

## RED SCARE CLASS DIVISION WITH DIFFERENT COLORED CARDS

Complete before even reading Act 1

STANDARDS: 1.2, 1.3, 2.2, 2.3, 3.3, 4.1, 4.2

Title: The Enemy among us

Objective: SWBAT deconstruct the event of the Red Scare in order to understand the pressure of stereotypes, hysteria and persecution on popular society.

Assessment: SW be able to explain how The Red Scare relates to Hysteria in an exit ticket with a couple of sentences.

Context: This activity would come near the beginning of the unit on the Crucible (before act one) as it's objective is to help students relate the hysteria felt in the crucible to the hysteria felt during the red scare. We also placed this after the students research project on the two time periods so that they will already be aware of the connection between the red scare and the witch trials.

(It would be most successful after some lecturing on the history of both the Salem witch trials and the Red scare)

Materials:

Enough note cards for every student in your class (40) can cut note cards in half to save money!!

A pen to write on all the note cards

A propaganda speech from the McCarthy era.

Overview: <http://historymatters.gmu.edu/d/6456> (choose a speech from this website to give while students participate in the activity-ask students to take notes, have a discussion afterwards)

For HW the students should have already read McCarthy "Enemies among speech" (the speech I chose from the website)

Create 40 note cards

10 saying "You are a Communist, you must try to hide your loyalties and not be discovered by the government!! If you are accused of being a Communist do not confess or name names!"

5 saying: "You are a Communist, you must not operate a mechanical pencil, use words beginning in "M" and if you have brown hair (Hide it!!!) If you are accused of being a Communist never confess and don't name names!

5 saying you are a loyal government official

5 saying you have seen a Communist, accuse anyone you see using mechanical pencil (can speak out of turn)

5 saying you have seen a Communist, accuse anyone using words beginning with "M" (can speak out of turn)

5 saying you have seen a Communist, accuse anyone with dark hair (can speak out of turn)

5 saying you are a government official and when you speak you use words that begin with "M" to show your loyalty to the government.

As students move into the classroom hand out note cards (randomly), remind students they cannot talk about what is on their note card (write this on the board as well) Once students are settled before reading the speech encourage students to pay attention to their cards and engage in the activity then begin reading the McCarthy speech. (If, a few sentences into the speech your students are still not responding then remind them that they are allowed to speak over you to call out their fellow students)

Students will call out and accuse each other, if a Communist is accused ask them to move their chair to the front of the class tell that student that they may not return to their seat unless they confess or name another student (they are also not allowed to name a communist from these seats unless they are naming another student to replace them).

After the speech, discuss the speech with students (more students will be accused) and make sure to ask who was speaking (McCarthy) this will get a few more students accused.

After brief discussion tell the students that the activity is over and ask the students that were accused how they felt. Then ask the students who accused people how they felt (what their card says) then ask the students who were not accused what they thought was going on or who's side they were on. Make sure to ask probing questions, ask students why they betrayed their friends to get out of the hot seat? What the confusion (accusations flying everywhere) of the activity made them feel? How do they think people felt during this time period? What does this teach us about people's natures? Can they see how scared innocent people are of being accused and how seemingly moral people can begin to fall victim to hysteria?

Go over the new vocabulary word Hysteria, and discuss how it relates to the activity by making example sentences that relate the vocabulary word to the lesson.

Exit ticket: Students must fill out a piece of paper with two sentences describing how the Red Scare relates to their new vocabulary word Hysteria.

FOR HW: Read the first act of the play!! Keeping in mind what we discovered about Hysteria today!

#### 6. Reflection:

This lesson will be a dramatization of the hysteria felt during the time of the red scare. It will help students relate to the new vocabulary terminology and also help students make connections between the Red Scare and the Salem Witch Trials. This is an important part of the comprehension process for students because they did not experience either time period and both will seem far away but being witness to the

hysteria created by this activity will allow them to relate to the characters in the play better.