ANALYSING CHARACTERS IN "THE CRUCIBLE" USING THE SYSTEMS ICEBERG

Submitted by Rajwant Saghera, 2024, while serving as Teacher at Colegio Anglo Colombiano, Colombia

LEARNING PLAN OVERVIEW

Subject(s)	English Language & Literature
Grade Level (s)	High School (ages 14-18)
Systems Tool(s)	Systems Iceberg
Purpose of Using Tool	• Inquiry • Critical Thinking
Summary	Students will use the Systems Iceberg to analyse the development of a character from Arthur Miller's play "The Crucible".

Learning Objectives

Students will demonstrate their ability to conduct in-depth character analysis by examining the evolution of a character from 'The Crucible' at key moments throughout the play, identifying shifts in motivations, beliefs, and conflicts.

Material and Settings

- Copies of the play "The Crucible"
- A copy each of a piece of paper with four smaller Systems Iceberg drawn onto it

Learning Context

The context of the class is a group of Diploma students in the International Baccalaureate (IB) program who are preparing to write an essay analyzing a key character from Arthur Miller's play "The Crucible."

These students are expected to delve deeply into the text, examining how their chosen character develops over the course of the play. The focus is on demonstrating a nuanced understanding of

the character's evolution, including shifts in motivations, beliefs, and conflicts at different key moments throughout the play. The goal is for students to showcase their ability to conduct thorough literary analysis and articulate their insights in a well-structured essay.

Purpose of Using the Systems Thinking Tools

The Systems Iceberg tool is helpful for analyzing characters in "The Crucible" because it encourages students to look beyond surface-level traits and events. It prompts them to explore deeper factors like internal conflicts, societal norms, and historical contexts that shape the characters' behaviors. By considering these interconnected elements, students gain a holistic understanding of character development and improve their critical thinking skills for writing insightful essays.

Learning Plan Step-by-step Description

1. Introduction (5 minutes):

- Begin the lesson by explaining the purpose: to deepen understanding of characters in "The Crucible" using the Systems Iceberg model.
- Recap key events and characters in the play to provide context.

2. Overview of the Systems Iceberg (10 minutes):

- Introduce the Systems Iceberg model, explaining its concept of looking beneath the surface to understand deeper influences.
- Discuss the layers of the Systems Iceberg: visible (events, actions) and invisible (beliefs, values, societal norms).

3. Selecting a Character (5 minutes):

- Ask students to choose a character from "The Crucible" they would like to analyze.
- Encourage them to consider characters with complex motivations and development throughout the play.

4. Identifying Visible Factors (10 minutes):

- Have students brainstorm and list visible factors about their chosen character, such as actions, dialogue, and relationships.
- Record these factors on the whiteboard or chart paper.

5. Exploring Invisible Factors (15 minutes):

- Introduce the concept of invisible factors like beliefs, values, and societal influences.
- Guide students in analyzing how these invisible factors might shape the character's actions and decisions.
- Encourage discussion and critical thinking about the character's motivations.

6. Filling in the Systems Iceberg Model (15 minutes):

- Distribute worksheets or graphic organizers of the Systems Iceberg model to students.

- Have students fill in the Systems Iceberg model with the visible and invisible factors they identified for their character.
- Encourage them to draw connections between the layers.

7. Group Sharing and Discussion (10 minutes):

- Divide students into small groups to share their completed Systems Iceberg models.
- Facilitate a discussion where groups explain their character analyses and the influences they identified.
- Encourage questions and reflections from classmates.

8. Reflection and Conclusion (5 minutes):

- Lead a brief reflection on the activity, asking students to consider what they learned about character analysis using the Systems Iceberg model.
- Summarize key insights and takeaways from the lesson.
- Assign homework if necessary, such as writing a short reflection on applying the Systems Iceberg to their chosen character.

Optional Extension:

- Encourage students to apply their understanding of the Systems Iceberg to analyze additional characters or scenes from "The Crucible" independently.
- Have students compare and contrast different characters' Systems Iceberg models to explore the diversity of influences at play in the play.

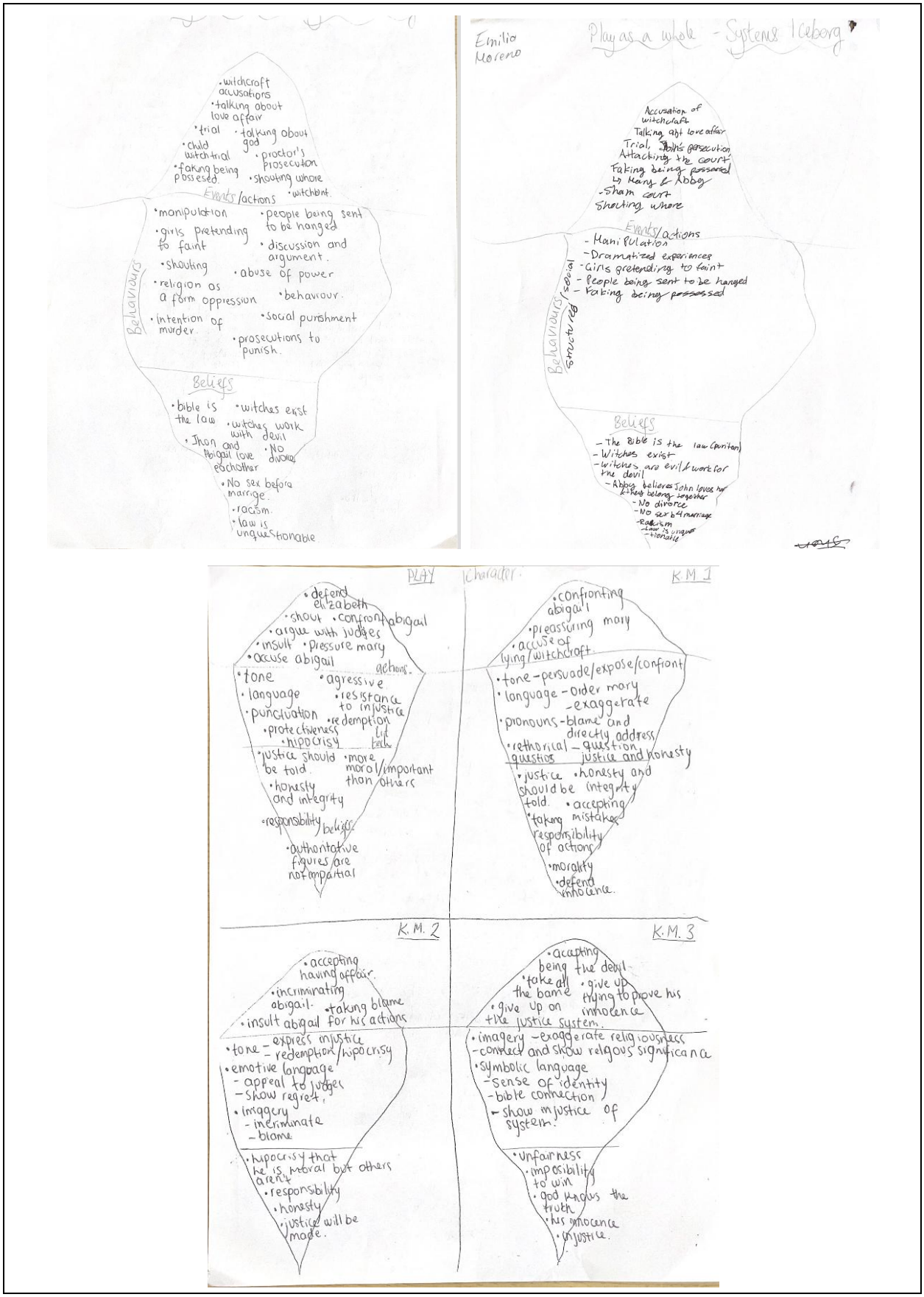
Reflection: Plusses

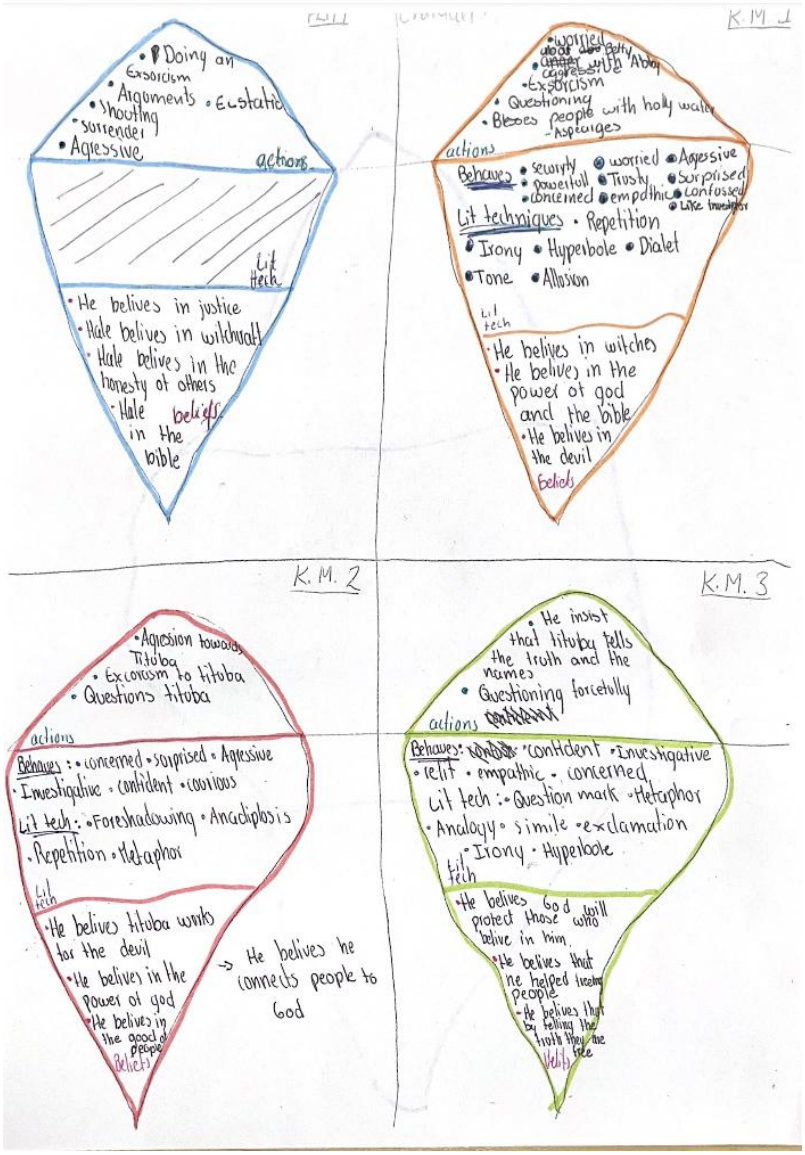
Students were able to visualise how a character is layered in multiple ways, and how their action is shaped by multiple forces. Students found thinking of the systems at play challenging but rewarding. They found the Systems Iceberg an excellent tool to analyse characters in an in depth manner.

Reflection: Areas for Improvement

Because of the complex nature of the Systems Iceberg plenty of modelling is required. It is also beneficial to stop and share progress at multiple points.

EVIDENCE


witchcraft accusations
talking about love affair
trial
talking about god
child witch trial
proctor's prosecution
faking being possessed
shouting whore
witchcraft
Events/actions
manipulation
people being sent to be hanged
girls pretending to faint
discussion and argument
shouting
abuse of power
religion as a form oppression
behaviour
intention of murder
social punishment
prosecutions to punish
Beliefs
bible is the law
witches exist
witches work with devil
John and Abigail love eachother
No divorce
No sex before marriage
racism
law is unquestionable
Emilio Moreno
Play as a whole - Systems Iceberg
Accusation of witchcraft
Talking abt love affair
Trial, John's prosecution
Attacking the court
Faking being possessed by Mary & Abby
Sham court
Shouting whore
Events/actions
Manipulation
Dramatized experiences
Girls pretending to faint
People being sent to be hanged
Faking being possessed
Behaviours
Social
Structured
Beliefs
The Bible is the law (puritan)
Witches exist
witches are evil & work for the devil
Abbey believes John loves her & they belong together
No divorce
No sex b4 marriage
Racism
Law is unjust
Homosexuality
PLAY
Character
defend elizabeth
shout
confront abigail
argue with judges
insult
pressure mary
accuse abigail
actions
tone
aggressive
language
resistance to injustice
punctuation
redemption
protectiveness
hippocrisy
Lit tech
justice should be told
more moral/important than others
honesty and integrity
responsibility
Beliefs
authoritative figures are not impartial
K.M. 1
confronting abigail
reassuring mary
accuse of lying/witchcraft
tone - persuade/expose/confront
language - older mary - exaggerate
pronouns - blame and directly address
rethorical - question
questions
justice and honesty
justice should be told
honesty and integrity
accepting
taking mistakes
responsibility of actions
morality
defend innocence
K.M. 2
accepting having affair
incriminating abigail
taking blame
insult abigail for his actions
tone - express injustice
redemption/hipocrisy
emotive language
- appeal to judges
- show regret
imagery
- incriminate
- blame
hipocrisy that he is moral but others aren't
responsibility
honesty
justice will be made
K.M. 3
accepting being the devil
take all the blame
give up trying to prove his innocence
give up on the justice system
imagery - exaggerate religiousness
- connect and show religous significance
symbolic language
- sense of identity
- bible connection
- show injustice of system
unfairness
impossibility to win
god knows the truth
his innocence
injustice


Doing an Exorcism
Arguments
Shouting
Surrender
Agressive
Ecstatic
actions
Lit Tech
He belives in justice
Hale belives in witchcraft
Hale belives in the honesty of others
Hale in the bible
beliefs
K.M.1
worried
Aggressive
Exorcism
Questioning
Blesses people with holy water
actions
Behaves
security
worried
Aggressive
powerfull
Trusty
Surprised
concerned
empathic
confused
Lit techniques
Repetition
Irony
Hyperbole
Dialet
Tone
Allusion
Lit tech
He belives in witches
He belives in the power of god and the bible
He belives in the devil
Beliefs
K.M.2
Agression towards Tituba
Exorcism to tituba
Questions tituba
actions
Behaves : concerned surprised Agressive
Investigative confident curious
Lit tech : Foreshadowing Anacliplosis
Repetition Metaphor
Lit tech
He belives tituba works for the devil
He belives in the power of god
He belives in the good of people
Beliefs
-> He belives he connects people to God
K.M.3
He insist that tituba tells the truth and the names
Questioning forcefully
actions
Behaves: confident Investigative
relit empathic concerned
Lit tech : Question mark Metaphor
Analogy simile exclamation
Irony Hyperbole
Lit tech
He belives God will protect those who belive in him.
He belives that he helped treating people
He belives that by telling the truth they are free
Beliefs