

American Literature - Unit 3 - The Crucible Core Text and Book Clubs

Unit Focus

Through the use of early Native American stories, *The Tale of Two Americas*, *The Crucible*, Puritan writings, and various book club titles, students will learn about the beginnings of American life as we know it. We will consider what it means to be a part of a society, specifically American society. Students will learn the background of the Salem Witch Trials, as well as Puritan life (this will be the ESP aspect of the unit). We will continue our work with rhetoric (ethos, pathos, and logos). As students read *The Crucible*, they will consider what is said and what it implied (subtext, denotation, and connotation), character identity, and individual versus group mentality. Ultimately, students will connect the idea of witch hunts to our American past (Red Scare of the 1950's) as well as other "witch hunts" throughout history. All of these skills and learnings will focus on strengthening the ability to **analyze** (21st Century Capacity).

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <p>Common Core <i>English Language Arts: 9-10</i> Reading Literature</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(CCSS.ELA-LITERACY.RL.9-10.1)</i></p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <i>(CCSS.ELA-LITERACY.RL.9-10.2)</i></p> <p>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. <i>(CCSS.ELA-LITERACY.RL.9-10.3)</i></p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. <i>(CCSS.ELA-LITERACY.RL.9-10.4)</i></p> <p>By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Use strategies to comprehend increasingly complex texts.</p> <p>T2 Come to discussions with support for ideas, having asked probing questions and having analyzed appropriate evidence.</p> <p>T3 Comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p>T4 Evaluate the author's message and purpose, citing text evidence to support conclusions.</p> <p>T5 Compare and contrast informational and literary texts to synthesize information to grow and change a position.</p> <p>T6 Compare and contrast literary patterns across texts to engage with traditional characters, motifs and lessons.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
	<p><i>Students will understand that...</i></p> <p>U1 Readers support their conclusions (inferences and interpretations) by citing evidence within the text.</p> <p>U2 Readers monitor their comprehension and use strategies when meaning breaks down</p> <p>U3 Readers recognize that authors don't always say things directly or literally; sometimes they convey ideas indirectly (e.g. metaphor, satire, irony)</p> <p>U4 Readers and writers engage in discourse to suspend judgment, consider multiple perspectives, and become independent thinkers.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does it mean to be American?</p> <p>Q2 How can we synthesize information from fiction and nonfiction texts in order to analyze America's past, present, and future?</p> <p>Q3 How can we analyze language for subtext, connotation, and denotation in order to infer meaning?</p> <p>Q4 Why do witch hunts and instances of mass hysteria occur?</p>

Stage 1: Desired Results

complexity band independently and proficiently. *(CCSS.ELA-LITERACY.RL.9-10.10)*

Reading: Informational Text

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
(CCSS.ELA-LITERACY.RI.9-10.2)

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
(CCSS.ELA-LITERACY.RI.9-10.6)

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
(CCSS.ELA-LITERACY.RI.9-10.8)

Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
(CCSS.ELA-LITERACY.RI.9-10.9)

Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
(CCSS.ELA-LITERACY.W.9-10.4)

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
(CCSS.ELA-LITERACY.W.9-10.8)

Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.9-10.9)*

Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). *(CCSS.ELA-LITERACY.W.9-10.9.A)*

Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").
(CCSS.ELA-LITERACY.W.9-10.9.B)

Acquisition

Knowledge

Students will know...

K1 Aspects of Puritan life, including the Salem Witch Trials, and Puritan beliefs

K2 Terms: witch hunt, mass hysteria, subtext, denotation, connotation, syntax, allusion, McCarthyism, Court of Oyer and Terminer

Skill(s)

Students will be skilled at...

S1 Analyzing a text by considering what is happening economically, socially, and politically during the time period of the text

S2 Analyzing allusions in order to interpret various levels of meaning (Salem Witch Trials and the Red Scare).

S3 Synthesizing events, informational text, and literature to come to new conclusions about American society and human nature.

Stage 1: Desired Results

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. *(CCSS.ELA-LITERACY.SL.9-10.1)*

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. *(CCSS.ELA-LITERACY.SL.9-10.1.A)*

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.B)*

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.C)*

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. *(CCSS.ELA-LITERACY.SL.9-10.1.D)*

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.9-10.5)*

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. *(CCSS.ELA-LITERACY.L.9-10.5.A)*

Analyze nuances in the meaning of words with similar denotations. *(CCSS.ELA-LITERACY.L.9-10.5.B)*

Other Goals

Student Growth and Development 21st Century Capacities Matrix
Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships. *(MM.1.2)*