

## English 11 - American Literature Foundational Voices and Influences

<b>Time Frame:</b> 6-8 weeks	<b>Unit Title:</b> Foundational Voices and Influences - <i>The Crucible</i>	<b>Course Name:</b> English 11	
Stage 1: Desired Results			
Established Goal(s)	Transfer		
<p><b>Competencies Addressed:</b>  <b>Reading Literature:</b> Students will demonstrate the ability to comprehend, critique, and analyze a variety of increasingly complex literary texts. (C1)  <b>Writing:</b> Students will demonstrate the ability to write effectively for a variety of purposes and audiences. Informative/Explanatory Writing, Narrative Writing, Argumentative Writing (C3)  <b>Grammar and Language:</b> Students will demonstrate the ability to skillfully interpret and apply the conventions of the English language to communicate clearly and effectively. (C4)</p> <p><b>Standards Addressed:</b></p> <ul style="list-style-type: none"> <li>● RL/1.11-12.1. 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.</li> <li>● 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).</li> <li>● RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</li> <li>● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>● W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> <li>● W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	<p><i>Students will be able to independently use their learning to . . .</i></p> <ul style="list-style-type: none"> <li>● Through analysis, understand how an allegory is used to provide political and social commentary</li> <li>● Note how the author crafts the text to create meaning</li> <li>● Draw connections between historical and contemporary texts</li> <li>● Write an essay that demonstrates thematic understanding of the text</li> </ul>		
	Meaning		
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that..</i></p> <ul style="list-style-type: none"> <li>● Miller chose to use the Salem Witch Trials in this allegory as his mode to communicate a message about modern America.</li> <li>● <i>The Crucible</i> contains an example of a witch-hunt where innocent people were blamed for crimes and punished with little or no evidence.</li> <li>● Witch-hunts have occurred frequently throughout history.</li> <li>● Critical reading involves making decisions as a reader about what is happening in the story.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b>  <i>Students will keep considering . . .</i></p> <ul style="list-style-type: none"> <li>● What is a witch hunt?</li> <li>● What are some characteristics of a witch hunt that are found in <i>The Crucible</i>?</li> <li>● What is Arthur Miller saying about society through this play?</li> <li>● How does a work reflect its time period? How do two texts from the same time period treat similar themes or topics?</li> </ul>	
	Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Characteristics of a "witch hunt" from <i>The Crucible</i></li> <li>● Examples in history in which a "witch hunt" has impacted a society, i.e. with the Holocaust</li> <li>● Key themes from the story derived from the ideas of honor, true love, reputation, hysteria, etc.</li> <li>● Symbols found throughout the story, mainly what the idea of a "witch hunt" represents</li> <li>● How to write a process essay</li> <li>● The rules of class discussions and effective participation in a discussion</li> </ul>	<p><i>Students will be skilled at/able to...</i></p> <ul style="list-style-type: none"> <li>● Participate in classroom discussions that further the class's understanding of the text.</li> <li>● Read increasingly difficult texts</li> <li>● Analyze and discuss key quotes found throughout the text</li> <li>● Analyze the language used by Miller throughout the play to determine the meaning of the work.</li> <li>● Analyze multiple versions of scenes for differences and similarities and how background and perspective can change the way a scene is portrayed and perceived.</li> <li>● Complete effective annotations for a text.</li> <li>● Identify the components of an essay and writing process and use them to write a complete 5 paragraph essay.</li> </ul>		

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**21st Century Skills:**

- reason effectively
- make judgments and decisions
- communicate clearly
- access and evaluate information
- be self-directed learners

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