

## Hysteria in American History: Witch Hunts, McCarthyism, and...?

*A Study of The Crucible under the guise of fear-based hysteria*

The definition of “hysteria” is labeled as the “exaggerated or uncontrollable emotion or excitement, especially among a group of people” (Oxford English Dictionary).

As is read in Miller’s *The Crucible*, hysteria took over the lives of the villagers in Salem, Massachusetts; causing them to persecute each other based on fear in the search for the devil amongst them.

However, as we know, history often repeats itself. In fact, Miller used McCarthyism and the hysteria and fear-based persecution over communists as his basis for *The Crucible*.

**Under the guise that history repeats itself, I want you to find another moment of hysteria and/or fear-based persecution in American History and connect it with what you’ve read in *The Crucible* using textual analysis of the play, of primary documents, and of research articles.**

### Guidelines:

- Partners or Solo Project
- Poster Project featuring:
  - Thesis (What you are proving and how)
  - pieces of evidence labeled in sequential order (Evidence #1, 2, etc.)
  - analysis of each piece of evidence in your words
  - Use of image, quote(s) from play, primary documents, and research articles.
- We will have a research fair in class where you will be able to travel to each group, hear/see their research, and peer assess.

**Rubric:** Posted on website.

### Unit Schedule

<b>Day One</b>	<b>Obj:</b> Identify and define cultural hysterias. <b>What is hysteria and McCarthyism? Activity and Report Out</b> <b>Discussion:</b> The background and motives behind Miller’s <i>The Crucible</i> . <b>Sign-In <i>The Crucible</i></b> <b>Set Characters and Roles:</b> Parris, Tituba, Abigail Proctor, Susanna, Thomas Putnam, Mrs. Putnam, Mercy Lewis, Mary Warren, Betty, Rebecca Nurse, Giles Corey, Proctor, Rev. Hale <b>Dramatic Reading</b> <b>HW:</b> Complete Vocab Unit __ Activities 1-4 and Grammar Activity Complete Questions for Today’s Reading

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<p><b>Day Two</b></p>	<p><b>Obj:</b> Analyze the language used in <i>The Crucible</i>.  <b>Starter:</b> Respond: Who is the villain of the play so far? The hero? Why?  <i>While Completing:</i> Check in your Vocab/Grammar Activities  <b>Discuss Responses</b>            Continue Dramatic Reading: Act I  <b>HW:</b> Finish Act I Reading and Questions            Study for Vocab/Grammar/Act I Quiz</p>
<p><b>Day Three</b></p>	<p><b>Obj:</b> Assess/Analyze Act I of <i>The Crucible</i>.            Utilize dramatic reading to analyze texts under the central theme of hysteria.  <b>**Act I/Vocab and Grammar Quiz**</b>            Once Complete: Come sign up for a role in Act II and III!            Once All Complete: Dramatic Reading of Act II.  <b>HW: Finish Reading Act II and Questions</b></p>
<p><b>Day Four</b></p>	<p><b>Obj:</b> Utilize dramatic reading to analyze texts under the central theme of hysteria.  <b>Starter:</b> Act II Reading Check  <b>Dramatic Reading:</b> Act III  <b>HW:</b> Finish Act III and Answer Questions associated with today's reading.            Complete hysteria exploration (Google Classroom)</p>
<p><b>Day Five</b></p>	<p><b>Obj:</b> Utilize dramatic reading to analyze texts under the central theme of hysteria.  <b>Starter:</b> Set Roles for Act IV  <b>Dramatic Reading:</b> Finish Play  <b>HW:</b> Answer Questions associated with today's reading.</p>
<p><b>Day Six</b></p>	<p><b>Film Study—The Crucible</b>  <b>**Questions Due** (Quiz Grade)</b>  <b>HW:</b> Rough Draft of Hysteria Paper due next class</p>
<p><b>Day Seven</b></p>	<p><b>PeerMark/Writer's Workshop Day to finish essays</b></p>