

Length: 3 Weeks

		Language Arts Unit Plan				
Teacher: Kim Stanley		Grade: 11th		Course: English III		
Unit Title: Creative Thinking – The Crucible						
LEARNING TARGETS						
LT 1: I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. (CCSS. R11.3) LT 2: I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. I can analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (CCSS.R11.4) LT 3: I can analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. (CCSS R 11.5) LT 4: I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS W 11.2)						
UNIT OVERVIEW		Overall summary of the unit, activities, tasks, and/or content.				
In this unit students will continue to develop their creative thinking skills as they connect the events of McCarthyism and the Salem Witch Trials to other events of mass hysteria in history and in present day. Students will be able to explore these events and integrate alternate, divergent, or contradictory perspectives or ideas fully. This unit will also present to the student vivid characters grappling with moral and ethical dilemmas; offering each student many opportunities for personal reflection.						
MOTIVATORS		Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)				
~ Students will research and present a mock trial for those accused of witchcraft.						
Week	Learning Targets	Materials & Resources	Instructional Procedures		Differentiated Instruction	Assessment
1	LT 1: I can analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. (R11.3)	<u>Play</u> The Crucible  <u>Technology</u> Ipad Apple TV	<u>Essential Question(s)</u> What causes mass hysteria? What is the importance of individuality?  <u>Set</u> The teacher will introduce the setting and share a link for researching the 1600’s and Puritanism: <ul style="list-style-type: none"><li><a href="http://www.history.com/topics/1600s">http://www.history.com/topics/1600s</a></li><li><a href="http://www.nationalgeographic.com/features/97/salem/">http://www.nationalgeographic.com/features/97/salem/</a></li></ul>		<u>Remediation</u> Peer tutoring Independent Conferences  <u>Enrichment</u> Students will begin researching their topic for	<u>Formative:</u> ~ Discussion questions 1-5 ~ Argumentative Essay Assigned  <u>Summative:</u> ~ Salem Witch Trials Webquest

			<p>The teacher will have students begin reading the play, <i>The Crucible</i>, by Arthur Miller</p> <p><u>Teaching Strategies</u>  Background Research:  Students will work collaboratively researching the time period noted using links above and any they find on their own.</p> <p>Reader Response:  Students will begin answering questions designed to help them make connections beyond the confines of the play.  <a href="http://www.schoolrack.com/kimstan16/">http://www.schoolrack.com/kimstan16/</a></p> <p>Stations:  Each student will complete the task given at their assigned station each day in class.  Assignments and stations are located:  <a href="http://www.schoolrack.com/kimstan16/">http://www.schoolrack.com/kimstan16/</a></p> <p>Argumentative Essay:  If time allows, students will begin researching their topic for their argumentative essay and role for the Mock Trial.</p> <p><u>Summarizing Strategy</u>  Students discuss and answer questions at the following link:  <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Independent reading The Crucible Act 1</li> <li>• Blog discussions via questions posted:  <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></li> <li>• Begin research for Argumentative Essay and Mock Trial</li> </ul>	<p>their argumentative essay. They will also begin research for Mock Trial.</p> <p><u>Learning Styles</u>  Visual  Auditory  Social  Physical</p>	
2	<p>LT 2: I can determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings. I can analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (CCSS.R11.4)</p> <p>LT 3: I can analyze how an author's choices concerning how to structure specific parts of a text contribute to</p>	<p>Novel Ipad Portfolio</p>	<p><u>Essential Question</u>  How can people use their power to make a difference in their lives and the lives of others?</p> <p><u>Set</u>  The teacher will have students continue reading the play, Act II</p> <p><u>Teaching Strategies</u>  Reader Response:  Students will analyze characters and motives via discussion and electronic assignments at the following link:  <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></p> <p>Independent Research:  Students will continue researching/writing their argumentative essay</p> <p>Background Research:  Students will compare their research with "facts" from the novel and analyze choices the</p>	<p><u>Remediation</u>  Peer tutoring  Independent Conferences</p> <p><u>Enrichment:</u>  Students will connect the research done with the novel they are reading</p> <p><u>Learning Styles</u>  Visual  Auditory  Social  Physical</p>	<p><u>Formative:</u>  Discussion questions  Blog Assignments</p> <p><u>Summative:</u>  Rough Draft of Essay  Station Work</p>

	its overall structure and meaning as well as its aesthetic impact. (CCSS R 11.5)		<p>author made</p> <p>Stations: Continue Station Work via assignments posted: <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></p> <p><u>Summarizing Strategy</u> 1 on 1 discussions and review with teacher regarding essay and Mock Trial roles are assigned based on their research.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Independent reading of play, Act III</li> <li>• Continue work on assignments located at the following link: <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></li> </ul>		
3	LT 4: I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCSS W 11.2)		<p><u>Essential Question</u> What are the risks and rewards of using the power of the individual?</p> <p><u>Set</u> Teacher will have students continue reading and complete the play. Teacher will have students will find proof in text to support their answer to essential question.</p> <p><u>Teaching Strategies</u> Reader Response: Students will analyze how a historical event becomes transformed into a work of literature: <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></p> <p>Independent Portfolio: Students will complete their argumentative essay and submit. Mock Trial Rehearsal will begin.</p> <p><u>Summarizing Strategy</u> Students will complete their essays and will share with their peers the topic they chose and give their argument.</p> <p><u>Homework</u></p> <ul style="list-style-type: none"> <li>• Continue work on Mock Trial</li> <li>• Collaboration with peers for Mock Trial.</li> <li>• Final discussion questions located at the following link: <a href="http://www.schoolrack.com/kimstan16/the-crucible/">http://www.schoolrack.com/kimstan16/the-crucible/</a></li> <li>• Mock Trial commences.</li> </ul>	<p><u>Remediation</u> Peer tutoring Independent Conferences</p> <p><u>Enrichment</u> Students will complete their argumentative essay Mock Trial trial run</p> <p><u>Learning Styles</u> Visual Auditory Social Physical</p>	<p><u>Formative:</u> Discussion questions</p> <p><u>Summative:</u> Completed Essay Mock Trial</p>