

Balancing Security and Individual Rights

Or what do Witches, Socialist, Communists and Terrorists have in Common?

Introduction

Goals and Aims

One of the central tensions in American culture is based on the dilemma of how we balance the need for collective security and our values as expressed in individual civil liberties. I will use this unit to introduce students to the importance of primary source documents in history, and have them think historically by requiring that they document their own change in understanding of a particular incident as their knowledge increases through further examination of primary and secondary source documents. John Dos Passos said, "Every generation rewrites the past", and these students will participate in that process.

Rational

At times in U.S. history, the perceived and real need for security has led to a denial of civil liberties normally expected by citizens. Through an examination of four specific incidents of the hysteria surrounding the need for security, students will come to an understanding of how and why these incidents take place. It would be unrealistic to suggest that another incident will not take place in the future. As citizens in a republic, the students must understand the issues to react in a reasonable and thinking way to a future incident.

The purpose of this unit is to use examinations of the primary sources to approach the issues of reliability of sources, the importance of perspective in history, and the inquiry process. Students will begin to develop the skill of making a historical argument because they will be required to create their own logical narrative about what happened and how citizens should react when it happens again. This process will give the students multiple opportunities to develop critical thinking skills as they wrestle with complex issues.

Curriculum Framework

The overarching goal of this unit is to understand that the need for security is real, and each person must make a conscious decision how far they are willing to go, and how far they will allow the government to go, in relation to the need for security and individual civil liberties.

National Standards for History

Standard 2: The student comprehends a variety of historical sources:

There fore the student is able to:

- 2A. Identify the author or source of the historical document or narrative and assess it credibility
- 2B. Reconstruct the literal meaning of a historical passage
- 2C. Identify the central question(s)
- 2F. Appreciate historical perspectives

Standard 3: The student engages in historical analysis and interpretation:

Therefore, the student is able to:

- 3C. Analyze cause-and-effect relationships
- 3D. Draw comparisons across eras and regions in order to define enduring issues
- 3E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence
- 3F. Compare historical narratives
- 3H. Hold interpretations of history as tentative
- 3J. Hypothesize the influence of the past

Standard 4: The student conducts historical research:

Therefore the student is able to:

- 4A. Formulate historical questions
- 4C. Interrogate historical data
- 4F. Support interpretations with historical evidence

Standard 5: The student engages in historical issues-analysis and decision-making:

Therefore, the student is able to:

- 5A. Identify issue and problems in the past
- 5B. Marshal evidence of antecedent circumstances
- 5C. Identify alternative courses of action
- 5E. Formulate a position or course of action

Alaska State Content Standards

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 1) know that the interpretation of history may change as new evidence is discovered
- 2) understand that history relies on the interpretation of evidence
- 3) know that history is a bridge to understanding groups of people and an individual's relationship to society

B. A Student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people and events.

A student who meets the content standard should:

- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns

C. A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record

- 4) use historical perspective to solve problems, make decisions, and understand other traditions

D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

A student who meets the content standard should:

- 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others
- 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others

Alaska State Performance Standards

Reading

- 2) summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information
- 3)a. identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas

Writing

- 1) write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions and a conclusion
- 4) revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience

INSTRUCTIONAL FRAMEWORK

Enduring Understandings

There has been a constant tension between the need for security and individual civil liberties. In times of stress, the need for security has been used as a justification for impinging on individual civil liberties

Essential Questions

How do we balance the need for security with the desire for individual civil liberties?

When should the need for security outweigh the importance of individual civil liberties?

Expected Learning Outcomes

At the end of this unit student will be able to:

- 1) Compare and contrast three historians' views of what happened during the Salem witch trials
- 2) Compare the contrast the causes, quality of evidence, individual and collective behavior at the Salem Witch Trials, 1st Red Scare, 2nd Red Scare, and 9/11 through creating a matrix
- 3) Develop a reasoned and logical explanation for the Salem Witch Trials using primary and secondary sources
- 4) Analyze primary documents and evaluate biases, reliability, historical context

- 5) Reflect on student growth by self-evaluating the change in knowledge by comparing three different essays on the Salem witch trials as they investigate additional primary sources after each of the first two essays.
- 6) Explain their own views on this tension in American culture by writing a letter of advise to their children explaining what action the children should take when a future incident occurs where people are denied civil liberties because of security concerns
- 7) Analyze bias by creating a Janus figure of Joseph McCarthy

Social Studies Content, Concepts, and Skills

Concepts

Culture	Anarchism	Change/Continuity
Socialism	Communism	Values
Habeas Corpus	Evidence	Citizen
Patriotism	Anarchism	

Content

Witch	Spectral Evidence	Due Process
Salem Town	Salem Village	A. Mitchell Palmer
Tituba	Court of Oyer & Terminer	Bolshevism
Alien	Attorney General	Manifesto
Deportation	Anarchists	Dissidents
IWW/Wobblies	radicals	leftists
Sedition	HUAC	Joseph McCarthy
Subversive	blacklist	ACLU
Patriot Act	Department of Justice	

Resources

Primary

Examination of Tituba

http://www.law.umkc.edu/faculty/projects/ftrials/salem/ASA_TITX.HTM

Trial of Rebecca Nurse

http://www.law.umkc.edu/faculty/projects/ftrials/salem/ASA_NUR.HTM

New England, Thou Has Destroyed Thyself in Ordinary Americans Edited by Linda R. Monk

“The Case Against the Reds” by A. Mitchell Palmer

<http://chnm.gmu.edu/courses/hist409/palmer.html>

“The Most Brainiest Man” <http://historymatters.gmu.edu/d/4980/>

“Chicagoans Cheer Tar Who Shot Man” <http://historymatters.gmu.edu/d/4981/>

“Fear” by Edna St. Vincent Millay in American Issues volume II by Irwin Unger & Robert R. Tomes

<http://www.orange.k12.oh.us/teachers/ohs/TJordan/Pages/millaysaccovanzette.html>

“No American is Safe by John Howard Lawson <http://historymatters.gmu.edu/d/6441/>

“A Game Show Producer Remembers the Red Scar (1995) Mark Goodson in Thinking Through the Past by John Hollitz

“A Playwright Recalls the Red Scare (1995) Arthur Miller in Thinking Through the Past by John Hollitz

The USA PATRIOT Act: A Sketch by the Congressional Research Service (delete notes)

<http://www.epic.org/privacy/terrorism/usapatriot/RL31377.pdf>

“Let the Ashcroft Raids Begin by Pat Buchanan

<http://www.townhall.com/columnists/patbuchanan/pb20011112.shtml>

“Two Cheers for “McCarthyism”?” by Jonah Goldberg

<http://www.nationalreview.com/goldberg/goldberg022603.asp>

“The USA PATRIOT Act: Preserving Life and Liberty” by the Justice Department

<http://www.lifeandliberty.gov/>

“ERODING LIBERTY: Expanded Government Powers since September 11th” by the ACLU

<http://www.aclu-wa.org/issues/otherissues/ErodingLiberty.html>

“ACLU Launches Campaign to Defend the Constitution” by the ACLU

<http://www.aclu-wa.org/issues/otherissues/DefendConstitution.html>

Secondary

Account of Salem by Tim Sutter <http://www.salemwitchtrials.com/salemwitchcraft.html>

An Account of Events in Salem by Douglas Linder

http://www.law.umkc.edu/faculty/projects/ftrials/salem/SAL_ACCT.HTM

Salem Witchcraft Trials (A Chronology) <http://www.salemweb.com/memorial/>

3rd Account of Salem in New York Times Article (Oct 2002) by Mary Beth Norton

<http://www.womensrightsfriendsforever.org/norton.html>

The Red Scare by Paul Burnett

<http://www.law.umkc.edu/faculty/projects/ftrials/SaccoV/redscare.html>

The “Second” Red Scare: Fear and Loathing in High Places, 1947 – 1954

<http://iws.ccccd.edu/kwilkison/Online1302home/20th Century/redscare.html>

Tertiary

The Salem Witchcraft Trials by Dr. Carol Karlsen in Boyer’s The American Nation

Pp 622 – 627 in Boyer’s The American Nation

Other Possible Sources

“A Defense of the Salem Witch Trials (1692) by Cotton Mather in Volume I Opposing Viewpoints in American History

“An Attack on the Salem Witch Trials (1692) by Thomas Brattle in Volume I Opposing Viewpoints in American History

“Communist Subversives Threaten America (1950)” by Joseph R. McCarthy and/or McCarthyism Threatens America (1950) by the Tydings Committee in Volume II Opposing Viewpoints in American History

“Because I am a Radical and an Italian” in Ordinary Americans Edited by Linda R. Monk

“Are You Now or Have You Ever Been” in Ordinary Americans Edited by Linda R. Monk

“Letter to the House Committee on Un-American Activities, and Reply (From Scoundrel Times) by Lillian Hellman in A Patriot’s Handbook Edited by Caroline Kennedy

“A Folk Singer Remembers the Early Fifties (1995) By Ronnie Gilbert in Thinking Through the Past by John Hollitz

“Pogo” (1952) in Thinking Through the Past by John Hollitz

“Why Did We Listen?” Lesson 8 – Politics in Consensus and Conformity: The 1950s by Darren D. Smith Primary Sources in U.S. History published by the Center for Learning
Senate Resolution 301: Censure of Senator Joseph McCarthy in Our Documents: 100 Milestone Documents from the National Archives

“Loyalty vs. Liberty” by Roberta J. Leach, Nancy A. Szabo and J. E. Vacha in U.S. History, Book 3: Prelude to Present 1920 – 1960 published by The Center for Learning

Other Possible Areas of U.S. History to Enlighten this Tension

Sedition Acts of 1798 & 1918

Japanese Internment in World War II

Forced Evacuation of the Aleutians in World War II

Social Studies Skills & Dispositions

Intellectual Skills	Sense relationship between items of factual information Draw inferences from factual material Separate a topic into major components according to appropriate criteria Combine critical concepts into a statement of conclusions based on information Communicate orally and in writing Test the validity of the information, using such criteria as source, objectivity, technical correctness, currency Recognize the values implicit in the situation and the issues that flow from them Self-monitor one’s thinking process
Interpersonal Skills	Communicate own beliefs, feelings, and convictions Contribute to the development of a supportive climate in groups Identify situations in which social action is required
Reading Skills	Read to get literal meaning Recognize author bias Use context clues to gain meaning Adjust rate of reading to difficulty of the material
Study Skills	Evaluate sources of information-print, visual, electronic Take notes
Dispositions	Develop sustained intellectual curiosity Seek and evaluate reasons

Assessment Framework

Formative Assessments

Initial Discussions

Guided Questions for Reading Assignments

Discussions on Primary Documents

Two Essays on Salem

Sensory Figures of the different groups involved in the Salem Witch Trials
Venn Diagram on 1st or 2nd Red Scare and Salem Witch Trials
Janus Figure of Joseph McCarthy
Matrix on the Salem Witch Trials, 1st Red Scare, 2nd Red Scare, Patriot Act

Cumulative Assessments

Final Essay on Salem (4 pages)

Advise Letter to Children on how to act in future event of hysteria (2 pages)

Advise Letter Rubric				
Point Value	Advanced 4	Proficient 3	Basic 2	Novice 1
Criteria Evaluated				
Critical Thinking	Demonstrates clear understanding of scope of problem and at least 2 central issues involved. Employs the main points of information from the documents and at least one general idea from personal knowledge to develop position. Builds conclusion on examination of information and some consideration of consequences.	Demonstrates a general understanding of scope of problem and more than one of the issues involved. Employs the main points of information from the documents and at least one general idea from personal knowledge to develop a position. Builds conclusion on examination of information and some consideration of consequences	Demonstrates only a very general understanding of scope of problem. Focuses on a single issue. Employs only the information provided. May include opinion as well as fact in developing a position. States conclusion after limited examination of evidence with little concern for consequences.	Demonstrates little understanding and only limited comprehension of scope of problem or issues. Employs only the most basic parts of information provided. Mixes fact and opinion in developing a viewpoint. States conclusion after hasty or cursory look at only one or two pieces of information. Does not consider consequences.
Knowledge and use of History	Offers accurate analysis of the information and issues. Provides a variety of facts to explore major and minor issues and concepts involved. Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations	Relates only major facts to the basic issues with a fair degree of accuracy. Analyzes information to explain at least one issue or concept with substantive support. Uses general ideas from previous historical knowledge with fair degree of accuracy.	Provides only basic facts with only some degree of accuracy. Refers to information to explain at least one issue or concept in general terms. Limited use of previous historical knowledge without complete accuracy. Major reliance on the information provided.	Reiterates one or two facts without complete accuracy. Deals only briefly and vaguely with concepts or the issues. Barely indicates any previous historical knowledge. Relies heavily on the information provided.
Communication Of Ideas	Takes a strong, well-defined position. Presents a well-organized, persuasive argument with accurate supporting Evidence. Deals with all significant issues and demonstrates a depth of understanding of important relationships. Examines the problem from several positions.	Takes a definite but general position. Presents a somewhat organized argument. Uses general terms with limited evidence that may not be totally accurate. Deals with limited number of issues. Views problem within a somewhat limited range.	Presents general and indefinite position. Only minimal organization in presentation. Uses generalities to support position. Emphasizes only one issue. Considers only one aspect of problem.	Position is vague. Presentation is brief and includes unrelated general statements. Overall view of the problem is not clear. Statements tend to wander or ramble.
Writing Mechanics	Fewer than three errors in spelling, punctuation, and grammar. Sentence structure is varied and clear. Paragraphs are clearly tightly organized and focused on a single subject with varied transitions between paragraphs.	Between 3 and 6 errors in spelling, punctuation, and grammar. Sentence structure is mechanical and lacks variety. A few paragraphs lack a clear focus and, at times lack transitions between paragraphs.	More than 6 errors in spelling, punctuation, and grammar-to the point that it begins to interfere with understanding the document. Sentence structure is disjointed and difficult to follow at times. Many paragraphs lack focus and transitions	Many errors in spelling, punctuation, and grammar-to the point where it is difficult to understand the paper's ideas. Many sentences' structures distract from the ideas presented in the paper. Most paragraphs lack organization, focus; transitions nonexistent.

WHERE

W – Rubrics for each performance task will be handed out during the introduction of the unit along with unit instructions and calendar. The essential questions will be posted in the room on the first day of the unit.

H – Film on Salem on the second day of the unit; prewrite and short discussions on unit questions

E – Performance tasks will allow students to both demonstrate mastery of and utilize the knowledge referred to in the essential unit questions

R – Students will self-assess the differences in the three separate essays on what happened at the Salem Witch Trials. Students' final assessment will allow them an opportunity to reflect on the unit as a whole and how their beliefs may have changed as a result of the unit.

E – Performance tasks will allow students to demonstrate comprehension of the enduring understandings. The culminating project will provide evidence concerning the depth of understanding of the essential questions.

Security/Liberty Unit Calendar

<p>1 Introduction to Unit Questions & Essential Questions; Handout Rubrics & Calendars; Hand out Chronology on Salem & Andover for homework</p>	<p>2 Ask students to explain what happened at Salem using the chronology. Discuss shortcomings of chronologies. Video on Salem Witch Trials-Notes</p>	<p>3 Discuss difference between chronologies & histories Handout Tituba's Confession; discuss reading strategies; Begin reading; Handout guided questions for homework</p>	<p>4 Collect guided questions; Graded discussion on Tituba's confession. Handout 1st Historian's Account of Salem Assign 1st Essay for Day 6</p>	<p>5 Graded discussion on the similarities and differences between the Video & the 1st Historian's Account</p>
<p>6 Collect 1st Salem Essay; Handout Transcript of Trial of Rebecca Nurse; Reading Strategies Oral Reading; Guided Questions for Homework</p>	<p>7 Collect guided questions; graded discussion on trial of Rebecca Nurse Handout 2nd Historian's Account of Salem; assign second essay for day 9</p>	<p>8 Discussion on the similarities and differences of the two historians' accounts and video Begin matrix on how historians explain critical aspects of Salem</p>	<p>9 Collect 2nd essay; Handout "New England, Thou Hast Destroyed Thyself; Oral Reading; Guided questions for homework</p>	<p>10 Collect Guided Questions; Graded discussion on reading; Assign Final Version of Essay for day 13; Handout final Historian's Account of Salem</p>
<p>11 Final Comparison of 3 historians Handout A. Mitchell Palmer's "A Case Against the 'Reds'" Begin Oral Reading; Assign Guided Questions for Homework</p>	<p>12 Collect Guided reading questions Graded discussion Handout historian's Account of 1st Red Scare Alert students that they need to compare Salem to 1st or 2nd Red Scare</p>	<p>13 Collect last version of Salem Essay Handout "Brainiest Man Alive" & "Chicagoans Cheer Man" Oral Reading Handout guided reading questions</p>	<p>14 Collect guided reading questions Graded discussion on reading assignments; Handout "Fear by Edna St. Vincent Millay; guided reading questions</p>	<p>15 Collect guided reading questions Graded discussion on "Fear"</p>
<p>16 Handout "No American is Safe" Oral Reading Guided Reading questions</p>	<p>17 Collect guided reading questions Graded discussion on "No American is Safe" Handout historian account of 2nd Red Scare</p>	<p>18 Graded discussion comparing Salem & 2nd Red Scare Watch A&E biography on Joseph McCarthy Student Notes for Janus Figure</p>	<p>19 Complete Video on Joseph McCarthy Handout Primary Accounts of 2nd Red Scare Guided Reading Questions</p>	<p>20 Graded discussion on Primary Accounts of 2nd Red Scare</p>
<p>21 Handout CRS Report and Department of Justice Report on the Patriot Act. Oral Reading. Guided Reading Questions Assign Letter as Final Assessment</p>	<p>22 Collect guided Reading questions Graded discussion on CRS Report Handout. Handout "Let the Ashcroft Raids Begin" and "Two Cheers for McCarthyism"</p>	<p>23 Graded discussion on the two handouts. Handout ACLU report on the Patriot Act Guided questions for homework</p>	<p>24 Collect guided reading questions Graded discussion on the ACLU documents Remind students of final due date for advise letter</p>	<p>25 Ask for volunteers to read letters out loud to class. Closing discussion Collect Letters</p>

Lesson Planning/Design Template

Unit: Balancing Security and Individual Rights

Time of lesson: Day 2 of Unit

Timeframe: 55 minutes

Standards addressed:

National Standards for History

Standard 3: The student engages in historical analysis and interpretation:

Therefore, the student is able to:

3C. Analyze cause-and-effect relationships

3H. Hold interpretations of history as tentative

Standard 4: The student conducts historical research:

Therefore the student is able to:

4A. Formulate historical questions

4C. Interrogate historical data

Alaska State Content Standards

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 1) know that the interpretation of history may change as new evidence is discovered

Alaska State Performance Standards

Reading

- 2) summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information

Social Studies Knowledge, Skills, Dispositions:

Content

Witch

Salem Town

Salem Village

Tituba

Spectral Evidence

Court of Oyer & Terminer

Intellectual Skills

Sense relationship between items of factual information

Draw inferences from factual material

Recognize the values implicit in the situation and the issues that flow from them

Self-monitor one's thinking process

Interpersonal Skills

Communicate own beliefs, feelings, and convictions

Contribute to the development of a supportive climate in groups

Reading Skills Read to get literal meaning
 Use context clues to gain meaning
 Adjust rate of reading to difficulty of the material

Dispositions Develop sustained intellectual curiosity
 Seek and evaluate reasons

Learning objectives: At the completion of this lesson, students will know & be able to:
 Compare historical accounts and chronologies
 Develop a list of questions about what the class wants to know or needs to know to explain the events of the Salem Witch Trials

Cooperative skills addressed: Actively participate as a member of a group
 Take turns sharing questions developed by the group
 Encourage other team members to participate

Technology inclusion:

Material needed: Dry Erase markers

Lesson Plan/Lesson Design (Description of tasks/activities):

2. **Prior assignment/preparation** -- Students had already attempted to write a “history” of an era in US history in a prior unit. Students have been given a Chronology of the Salem Witch Trials the day before. They were told to read the chronology for homework.
3. **Opening activity** – Ask students to offer an explanation for what happened at Salem and why. Follow up questions include: Why is it so difficult to offer a reasonable explanation? What is the difference between chronologies and histories?
4. **Specific lesson design** – After opening activity, place students in groups of four and ask them to develop a list of at least ten questions that they need to/want to know about Salem in order to be able to offer an explanation for what happened and why. Each group member will select a role in the group. The possible roles are spokesperson, quiet leader, recorder and group member. After 15 minutes of working in groups, the groups will offer one question at a time to the entire class. All students will be responsible to take notes on the questions.
5. **Assessment** – Each recorder will list all the group members on the paper with the list of questions and submit at the end of the class.

Lesson Planning/Design Template

Unit: Balancing Security and Individual Rights

Time of lesson: Day 10 of Unit

Timeframe: 55 Minutes

Standards addressed:

National Standards for History

Standard 2: The student comprehends a variety of historical sources:

Therefore the student is able to:

- 2A. Identify the author or source of the historical document or narrative and assess its credibility
- 2B. Reconstruct the literal meaning of a historical passage

Standard 3: The student engages in historical analysis and interpretation:

Therefore, the student is able to:

- 3C. Analyze cause-and-effect relationships
- 3E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence

Standard 4: The student conducts historical research:

Therefore the student is able to:

- 4C. Interrogate historical data

Alaska State Content Standards

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 1) know that the interpretation of history may change as new evidence is discovered
- 2) understand that history relies on the interpretation of evidence

C. A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record

Alaska State Performance Standards

Reading

2) summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information

3)a. identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas

Social Studies Knowledge, Skills, Dispositions:

Content

Witch

Salem Town

Salem Village

Tituba

Spectral Evidence

Court of Oyer & Terminer

Social Studies Skills & Dispositions

Intellectual Skills	Sense relationship between items of factual information Draw inferences from factual material Communicate orally and in writing Recognize the values implicit in the situation and the issues that flow from them Self-monitor one's thinking process
Interpersonal Skills	Communicate own beliefs, feelings, and convictions
Reading Skills	Read to get literal meaning Recognize author bias Use context clues to gain meaning
Study Skills	Take notes
Dispositions	Develop sustained intellectual curiosity Seek and evaluate reasons

Learning objectives: At the completion of this lesson, students will know & be able to:
Analyze primary documents and evaluate biases, reliability, historical context
Explain why some people confessed to the crime of witchcraft and others did not

Cooperative skills addressed:

Technology inclusion:

Material needed: Dry Erase markers

Lesson Plan/Lesson Design (Description of tasks/activities):

1. Prior assignment/preparation -- Students have the reading Assignment "New England, Thou Hast Destroyed Thyself" the night before. Guided reading questions accompany the reading selection.

2. **Opening activity** – Collect Guided Reading Questions; open discussion with the question what do you believe in that you are willing to die for?
3. **Specific lesson design** – This is a discussion lesson. The following questions will be prepared for the discussion. What book and author is Robert Calef attacking? According to Calef, who are the accusers and who are the accused? Who are New Englanders trusting for leadership? Why were the original accusers of Salem called to Andover? How were they treated after their arrests? Why did the accused from Andover confess? What contributed to those confessions? What happened to people who confessed? What did these people do when they realized that they had confessed?
4. **Assessment** – I assess students using a discussion rubric that I use throughout the year. Participation is required to receive a passing grade.

