

## Standards – Based Instructional Unit

Subject: English

COURSE: English II

GRADE/LEVEL: 9-10

*Topic: Socratic Seminar – The Crucible (Play and Film)*

### *Lesson Objective(s):*

- ◆ Students will create their own questions with responses that will be considered by the class
- ◆ Students will share their responses with the rest of the class and offer thoughtful commentary about their peers' observations through a fishbowl Socratic Seminar Format
- ◆ Students will assess their own performance through the use of a 3-2-1 form
- ◆ Students will assess a peer through the use of a rubric
- ◆ Students will demonstrate their ability to prepare questions on texts, speak knowledgeably about those texts, and utilize evidence garnered from texts to support claims and theories

### *21<sup>st</sup> Century Graduation Expectation(s):*

*1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.2, 4.1, 4.2, 4.3*

### *CCSS:*

*RI/L.1  
RI/L.2  
RI/L.3  
RI/L.7  
W.7  
W.9  
SL.1  
SL.2  
SL.4  
L.1*

### *GSES:*

*R-4  
R-5  
R-6  
R-7  
R-8  
R-16  
OC-1  
OC-2  
W-14*

### *Reading*

- ◆ Students will have read *The Crucible* in its entirety as well as watched the film version of the play
- ◆ Students will offer their interpretation of the characters' motivations based on the visual cues from the stage direction as well as scenes from the film
- ◆ Students will distinguish between the text of the play and the film production in terms of character, plot, production design, etc...

### *Writing*

- ◆ Students will prepare their own questions about the play and film and provide answers with evidence culled from the texts
- ◆ Students will comment on the performance of their peers with a rubric provided.
- ◆ Students will reflect on the Socratic Seminar experience as a while by using a 3-2-1 form

***Problem Solving***

- ◆ Students will establish their own questions about the text and provide answers for those questions
- ◆ Students will build confidence in expressing themselves and their ideas by preparing for this activity
- ◆ Students will speak and listen to one another intelligently, respectfully, and informatively
- ◆ Students will provide authentic assessment of a peer, providing evidence for their choices.

***Essential Question(s):***

- ◆ How does the film version differ from the text of the play? Why were these choices made?
- ◆ What motivates the characters in the play? What evidence supports these choices?
- ◆ How can evidence be used to support theories about the text(s)?

***Content Topics:***

- ◆ *The Crucible* (play and film)
- ◆ Character motivation
- ◆ Using evidence from texts to support arguments

***Student-Centered Instructional Strategies:***

- ◆ Socratic Seminar
- ◆ Question Preparation
- ◆ Peer and Self Assessment

***Student-Centered Learning Tasks and Opportunities:***

- ◆ Students will complete a peer assessment
- ◆ Students will complete a 3-2-1 form

***Instructional Resources and Equipment:***

- ◆ A copy of *The Crucible* by Arthur Miller
- ◆ The film version of *The Crucible*
- ◆ Question Preparation Handout
- ◆ Peer Assessment Rubric with 3-2-1

***Assessment Task(s):***

- ◆ 3-2-1
- ◆ Peer Assessment Rubric
- ◆ Question Preparation Sheet

***Rubric(s) for Assessment:***

- ◆ See attached rubrics

***Reflection/Comments:***

***The unit begins with an introduction to Puritan America. We read texts including “Sinners in the Hands of an Angry God” and excerpts from The Scarlet Letter.***

***Students then participate in a mock “witch trial” in class over the course of three days. This introduces the concept of mob mentality by giving each student a role in a 1600’s Massachusetts town and encourages them to accuse one another of witchcraft.***

***Students then read the entire play text of The Crucible. First we read in class, with students taking roles. Next, sections of the play are assigned to students who prepare their scenes and act them out in costume with props. After this, we do improvisational acting where students are assigned roles on the fly and must act them out. Finally, for Act 4, the entire class participates in a production of the text on stage in the auditorium. This process is assessed via peer and self-assessment rubrics. There is also one short quiz at the end of Act 4.***

***After the play has been read, students watch the film and during this process, are to start generating questions about the play, the film, and how they differ. Students are given a day after the film is complete to work on questions for the Socratic Seminar.***

***The class is divided into two groups. Students are assigned partners (one per group) and a fishbowl Socratic Seminar is conducted. There are two circles, an inner and an outer. The inner circle students are to conduct a discussion of their questions. The outer circle students cannot speak but must observe the inner circle conversation, specifically their partner’s participation and assess it. Two students from each circle are assigned as Circle Leaders whose job it is to facilitate discussion, ensure all students have the opportunity to speak, and maintain order during the seminar. There is also a “Hot Seat” set up in the center of the circle for a member of the outer circle to jump into when they feel they have something to share with the inner circle.***

***Throughout the process, I do not speak. I only offer ideas by communicating with the class through post its for Circle Leaders and random comments on the board.***