

Lesson Plan: Critical Analysis of Media *The Crucible Soundtrack*

Prerequisite Knowledge

- Students must be familiar with the basic plot points, characters, setting, and mood/tone of *The Crucible* by Arthur Miller.

Materials

- “Witch Hunt” by Rush (song and lyrics)
- “Music Response” handout
- *The Crucible* by Arthur Miller

Objectives

1. Students will be able to interpret the events of *The Crucible* and choose a song to represent a certain scene from the play. This lesson will encourage students to make connections between the historic events in the play and modern songs that they listen to now – which fulfills my third unit objective of guiding students to make connections between historic and modern events.
 - R–10–4.1 Demonstrate initial understanding of elements of literary texts by identifying, describing, or making logical predictions about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character, relationships, or setting over time; or identifying rising action, climax, or falling action.
 - Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works. (NCTE/IRA)
2. Students will be able to effectively respond to a non-print work (song) through a short writing piece. This lesson objective aligns with my second unit objective of teaching students to respond to text and prompts in a variety of ways.
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 - W–10–11.2 Demonstrates the habit of writing extensively by sharing thoughts, observations, or impressions.

Significance/Rationale

Many of the journal entries and free-writing prompts the students in this class have done about themselves in the early weeks of school show that all of them love music. They talk about their favorite artists and songs all the time and when we had a homework assignment in which they needed to find a song to relate to a Native American myth, they all brought something in to talk about. I know that music is important to them and even though they might like different styles of music, they can all appreciate it when we use music in class. Being able to relate *The Crucible* to a song and later finding a song to represent the events/images in *The Crucible* should be an interesting exercise that will hopefully pique their interest and give them another way to connect to the text.

Methods

1. We will discuss how a song can be an effective representation of an event or feeling. I will ask students to think of a song that makes them think of a certain time, place, or person whenever they hear it and write about it in their journals.
2. I will hand out the "Music Response" handout which has guidelines for responding to a song. We will go over each of the points/guiding questions so that they each know what is expected of them in their responses.
3. I will play "Witch Hunt" by Rush and ask the students to write their responses to the song (or their answer to one of the 'guiding questions') on a piece of paper that they will hand in. I will either print out the lyrics for each student or put the lyrics up on an overhead so they can read the words while they listen to the song. Students will be able to listen to the song once and then, I will play the song again as they write their responses in their journals.
4. I will have some student volunteers share their responses and ask the class to make connections between the song and some of the events in the play.
5. We will then discuss the activity for the day. The students will be asked to brainstorm individually a list of songs (at least 5) they know that could be used on a soundtrack for *The Crucible*, based on lyrical content, the emotional tone of the song, or the music. They will need to think of a possible scene their song could fit with the best. They also need to provide a brief (2-4) sentence explanation for why they thought each song would be appropriate for the play.
6. I will put the students in small groups of 4 students to discuss their song choices and their explanations for choosing their songs. They will need to decide among themselves the most applicable 4 songs from their group (one song from each student) and present their results to the class (they also need to keep a written record of the songs they chose and a brief explanation of each to pass in to me.) We will have a class-wide discussion of each group's song choices and how well they fit with different scenes.
7. (Hopefully) I will make a CD for each student of the songs they chose so that they always have their own soundtrack for *The Crucible*.

Assessments

1. Students will be assessed based on their ability to choose a song that is appropriately relevant to and representative of a scene or moment in *The Crucible*. They will be graded using a 50 point scale, for both their song choice and explanation.

Adaptations

1. One student, who is absent often due to a chronic medical condition, will be able to complete the assignment at home, if necessary.
2. One student who needs to stand after 25-30 minutes of sitting will be allowed to do so.



Feinstein School of Education and Human Development

Critical Analysis of Media Lesson

Name: _____ ID#: _____ GPA: _____
 Teacher Preparation Program: English Education Major: _____

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the Professional Development Reflection. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

In this lesson, the candidate:	Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1. Understands the purposes and characteristics of different kinds of curricula and related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA (NCTE, 4.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Engages students in critical analysis of different media and communications technologies and their effect on students' learning (NCTE, 4.6)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Creates opportunities and develop strategies that permit students to demonstrate, through their own work, the influences of language and visual images on thinking and composing (NCTE, 3.2.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Create opportunities and develops strategies for enabling students to demonstrate how they integrate writing, speaking, and observing in their own learning processes (NCTE, 3.2.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates a variety of ways to <u>teach students composing processes</u> that result in their creating various forms of oral, visual, and written literacy (NCTE, 3.2.3)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Engages students in activities that provide opportunities for demonstrating their skills in writing, speaking, and creating images <u>for a variety of audiences</u> (NCTE, 3.2.4)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Uses a variety of ways to assist students in creating and critiquing <u>a wide range of print and nonprint texts</u> for multiple purposes and helps students understand the relationship between <u>symbols and meaning</u> (NCTE, 3.2.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Understands media's influence on culture and people's actions and communication, reflecting that knowledge not only in her own work but also in her teaching (NCTE, 3.6.1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Uses a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrates learning opportunities into classroom experiences that promote composing and responding to such texts (NCTE, 3.6.2)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. Helps students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and <u>uses current technology to enhance their own learning</u> and reflection on their learning (NCTE, 3.6.3)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Evaluator: _____ Date: _____