Defining and Elaborating Upon the Definition of a Rumor

***Lesson Topic(s) and/or Essential Question(s)/Essential Understandings:*Topic:** Defining and Elaborating Upon the Definition of a Rumor in relation to *The Crucible*

**Essential Question(s):** What is a rumor? How can we define it? How can we relate such definitions to *The Crucible*?

**Essential Understandings:** The ultimate aim of this lesson is not only to allow students to begin to ponder about the definitions and intricacies of rumors, but to potentially realize the negative effects that rumors can have on an individual, as demonstrated through discussion in relation to their personal experiences and to Arthur Miller’s *The Crucible*.

***Objectives:***

* SWBAT elaborate and extend upon the dictionary’s definitions of a rumor through visuals, and class discussion as they provide various examples.
* SWBAT analyze a visual representation of the word rumor.
* SWBAT relate the previously formulated, thorough definition of rumor to the play, *The Crucible*.

***Standards:***

* [CCSS.ELA-LITERACY.SL.9-10.1.B](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/): Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
* [CCSS.ELA-LITERACY.SL.9-10.1.C](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/): Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
* [CCSS.ELA-LITERACY.SL.9-10.1.D](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/): Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

***Instructional Materials and Resources:***

* *The Crucible* text.
* A transparency or a sheet of paper
* An ELMO or projector
* Pieces of paper for individual student drawings of a rumor

***Learner Factors:***

As always, this lesson functions in a manner that aims to appeal to all learners, as well as accommodate to specific aspects of learners in correspondence with students’ particular learning styles. More specifically, for example, in order to better serve visual learners, the entirety of this extended definition activity will be projected. Moreover, students will be asked to draw a visual representation of their interpretation of a rumor—a task that aims not only to engage students more generally and propel them to think more deeply about how rumors are spread, and the ways that they might affect individuals, but also further appeals to such visual learners.

***Environmental Factors:***

 There are no environmental changes that need to made in order to successfully complete this lesson. However, it is important that the instructor have a manner in which to project the written version of the class extended definition, as well as the students’ drawings to the class in order to encourage discussion.

***Rationale:***

 Rumors are ubiquitous, pervasive, and can be (and are more often than not) extremely wounding. Engaging students in a discussion about rumors is therefore not only important, particularly in a day and age in which bullying is becoming more and more of a horrible issue, but also rather simple, in that is a relatable and interesting topic for most, if not all students. Moreover, by fostering deep and meaningful discussions around such a broad but nevertheless extremely vital issue, students will be all the more immersed in delving into discussion surrounding its thematic importance within Arthur Miller’s *The Crucible*, as it is a trope that is rather unavoidable within this literary rich play.

***Instructional Tasks and Activities:***

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| What the Instructor Will Be Doing: | What the Students Will Be Doing: |
| * **15 minutes:** Theatrically read narrative introduction of *The Crucible* pgs. 166-168.
* **2 minutes:** Ask for 4 volunteers for a game of Telephone and briefly describe the game’s rules.
* **5 minutes:** Facilitate a game of Telephone
* **2 minutes:** Facilitate discussion surrounding how a game of telephone relates to rumors.
* **2 minutes:** Instruct students to draw a brief sketch of what a rumor “looks” like.
* **10-15 minutes:** Facilitate questions around an extended definition of the word rumor (i.e. what does a rumor feel like? What would it taste like if it were a type of food? What does a rumor look like—and ask for volunteers to project their images)
* **10-15 minutes:** Instruct students to read pgs. 169-172. Make sure that students are on task as students’ performing read their lines, and encourage those acting to remain “in character.”
 | * **15 minutes:** Listen attentively as instructor reads aloud the narrative introduction of *The Crucible*.
* **2 minutes:** Volunteer and/or listen as instructor describes the game’s rules.
* **5 minutes:** Participate in a game of Telephone or watch as their peers participate in the game.
* **2 minutes:** Discuss how a game of telephone relates to rumors.
* **2 minutes:** Listen as instructor gives instructions and quickly draw a brief sketch of what they feel a rumor might “look” like.
* **10-15 minutes:** Participate in discussion around the extended definition of the word rumor.
* **10-15 minutes:** Perform lines from *The Crucible* or follow along as their peers perform lines from pgs. 169-172.
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