



UNIT 2 – THE CRUCIBLE – Y9 – ARTHUR MILLER



Key Learning – The Crucible. How does Miller explore the way mob mentality and mass hysteria affect a small tight-knit community?

The Salem Witch Trials of 1692 are now infamous in history, representing a time in American history where outwardly religious communities, turned on one another, leading to a series of mass witch trials. They represent what can happen when communities are raised in a culture and environment of mistrust, fear and suspicion. The play also highlights the highly oppressive culture of Puritanism, which allowed no room for self-expression and where status and power were the goals, hidden behind a façade of religious and pious habits and traditions. The play is an allegory for the McCarthy administration in America which was characterised by a widely taught and encouraged fear of Communists which verged on mass hysteria and panic. Miller felt such tactics limited freedom of speech and artistic expression and so wished to speak out.

Key Characters:

- **Reverend Parris:** The minister of Salem's church. Reverend Parris is a paranoid, power-hungry, yet oddly self-pitying figure. Many of the townsfolk, especially John Proctor, dislike him, and Parris is very concerned with building his position in the community.
- **John Proctor:** A local farmer who lives just outside town; Elizabeth Proctor's husband. A stern, harsh-tongued man, John hates hypocrisy. Nevertheless, he has a hidden sin—his affair with Abigail Williams—that proves his downfall. When the hysteria begins, he hesitates to expose Abigail as a fraud because he worries that his secret will be revealed and his good name ruined.
- **Elizabeth Proctor:** John Proctor's wife. Elizabeth fired Abigail when she discovered that her husband was having an affair with Abigail. Elizabeth is supremely virtuous, but often cold.
- **Abigail Williams:** Reverend Parris's niece. Abigail was once the servant for the Proctor household, but Elizabeth Proctor fired her after she discovered that Abigail was having an affair with her husband, John Proctor. Abigail is smart, wily, a good liar, and vindictive when crossed.
- **Reverend Hale:** A young minister reputed to be an expert on witchcraft. Reverend Hale is called in to Salem to examine Parris's daughter Betty. Hale is a committed Christian and hater of witchcraft. His critical mind and intelligence save him from falling into blind fervour.
- **Mary Warren:** The servant in the Proctor household and a member of Abigail's group of girls. She is a timid girl, easily influenced by those around her, who tried unsuccessfully to expose the hoax and ultimately recanted her confession.
- **Thomas Putnam:** A wealthy, influential citizen of Salem, Putnam holds a grudge against Francis Nurse for preventing Putnam's brother-in-law from being elected to the office of minister. He uses the witch trials to increase his own wealth by accusing people of witchcraft.

Core vocabulary:

Puritan a religious group of people with extreme Christian views and ideas, who sought to simplify or purify Christian worship.
Puritanical: having or displaying a very strict moral attitude.
Mass Hysteria: exaggerated or uncontrollable emotions shared by a large group of people.
Hypocrisy: the practice of engaging in the same behaviours you are criticising others for.
Patriarchy: a system of government where men hold the power and women are largely excluded from it.
Persecution: Hostility or ill-treatment, especially because of race, political, or religious beliefs.
Communism: A political and economic philosophy where property is owned by the community and each person contributes what they can.
Social Commentary: The expression of one's point of view or feelings toward society, usually through literature.

McCarthyism (1947-56):

An American senator called Joseph McCarthy rose to power by stirring up hatred and suspicion, making people terrified of Communists. Stemmed from the fear and tension between the USA and USSR following WW2. In 1947 he ordered all Government employees must be screened for a 'loyalty' check to ensure they didn't possess Communist sympathies. Any suspected Communist was blacklisted. The McCarthy Trials (April-June 1954) saw many confess and accuse others of Communist activity.

Digging Deeper

What do you think Miller was exposing about repressive societies? What might be the hot topics where people become hysterical in our time? Why is it important to protect free speech and the chance to express your views? How can we get better at listening to points of view which are not our own?

THEMES (AO1)

Reputation: Miller explores the significance of reputation as the townsfolk fear that the sins of their friends and associates will taint their names. Proctor's desire to keep his good name leads him to make the heroic choice not to make a false confession and to go to his death without signing his name to an untrue statement.

Hysteria: A critical theme in The Crucible is the role that hysteria can play in tearing apart a community. Hysteria replaces logic, it thrives only because people benefit from it. It suspends the rules of daily life and allows the acting out of every dark desire and hateful urge under the cover of righteousness.

Intolerance: This theme is prevalent in the play. There is no room for deviation from social norms. In Salem, everything and everyone belongs to either God or the devil; dissent is not merely unlawful, it is associated with satanic activity.

Hypocrisy: Miller explores how in Salem's society those who are hypocrites are not necessarily fairly-judged or indeed judged at all.



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YEAR 9 – UNIT 1: DARE TO SCARE



KEY QUESTION: HOW DOES THE GOTHIC LOOK TO CHALLENGE THE SOCIETY WE LIVE IN?

Key Learning		Key Terminology
What is a horror story? A horror story is one whose main aim is to scare us by exploiting our greatest fears. Horror stories come in many forms. • Graphic horror involves scenes of violent physical conflict with blood and gore • Psychological horror involves ideas that prey on our minds. • Gothic horror combines fiction, horror and romance with themes of the supernatural, strange happenings and the unexplained. In Gothic literature the threat of horror, rather than actual violence or bloodshed, creates the fear and suspense. ----- Structure of a horror story: Horror stories typically involve a main protagonist at risk from an evil antagonist. Sometimes, after the evil character has been seemingly defeated, he/she will return to create surprise and terror. In the end, good usually prevails over evil, often with the help of a hero. Cliff-hangers can leave the possibility that the evil presence may return. ----- Typical settings for horror stories: remote setting, abandoned old house, haunted house, medieval castle, churches and graveyards, narrow alleyways, dark streets. Other key ingredients of horror stories: fear, surprise, suspense, the unknown or unexplained, darkness, shadows, bad weather.	Timeline of famous horror stories: <u>18th Century</u> The roots of the horror genre can be traced back to the 18th century. 1764 - <i>The Castle of Otranto</i> by Horace Walpole is acknowledged as the first horror novel. It introduces what have become classic Gothic devices, such as a foreign location, a dark and ominous castle and a naïve young woman fleeing from an evil, lustful man. <u>19th Century</u> At a time of scientific advancement and new discoveries, Gothic horror was very popular, playing to the fears of the general public. 1816 - <i>Frankenstein, or the Modern Prometheus</i> (by Mary Shelley) 1886 – <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (by Robert Louis Stephenson). <u>Modern Horror</u> Stephen King has written many bestselling horror novels. Anne Rice first established the idea of a sympathetic vampire in her novel <i>Interview with the Vampire</i>, leading to the creation of later characters and series such as <i>Buffy the Vampire Slayer</i>, <i>True Blood</i> and <i>Twilight by Stephanie Meyer</i> which has also been made into blockbuster films. Tim Burton's classic <i>Edward Scissorhands</i>	Motif – common or reoccurring images which help create a mood Theme – a recurring idea that runs through a text: eg; love, evil, etc. Repetition – the writer's deliberate repeating of words or phrases Semantic field – recurring words used by an author to create the same meaning Pathetic Fallacy – the use of weather to establish mood Irony – the use of words by writer so their actual meaning is the opposite of what is stated Subvert – to challenge accepted ideas Liminality – in between spaces; transition from one to the next
Recommended reading: <i>Frankenstein</i> (Mary Shelley); <i>The Strange Case of Dr Jekyll and Mr Hyde</i> (Robert Louis Stevenson); <i>Wuthering Heights</i> (Emily Bronte); <i>Dracula</i> (Bram Stoker); <i>The Monkey's Paw</i> (W.W. Jacob); <i>My Swordhand is Singing</i> (Marcus Sedgewick); <i>A Greyhound of a Girl</i> (Roddy Doyle); <i>The Devil Walks</i> (Anne Fine); 'Enemy' series (Charlie Higson) <i>Spooks</i> by Joseph Delaney; <i>Tales of Mystery and Terror</i> by Edgar Allan Poe.	Key Questions: What do we mean by the Gothic? How have Gothic writers begun to change the way they create fear and subvert the genre? How could 1950s America be a perfect vehicle for the Gothic? How do you think Gothic will continue to reinvent itself and remain fascinating?	

**Key Learning –Exploring Difference: To investigate how writers celebrate and explore difference in a range of texts**

We aren't all the same, but do we want to be? How does it feel to stand out from the crowd? Over the centuries many artists and writers have used their talents to explore and celebrate difference. In this unit you will read powerful and challenging pieces of fiction, non-fiction and poetry which explore what it is like to be different. You will analyse how writing can challenge perceptions, help us to empathize with others, and celebrate the lives of those who stand out from the crowd.

Core Terminology

Figurative language: words and phrases used to enhance meaning, e.g. using simile or metaphor to make comparisons, using imagery to heighten the impact of what is written

Narrative voice: the voice telling the story.

First-person narrative: a story told from one character's viewpoint, using the pronoun 'I'. Advantage: see one person's perspective in depth. Disadvantage: Narrator could be unreliable; can't tell what other characters are thinking/feeling.

Third person narrative: a story told using the pronouns he/she. Narrators can be omniscient (all knowing) or limited (one character in the story).

Complex Sentence: made up of one independent or main clause and one or more subordinate clauses, which add extra information.

Subordinate clause: a clause in a sentence that provides additional information but which cannot stand on its own

Monologue: a speech by a single character expressing their thoughts or feelings

Extended metaphor: a metaphor that is repeated or expanded in a text

Abstract noun: a noun that refers to a concept such as 'hope, trust, pride or determination

Theme: subject or main idea that runs throughout a text for example: love, family, courage, loyalty, ambition.

New Key Vocabulary

Congenital disorder: a medical condition existing at birth or that develops in the first month of life

Defiance: resisting what is expected of you

Judgmental: ready to judge another's behaviour

Engulfed: overwhelmed

Multiple sclerosis (MS): an inflammatory disease affecting communication between the brain and spinal cord

Insurmountable: impossible to overcome

Trepidations: fears

Perseverance: the quality of being able to continue despite setbacks

Digging Deep

How does our society treat people who are seen to be different?

Do you think we are a tolerant or intolerant society?

Research works of art that are controversial or celebrate difference? What was the public's reaction? Why?

Have attitudes changed from the 19th century towards people who are seen as different? What is 'normal'? Aren't we all different in some way?

Texts studied in this unit:**Newspaper article**

The statue of Alison Lapper in Trafalgar Square. Use of art to challenge perceptions about difference.

Letter to the Guardian Newspaper

A letter to... my beautiful blue-eyed boy – a mother reflects on life with an autistic child.

Autobiography

Extract from *My Left Foot* by Christy Brown

Blog post

Adventurer Wendy Booker describes how she did not want to be limited by a disease after discovering she has multiple sclerosis.

Short Story

Extract from *Somebody* by Danny Santiago

Contemporary Fiction

The State of Grace by Rachel Lucas

All the Things we Never Said by Yasmin Rahman

Wonder by R J Palacio

Everything I Never Told You by Celeste Ng

Literary Fiction

Extract from *Roll of Thunder* by Mildred Taylor

The Outsiders by S E Hinton

Poetry

For Heidi With Blue Hair by Fleur Adcock

Checking Out Me History by John Agard

Recommended reading: *The Woman in White* by Wilkie Collins; *The Boy in the Striped Pyjamas* by John Boyne; *Freak the Mighty* by Rodman Philbrick; *To Kill a Mockingbird* by Harper Lee; *Fahrenheit 451* by Ray Bradbury; *Bill's New Frock* by Anne Fine; *Cosmic* by Frank Cottrell Boyce; *The Curious Incident of the Dog in the Night Time* by Mark Haddon.



UNIT 3 – EXPLORING DIFFERENCE – Y9





Y9 - UNIT 4 – DREAMS BECOMING NIGHTMARES



Key Learning – The society George and Lennie live in makes the failure of their dream inevitable YR 9 Of Mice and Men

What are the roles of societal outcasts and how do their dreams often become nightmarish as they face prejudice and oppression?

Steinbeck felt that the new deal launched in America often ignored those with the least power and felt that prejudice and oppression made it even harder for them to achieve the American Dream. He sought to explore and reveal why it is so hard for social outcasts to improve their quality of life. He used his characters to do this. We see this in the characters of George, Lennie, Candy, Curley's wife, and Crooks in particular.

Social Realism Literature features:

- Real settings are employed.
- Characters are drawn from the working classes to add realism.
- The events allow the writer to comment on the society they live in, highlighting injustices and inequality.

Key concepts:

Dreams: an aspiration, ambition, or ideal to change your life for the better.

Outcasts: a person who has been rejected or ostracised by their society or social group.

Loneliness: individuals who are isolated, meaning they lack relationships with other individuals.

Nomadic: a lifestyle of moving from one place to another rather than living in one place all the time.

Foreshadowing: a warning or indication of a future event.

Symbolism: the use of words to symbolise specific people, objects, or events.

Pessimism: a tendency to see the worst or believe the worst will happen.

Inevitability: the quality that something is certain to happen.

Cyclical structure: a structure where the writer returns back to the beginning.

Misogyny: dislike of, contempt of, ingrained prejudice of women.

Core vocabulary:

Prohibition: the prevention, by law, of the manufacture of alcohol from 1920-1933.

The American Dream: the idea that life can be better, richer and fuller for everyone, with opportunity for all.

The Dust Bowl: a period of severe dust storms which brought famine to the American plains.

Wall Street Crash: An economic crash where many people and businesses became bankrupt overnight, leading to mass unemployment.

Nepotism: the act of using your power or influence to benefit friends and relatives, especially by giving them jobs.

Meritocracy: a society governed by people elected according to merit.

Hierarchy: a system in which members are ranked according to their status, authority or importance.

Social Realism: the realistic portrayal, in writing, as a means of social or political comment on life, particularly common between WW1 and WW2.

Digging Deeper Questions

1. How might Steinbeck's message connect to your understanding of context?
2. Why might Steinbeck have presented the American Dream in this way?
3. Is it significant that these oppressed characters are being written by a white man? Might that make a difference to our understanding?
4. Is this story presented as a dream or a nightmare? How do you know?
5. What might this text have to say to readers in the 21st century?

Key Quotations

1. 'Guys like us, that work on ranches, are the loneliest guys in the world. They got no family. They don't belong no place. . . . With us it ain't like that. We got a future. We got somebody to talk to that gives a damn about us.'
2. 'George, how long's it gonna be till we get that little piece an' live on the fatta the lan' – an' rabbits?'
3. 'Nobody never gets to heaven, and nobody gets no land.'
4. 'I tell you I ain't used to livin like this. I coulda made somethin' of myself.'
5. 'Maybe ever'body in the whole damn world is scared of each other.'



Y9 - UNIT 4 – DREAMS BECOMING NIGHTMARES





UNIT 5 – DREAMS BECOMING NIGHTMARES



Yr 9 Macbeth Key Learning – Macbeth is a noble warrior whose ambition destroys his life, his marriage and the person he could have been. Who we really are is how we deal with temptation.

How does Macbeth, as the tragic hero, disrupt the Great Chain of Being bringing about chaos, violence and death in Scotland?

Shakespeare wrote Macbeth at a time of great upheaval and political unrest in Britain. The new King James was convinced witches were trying to kill him, he had suffered from an attack on Parliament with the Gunpowder plot and his Kingdom was far from secure. In the play we are presented with such a traitor who acts as a warning to all who would seek to destroy the monarchy and reinforces Jacobean beliefs in the Great Chain of Being, the Divine Right of Kings, and argues for the audience to stay alert to dark forces that would seek to destroy the Kingdom.

The Tragic Hero. A tragic hero is defined by:

- A flaw or error of judgement (hamartia).
- A reversal of fortune (peripeteia) brought about because of the hero's error in judgement.
- The discovery or recognition that the reversal was brought about by the hero's own actions (anagnorisis)
- Excessive pride (hubris)
- The character's fate must be greater than deserved.

Key characters:

Macbeth: The tragic hero who is corrupted by his ambition. He is strong, brave and fearless in battle. He is also indecisive, morally weak and eventually the example of a traitor and a ruthless killer. He represents how in our human nature what we desire can ruin us.

Lady Macbeth: Macbeth's wife and partner in the murder of King Duncan. She defies the conventions of femininity and rejects the traditional role of a woman. She is domineering, controlling, manipulative and seems utterly evil and amoral. She is shown later to be destroyed by her conscience and overwhelming feeling of guilt.

Banquo: The foil of Macbeth. As Macbeth's friend he too receives prophecies from the witches but chooses to reject them. He represents the true Christian moral response to evil and temptation.

The Witches: The shadowy figures of the play. They are clearly powerful, tightly connected to Macbeth's destiny and fate but do not actually tell him what to do. They represent the supernatural in the play, as well as ideas around appearance and reality.

King Duncan: The good King of Scotland. Morally good but shows poor judgement over both Thane of Cawdors. Represents order and Divine Right of Kings.

Core vocabulary:

The Great Chain of Being: the belief that the world is ordered in a chain with God at the top and the rest of society, even down to rocks ordered underneath in a clear, rigid hierarchy.

The Divine Right of Kings: the idea that a king was chosen by God and therefore their removal was a betrayal against God as well as breaking the law.

Transgressive: Someone who violates or crosses the social and moral boundaries of society and religion.

Soliloquy: a speech delivered by an actor alone on stage which allows the audience to understand the character's thoughts, feelings and attitudes at any moment in the play. Often used at pivotal moments in the play.

Masculinity: the way a man is perceived by his society as representing the traits of a man.

Key Quotations

'For Brave Macbeth' / 'So fair and foul a day I have not seen'

'Stars hide your fires, let not light see my black and deep desires'

'Come you spirits that tend on mortal thoughts and unsex me here!'

'Look like the innocent flower, but be the serpent under't'

'Is this a dagger I see before me?'

'To know my deed, 'twere best not know myself'

'O, full of scorpions is my mind, dear wife!'

'Out damned spot! Out I say!'

'Tomorrow, and tomorrow, and tomorrow, creeps this petty pace from day to day' / 'Out, out, brief candle!'

Digging Deeper Questions

1. How are the witches depictions of evil and the fickleness of fate?
2. How far do you think Macbeth conforms to ideas about the tragic hero?
3. How might Lady Macbeth be interpreted differently by a modern audience?
4. Why does Shakespeare emphasise the chaos and disorder which follows the killing of the King so persistently?
5. What might this text have to say to readers in the 21st century about power, violence and ambition?



UNIT 5 – DREAMS BECOMING NIGHTMARES



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