

**Harry S Truman High School**

**December 19, 2011**

Unit: *The Crucible*/Protesting Hysteria  
Topic: Character Review (Day 1 of 2)

**Standards Addressed:**

1. **RL.11-12.9.** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
2. **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.
3. **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).
4. **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).

**Aim:** How do the personal motivations of the characters lead to the major conflict of the plot?  
(Day 1 of 2)

**Do Now:** If you have a facebook account, what kind of things go into your profile?

**Motivation:** Creation of a facebook account for assigned characters

**Essential Questions:**

Why would Tituba confess?  
Why would Abigail and Betty confess?  
Why would the adults believe them?

**Structure:** Students are grouped into four.

Roles:

- A. Leader—delegates tasks, is responsible for keeping on task, makes final decisions
- B. Writer—documents choices on chart paper
- C. Evidence Gatherer (x2)—finds assigned character parts in text to present to group for facebook account

Students will be assigned one character from Act 1 to analyze in a modern facebook account in order to understand the personality and personal motivation of the characters. Groups will present on Day 2 in a gallery walk where other groups will make "wall posts" interacting with other characters.

**Strategies:** Differentiated roles, graphic organizer for facebook account, prereading of text

**Differentiation:**

ELLs/F-ELLs will be assigned as the writer in order to foster articulation

IEP Students (if applicable) will be assigned as Evidence Gatherer to partner up with another student in same role for peer support

Students overall will be grouped according to ELA Regents scores, where the higher scorers will be leaders and the lower scorers will be writers.

**Procedures:**

1. Do Now—Possible answers include status update, dating status, gender, birthday, family, friends, activities, etc.
2. Read aloud the last few pages of Act 1 to review where we last left our characters:
  - a. Pg. 46 to 48 “You are God’s Instrument...”
  - b. Characters who read: Hale, Tituba, Parris, Mrs. Putnam, Abigail, Betty, Mr. Putnam
  - c. Teacher reads stage directions
  - d. Sum up what just happened.
  - e. **Why did Tituba confess?** (lead students to see how Hale led her on by saying she was doing good and would go to Heaven)
  - f. **Why would Abigail join in?** (lead students to see how if Tituba is not getting in trouble, then Abigail can also deflect attention)
  - g. **Why would Betty join in?** (same as Abigail)
  - h. **Why do they believe the accusers?** (instruct students that in order to fully answer this question, we must explore who these characters are and what their factions are)
3. Give groups their template and assignments
4. Instruct students that they have the rest of the class today and half of the class tomorrow to finish.
5. Answers must be based on the play.

**Homework 4:** Act 2 is due on Wednesday

**Assessment:** Rubric (attached)

**Attachments:** Rubric, Facebook template

## Harry S Truman High School

December 7, 2011

Unit 3: *The Crucible*/Protesting Hysteria  
Topic: McCarthyism

Standards Addressed:

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.1. Cite strong and thorough textual evidence 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.

Objectives:

Students will understand how art can be a medium for political protest.

Students will understand the cultural significance of the McCarthy era in preparation for reading *The Crucible*

Essential Questions:

- What do the political cartoons reveal about the historical or cultural setting?
- What is the relationship between the cartoons and McCarthyism? (does it romanticize? does it condemn? does it satire? etc.)
- According to Herb Block's political cartoons, what does McCarthyism seek to destroy or attack? What is the cartoon protesting?
- What specifically in the cartoon shows this being destroyed?
- Is a political cartoon an effective means of protesting hysteria? Why or why not?

Motivation:

Do Now and Cartoon Assignment

Aim: What can we infer about the political reality of American during the 1940s to 1950s from the political cartoons of the time?

Do Now: Differentiate through choice

Choose one of the following prompts and in a complete paragraph answer--

A. Can emotions be contagious?

B. What do you think "herd mentality" is? Is it a good thing to think like the herd, or a bad thing? Please be specific in explaining your reasoning.

**Procedures:**

1. Do Now
  - a. Share out one answer per Do Now, being conscientious of the time
  - b. Possible answers include: yes, when you are smiling, others will smile
  - c. Possible answers include: thinking like everyone else; it's a bad thing because what if they are leading you in the wrong way
2. Background Information (use exaggerated tonal clues and hand gestures for F-ELLs and IEPs)
  - a. Read aloud McCarthyism from board
    - i. This allows for context of cartoons to aid analysis
    - ii. Emphasize cultural significance
  - b. Read aloud Herb Block from board
    - i. This allows for understanding cultural significance of a major artist and political activist
3. Introduce Assignment
  - a. Must analyze a political cartoon to determine what McCarthyism attempted to destroy
  - b. 25 Minutes to complete task
  - c. Be prepared to share out
  - d. Groups are prepared ahead of time based on ELA Regents scores. Ensure that each group has one high achiever as a leader.
    - i. Leader—read questions, officially decide answer for group (High)
    - ii. Writer—record answers (Low)
    - iii. Analyst—find details in cartoon as evidence (Medium)
    - iv. Speaker---present findings (Medium)
4. Present Assignment
  - a. Each group will come up to the SMARTBoard and explain what the political cartoon is protesting by pointing out specific details from the cartoon
  - b. Each group will put on board with magnet what McCarthyism is trying to destroy
5. Analyze Findings
  - a. From the seven sentence strips on the board, have students copy down findings as a summary.
6. Exit ticket:
  - a. Is a political cartoon an effective means of protesting hysteria? Why or why not?

No Homework.

Name:

Facebook Character:

Period:

Date:

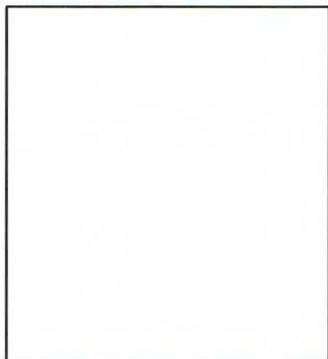
facebook

Home

Profile

Friends

Inbox



<Name of Leader> update status here.

What's on your mind... Share here



Share

Wall

Insert picture



Enter message/ note/ or link here here

Enter date

Insert picture



Enter message/ note/ or link here here

Enter date

Insert picture



Enter message/ note/ or link here here

Enter date

Insert picture



Enter message/ note/ or link here here

Enter date

Information

Personal Information

Activities: Insert activities here

Favorite Books: Insert favorite books here

Favorite Quotations: Insert favorite/ well known quotations here



View Photos of me (#)

Send me a message

Insert a famous quote or fun fact here

Information

Networks:

Possible networks here

Birthday:

Date of Birth here

Political Beliefs:

Write a brief summary or their political ideas here!

Family:

Friends

Insert picture here

Insert picture here

NAME

NAME

Insert picture here

Insert picture here

NAME

NAME

*The Crucible/* Protesting Hysteria

Name of Group Members:

1. What does the political cartoon reveal about the historical or cultural setting?
2. What is the relationship between the cartoons and McCarthyism? (does it romanticize? does it condemn? does it satire? etc.)
3. According to Herb Block's political cartoons, what does McCarthyism seek to destroy or attack? What is the cartoon protesting?
4. What specifically in the cartoon shows this being destroyed

5. ON A SENTENCE STRIP WRITE: McCARTHYISM DESTROYED \_\_\_\_\_  
And fill in the blank with Question #4's answer.

**\*Specifics mean "go into detail and use lots of description!"**

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**Exit Ticket:**

**Is a political cartoon an effective means of protesting hysteria? Why or why not?**

**Your Task:**

**Design a Facebook page for your assigned character that reflects the personality and motivation of the character as revealed in Act 1 of *The Crucible*.**

**The Rubric: TOTAL POSSIBLE POINTS: 20**

Category	4-5 pts.	2-3 pts.	0-1 pts.
<b>Insight:</b> The extent to which your Facebook entries are creatively and thoroughly thought out.			
<b>Textual Basis:</b> The extent to which your Facebook entries are true to the character as revealed in Act 1 of the play.			
<b>Completion:</b> The extent to which you have completed your Facebook entry under the duress of time-constraints and team dynamics.			
<b>Grammar:</b> The extent to which your final product reflects academic English and proper grammar including spelling and clarity.			

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Name: \_\_\_\_\_

December 16, 2011  
E5H/Proof Sheets

Conflict in literature refers to the struggles that characters are face. Conflicts change according to the perspective of the characters you are analyzing and the situation they find themselves in.

A **Man vs. Man** conflict is one that involves a character struggling with another character. Individuals that are fighting, arguing, or just don't see eye to eye on a particular issue. Your job as a group is to find at least four pieces of "evidence" that show that the central conflict of this play so far is a Man vs. Man conflict.

For each conflict you must do the following:

1. Describe it in your own words including who is in conflict.
2. Find a quote or a series of quotes that will prove your conflict.

Proof #1	Quotes to Prove it and Page #.
Proof #2	Quotes to Prove it and Page #.
Proof #3	Quotes to Prove it and Page #.
Proof #4	Quotes to Prove it and Page #.

Name: \_\_\_\_\_  
[REDACTED]

December 16, 2011  
E5H/Proof Sheets

Conflict in literature refers to the struggles that characters are face. Conflicts change according to the perspective of the characters you are analyzing and the situation they find themselves in.

A **Man vs. Society** conflict is one that involves a character struggling with the beliefs of a society. Individuals that are fighting, arguing, or just don't see eye to eye on a belief structure that is held by a group. Your job as a group is to find at least four pieces of "evidence" that show that the central conflict of this play so far is a Man vs. Society conflict.

For each conflict you must do the following:

1. Describe it in your own words including who is in conflict.
2. Find a quote or a series of quotes that will prove your conflict.

Proof #1	Quotes to Prove it and Page #.
Proof #2	Quotes to Prove it and Page #.
Proof #3	Quotes to Prove it and Page #.
Proof #4	Quotes to Prove it and Page #.

Name: \_\_\_\_\_

December 16, 2011  
E5H/Proof Sheets

Conflict in literature refers to the struggles that characters are face. Conflicts change according to the perspective of the characters you are analyzing and the situation they find themselves in.

A **Man vs. Self** conflict is one that involves a character struggling within themselves. Individuals that are struggling emotionally or just don't know what decision they should make. Your job as a group is to find at least four pieces of "evidence" that show that the central conflict of this play so far is a Man vs. Self conflict.

For each conflict you must do the following:

1. Describe it in your own words including who is in conflict.
2. Find a quote or a series of quotes that will prove your conflict.

Proof #1	Quotes to Prove it and Page #.
Proof #2	Quotes to Prove it and Page #.
Proof #3	Quotes to Prove it and Page #.
Proof #4	Quotes to Prove it and Page #.

Name: \_\_\_\_\_

December 16, 2011  
E5H/Proof Sheets

Conflict in literature refers to the struggles that characters are face. Conflicts change according to the perspective of the characters you are analyzing and the situation they find themselves in.

A **Man vs. Supernatural** conflict is one that involves a character struggling with force outside of nature/natural world. Individuals that are faith, God, belief, ghosts or aliens. Your job as a group is to find at least four pieces of "evidence" that show that the central conflict of this play so far is a Man vs. Supernatural conflict.

For each conflict you must do the following:

1. Describe it in your own words including who is in conflict.
2. Find a quote or a series of quotes that will prove your conflict.

Proof #1	Quotes to Prove it and Page #.
Proof #2	Quotes to Prove it and Page #.
Proof #3	Quotes to Prove it and Page #.
Proof #4	Quotes to Prove it and Page #.

**Aim:** How is art a medium for protesting hysteria?

**Do Now:**

Choose one of the following prompts--

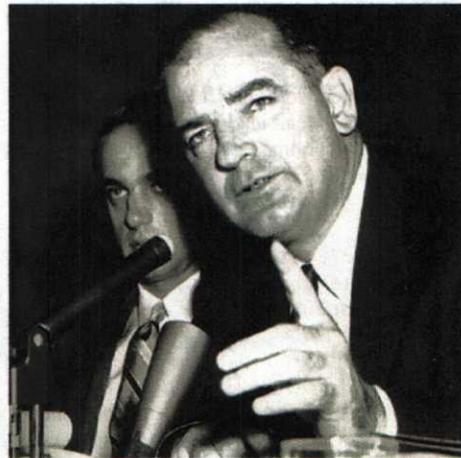
A. Can emotions be contagious?

B. What do you think "herd mentality" is?

Is it a good thing to think like the herd, or a bad thing? why?

Today we are going to explore the legacy of "McCarthyism"

Joseph McCarthy was a senator who is known today for starting a wave of panic through the American people, fearing that communists were infiltrating and subverting our government and culture. Today we know that there was no secret communist agenda and that McCarthy was using fear to gain power over the American people; however, the damage was done, and many innocent lives were destroyed in this modern day "witch hunt."



Herb Block is among the world's best known and most admired political cartoonists. Born on October 13, 1909, the native Chicagoan spent his 72-year career fighting against abuses of the powerful. He began his editorial cartooning career at the Chicago Daily News and NEA Service before landing at The Washington Post in 1946, where he received three Pulitzer Prizes and shared a fourth with The Washington Post for his cartoons. He was the recipient of innumerable awards and honorary degrees, including the Presidential Medal of Freedom, the highest civilian award the government can give. Herb Block was known as a gentle, self-effacing man with a steely resolve to use his work to bring injustices to light.

About the Artist: Herb Block



**Instructions:**

Each group has received one political cartoon.

1. Read the description of the cartoon out loud
2. Fill in the corresponding worksheet about the cartoon
3. Present your findings to the class

**You have 25 minutes to complete this assignment**



## "It's okay – We're hunting Communists"

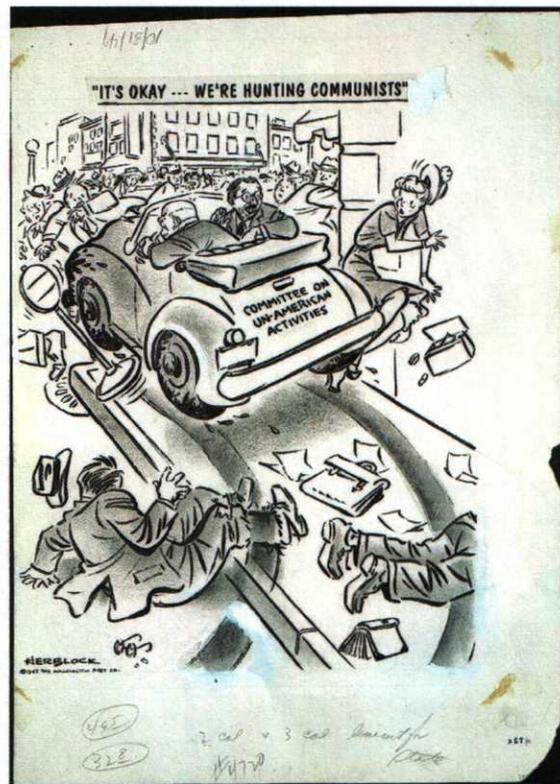
The Cold War revived the anti-communist hysteria that had gripped the United States after World War I. In 1947 Congress revived the House Committee on Un-American Activities (HUAC), opposed by Herb Block since its inception in the 1930s and declared by President Truman to be itself the most un-American activity. Herb Block comments: "*The FBI, under J. Edgar Hoover, helped provide the committee with material from its aptly named 'raw files'. Some producers, directors and screen writers refused to testify or to play the 'name game' in which the committee demanded the names of associates, who could then be called on to name others thus providing an ever-expanding list of suspects to be summoned.*"

"It's okay – We're hunting Communists."

October 31, 1947

Ink, graphite, and opaque white over graphite underdrawing on layered paper

Published in the *Washington Post* (18)



## "Fire!"

By 1949, the Soviets had expanded their control to cover most of Eastern Europe, and it appeared that China would soon fall to the communists as well. "The fear-filled forties and fifties were a dark period when the spread of communism abroad increased anxieties and frustration at home," wrote Herb Block. In their zeal to stamp out all signs of subversion in the United States, professional and amateur anti-communists threatened to suppress American liberties as well.

*"Fire!"* June 17, 1949

Reproduction from original drawing  
Published in the *Washington Post* (25)

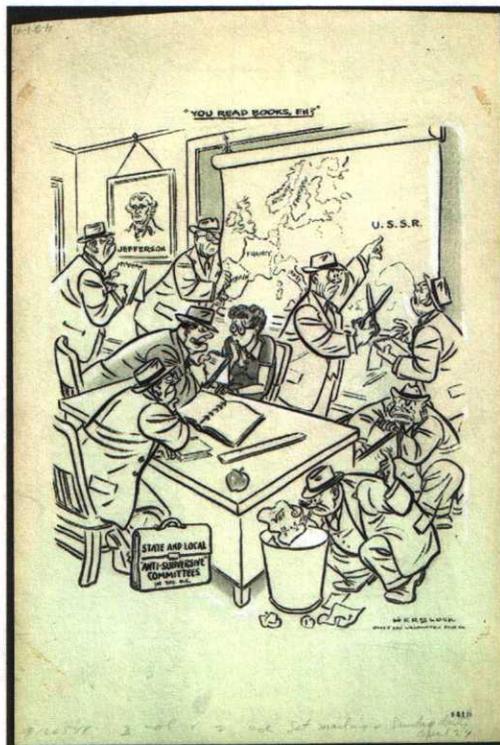


## "You read books, eh?"

During the postwar anti-communist campaign hundreds of elementary and high school teachers were investigated and lost their jobs, sometimes as a result of being named by proliferating "anti-subversive" groups and individuals. Some individuals compiled and circulated their own blacklists, which were accepted by frightened employers and casting directors who feared being blacklisted themselves if they sought facts and fair play. The motives of some self-serving or vindictive accusers were summed up by Herb Block in a phrase: "If you can't crush the commies, you can nail a neighbor."

"You read books, eh?" April 24, 1949

Ink, graphite, and opaque white over graphite underdrawing on layered paper  
Published in the *Washington Post* (24)



## "You mean I'm supposed to stand on that?"

In February 1950, Senator Joseph McCarthy captured headlines by his claims that he held in his hand, a list of names of some 205 communists in the State Department which he did not reveal. Many members of Congress, influenced by his success, began to support his heavy-handed and abusive tactics for political purposes. Here conservative Republican senators, Kenneth S. Wherry, Robert A. Taft, and Styles Bridges and Republican National Chairman Guy Gabrielson push a reluctant GOP elephant to mount the unsavory platform. This was the first use of the word "McCarthyism."

"You mean I'm supposed to stand on that?" March 29, 1950

Reproduction from original drawing  
Published in the *Washington Post* (27)



## "We now have new and important evidence"

Senator Joseph McCarthy's continued string of reckless charges of communism in government created such a sensation that the Senate appointed a special committee under Millard E. Tydings to investigate his "evidence." McCarthy managed to turn the hearings into a circus, each new charge obscuring the fact that earlier accusations weren't backed up. Despite a final report by the committee discrediting McCarthy's tactics and evidence, he emerged with more general support than ever. And "anti-subversive" hearings by other committees of Congress, particularly the Senate Internal Security Committee headed by Senator Pat McCarran (D-Nevada), continued treating rumors and unsupported charges as "evidence."

"We now have new and important evidence." May 8, 1950

Ink, graphite, and opaque white over graphite underdrawing on layered paper  
Published in the *Washington Post* (28)





## "Stand fast, men -- They're armed with marshmallows"

Even with Senator Joseph McCarthy on the wane, the general hysteria continued in many forms by assorted super patriots. In the summer of 1954, a branch of the American Legion denounced the Girl Scouts, calling the "one world" ideas advocated in their publications "un-American."

"Stand fast, men--They're armed with marshmallows." August 11, 1954  
Reproduction from original drawing  
Published in the *Washington Post* (35)

