



Unit Planner: Crucible: Argumentative Unit

Englsh 6

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Crucible: Argumentative Unit

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Big Ideas / Enduring Understandings

Best fit models are theories that best explains the world and their circumstances based on one's own (or a group's) limited knowledge.

Depending on one's own personal "best fit model" of understanding the world, free will and predestination may or may not co-exist. The Puritans believed in predetermination/predestination.

The Salem witch-hunts and McCarthyism are two examples in American history in which fear was used as a tool to control the publics opinion and accepted strategies of percieved self interest.

Examples of how fear is used today to control the public and the public's perceived self interests are terrorism and the fear of terrorism. Today, Constitutional rights are compromised in the interest of the public's perceived safety.

Essential Questions

Is our perception(s) of reality true or are they examples of a "best fit model"?

Can free will and predestination co-exist?

How was fear used to control the pulic in American History?

In what ways is fear used to control the public's interests today?

Common Core Standards and Indicators

NYS: CCLS:English Language Arts 6-12

NYS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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).

Responding to Literature

11. Respond to literature by employing knowledge of literary language, textual features, and forms to read and comprehend, reflect upon, and interpret literary texts from a variety of genres and a wide spectrum of American and world cultures.

11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.

1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking & Listening

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

Focused reading
Student questioning
Active Reading Exercises
Exemplar Essays
Key terms explored (Free will, predestination, moral responsibility)
T.A.P. (Topic, Audience, Purpose)

Skills / Strategies

1) Use guided questions to help focus reading
2) Students use skimming to create big questions to foster own interest and focus while reading non-fiction texts
3) Annotating gists, questions, and inferences while reading non-fiction texts

- 4) Analyze writing structure and techniques in class in small group activities
- 5) Use T.A.P to help focus analytical writing and create/develop appropriate style/diction when writing an essay

Key Terms / Vocabulary

Predetermination
 Free-will
 "Best fit Models"
 Theocracy
 McCarthyism
 Witch-hunt

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Listen, notetake, and respond to questions in writing in class.

Pair and share, discuss answers.

Read aloud as well as watch and analyze (visual) movie interpretation of specific scenes of the play.

Utilize Graphic Organize to help outline essay

- Formulate a position/thesis statement
- Determine relevant information to support thesis
- Begin first draft
- Revise, self edit, peer edit, re-write
- Complete final draft for submission
- Revise second draft for final grade

Infer motivations, relationships and moral obligations of leading characters in Arthur Miller's The Crucible during class discussion, small group work and writing

Modifications

1. Read the Directions and re-read the directions out loud.
2. Read or Paraphrase the questions .
3. Use of Visuals
4. Use of sentence starters as necessary
5. Students are paired for support
6. Use of highlighter and annotation
7. Use of Graphic organizer
8. Use of Modelling
9. Display of samples

ELL Modifications

1. Extended time for assessment and assignments.
2. The Frayer Model
3. Use of Bilingual dictionary
4. Simplified assessments: True/False, Multiple choice (only two choices) matching, decreased number of questions.
5. Students seat near the front of the class for easier monitoring by teacher.
6. Students receive visual and graphic organizers
7. Vocabulary words are introduced and tested prior to introduction of new material

Assessments

Depth of Knowledge (DOK) Levels

Multiple Choice Vocabulary Tests (2)

Summative: DOK 2 Basic Application: Test: Common

SAT words 1) must identify the definitions 2) used in a sentence, 3) Used in analogies

Multiple Choice Reading Test

Summative: DOK 1 Recall: Test: Common

Students must recall events in their reading

Argumentative Essay Assignment

Summative: DOK 4 Extended Thinking: Written: Essay

Students must respond to the essay prompt.

Argumentative Speech (Pod-casted or live performance)

Summative: DOK 4 Extended Thinking: Oral: Oral Report

Students may write their essays in the form of a speech. Students may post podcasts of their speeches as well as perform them live. Extra points for creativity in presentations such as slideshows and speaking aids will be included in the grade.

8. Student are paired with another student for peer tutoring
9. Teachers repeat and rephrase often
10. Physical activity is used: Model, role play, act out
11. Length of reading passages is modify, with extended time to complete them
12. Teachers accept Verbal responses in lieu of written work(Beginners)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

The Crucible, by Arthur Miller
Focus

- Whole class

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The Crucible, DVD
Focus

- Whole class

Materials Used

Claim/ Counter Claim Graphic Organizers
Handouts on McCarthism and the real History of the Salem Witch Trials
Model Essay Handouts
Focus

- Whole class

