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| **Unit Title**: The Human Condition |
| **Course Name**: English 11 |
| **Grade Level**: 11 |
| **Unit Overview:** *Students will read The Crucible and related fiction and non-fiction readings, study the time period during which the witch trials occurred, and explore the moral code present in that society. Students will also learn about McCarthyism and how it affected Arthur Miller’s life. Also, the student will find out how hysteria fed the witch trials as well as many other hysteria’s throughout history. Students will also study dramatic structure and devices. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn vaious rules of grammar/usage and essay writing.* |
| Timeframe: 25 - 45 minute classes (This unit can be lengthened or shortened based on student needs). |
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| **Prerequisite knowledge/skills:** None |
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| **Essential Questions (Open-ended style which promote in-depth investigation):**  What is hysteria?  What is the danger of the mob mentality?  How does society drive moral values/laws?  How/Have we progressed in our ideologies?  How does the setting play an integral part of the plot? |
| **SREB Readiness Indicators:**  1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  5. Connect what is read to personal experience and the world beyond the classroom.  7. Compose writing that conveys a clear main point with logical support.  10. Use research skills to locate, gather, evaluate and organize information for  different purposes. |
| 11. Use appropriate organization, language, voice, style of delivery and visual aids to  match the audiences and purposes of oral presentations. |

**State/Local Standards:**

**Content Standard I: Students read and understand a variety of materials.**

**Benchmark I-C: Infer, analyze, and synthesize to increase comprehension.**

**1. Make reasonable inferences from implied ideas to predict outcomes, derive reasonable**

**generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings.**

**2. Recognize how history** *and culture* **influence[s] text.**

**3. Recognize the types of claims made in a text (e.g., factual, value judgment).**

**(Common Core) 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**

**Content Standard V: Students utilize the research process to produce a variety of products.**

**Benchmark V-A: Define and narrow a problem or research topic.**

**1. Form and refine a question for investigation based on a literary, historical,** *or cultural* **movement or a**

**complex contemporary issue.**

**(Common Core)7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to**

**address a question or solve a problem.**

**Content Standard IX: Students read and interpret a variety of literature to develop an**

**understanding of people, societies, and the self.**

**Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social** *or**cultural* **context in which they were written.**

**1. Analyze how a particular piece of literature has changed societal and cultural attitudes.**

**Common Core - 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build**

**on one another to produce a complex account; provide an objective summary of**

**the text.**

**9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.**

**Content Standard I: Students read and understand a variety of materials.**

**Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary.**

**1. Use etymology, the principles behind spelling and usage of words to determine meaning.**

**2. Differentiate shades of meaning and multiple meanings of words, including the significance of both**

**connotation and denotation.**

**3. Analyze the context of sentences and larger sections of text to clarify the meaning of unknown or**

**ambiguous words, detect nuances, make inferences and differentiate among possible meanings of**

**words.**

**4. Analyze texts to identify specialized terminology or jargon needing clarification or definition.**

**(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

**Content Standard IV: Students write effectively for a variety of purposes and audiences.**

**Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.**

**2. Demonstrate proficiency in the creation of persuasive essays that:**

**a. engage the reader by establishing a context and a point of view;**

**b. structure ideas and arguments in a sustained and logical fashion;**

**c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions,**

**quotations, illustrations, commonly accepted beliefs and logical reasoning;**

**d. use specific rhetorical devices to back up assertions; and**

**e. anticipate and address the reader’s concerns and counter-claims.**

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| **Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication.**  **1. Use language persuasively in addressing a particular issue.**  **2. Use grammatical, metaphorical or rhetorical devices to inform or persuade the reader.**  **3. Use knowledge of one’s subject and purpose to select appropriate language to communicate in writing.** |
| **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific**  **expectations for writing types are defined in standards 1–3 above.)** |
| Acknowledgements: Holly Brazil, Lake Arthur High School; Angela McNamee, Hagerman High School; Tammie Hardt, Dexter High School; Patricia Wootton, Hagerman High School |

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| Literacy Strategies  *(Check all that apply.)* | Habits of Success  *(Check one per unit.)* |
| (To be developed throughout the unit plan with ample opportunities for practice.) | |
| \_\_X\_\_ Admit/Exit slips  \_X\_\_\_ Graphic organizer  \_X\_\_\_ Know/Want to Know/Learn Chart (KWL)  \_X\_\_\_ Open-response questions  \_X\_\_\_ Two-column/Cornell notes  \_\_\_\_ Re-telling  \_\_\_\_ Reflection  \_\_\_\_ Jigsaw reading  \_\_\_\_ Peer Review  \_\_\_\_ Peer Editing  \_\_\_\_ Anticipation Guide  \_\_\_\_ RAFT *(Role/Audience/Format/Topic)*  \_\_\_\_ Summarization (GIST)  *(Generating Interactions Between Schemata and Text)*  \_\_\_\_ Paired Reading  \_\_\_\_ Other | 1. \_X\_\_ Create Relationships  Teamwork/responsibility/effective communication  2. \_\_\_ Study, Manage Time, Organize  Organization/time management/study skills  3. \_X\_\_ Improve Reading/Writing Skills  Use reading and writing to learn strategies  4. \_\_\_ Improve Mathematics Skills  Estimate/compute/solve/synthesize  5. \_\_\_ Set Goals/Plan  Set goals/plan/monitor progress  6. \_X\_\_ Access Resources  Research/analyze/utilize |

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| Assessments: Pre, Daily/Weekly and Post |
| Pre: |
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| Daily/Weekly:(Included on daily activities plans) |
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| Post-assessment consists of two parts: |
| 1. Content-based AP and ACT formatted test (traditional paper and pencil test)  2. Performance - or product-based: |

* + Argumentative Essay
  + Documentary - Hysteria
  + The Crucible – Poster Report
  + Zombie/Alien Attack Exit Plan – Extension Activity

**Unit Title: Hysteria: The Human Condition**

**Day 1 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.** |  |
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| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  Daily Oral Language | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage  Video Clip – I am Legend (Show the scene where everyone is trying to get off the island). | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  Review the Unit Plan, Reading Agenda, Essential **Questions** – Let the essential questions guide a classroom discussion over the word hysteria – come up with a class definition using the Frayer model – You are modeling this process for the homework assignment. | \_X\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain Vocabulary Assignment – Assign each student vocabulary (each student will have separate vocabulary complete the Frayer Model with each one) | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together  Begin reading the Novel – (This is a drama and when reading in class assign parts) (Make sure each time you read in class you change parts as to give everyone a chance to read). | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone  Assign Each student a list of vocabulary. | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment)  Review Unit plan and due dates for assessments | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Assignment Reading – This is to be completed before next class period. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel  Unit Agenda  Reading Schedule  Vocab paper |

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| Notes: |

**Unit Title: That’s Hysterical**

**Day 2 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.** |  |

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| Time  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
| (The reading assessments for the novel are in attachment 10). | Get Started  Daily Language  Reading Assessment (Attachment 10) | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Engage  Journal Entry  Having begun the drama explain how this quote exemplifies what happens the beginning of this novel.  “[The undeserving maintain power by promoting **hysteria**](http://thinkexist.com/quotation/the_undeserving_maintain_power_by_promoting/160039.html).” Frank Herbert | \_\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore – Begin looking at the hysteria events throughout history…make a list then begin to put them into chronological order…In groups have the students begin to think about what has caused these hysteria event.  This list will be used tomorrow. | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity | \_X\_\_ Create lists  \_\_\_ Build model  \_\_\_ Analyze data  \_\_\_ Evaluate steps |
| \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explain  Explain the dialect journal – complete and entry as a model for the class. Then as a class complete and entry. | \_X\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together  Dialect Journal Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_X\_\_ Whole group graphic organizers  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
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|  | Practice Alone  Explain that each dialect journal from this point on will be completed on by the students. | \_\_\_\_ Draft writing  \_\_X\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Evaluate Understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Closing Activities | \_\_X\_\_ Assign/explain homework  \_\_X\_\_ Review major points  \_\_X\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |

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| Resources/Instructional Materials Needed: |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 3 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard V: Students utilize the research process to produce a variety of products.** |  |
| **(Common Core )7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  Daily Oral Language  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage  Quote from reading assignment - The Crucible – Complete a Dialect Journal Entry with this Quote | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  Review the timeline created of hysteria events. What role did each of these events play? Discuss with a partner how hysteria has impacted our world. Share revelations. | \_X\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain  Introduce the Storyboard Assignment. In order to complete the documentary you must complete a story board for it (this serves as the prewriting for the documentary.) Each of you is going to choose a hysteria topic and time you will research to create a documentary for it. | \_X\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_X\_\_ Other | |
|  | Practice Together  Using The Crucible choose a character, theme, or incident that could be used to create a class documentary. The is short this is completed together. By doing this together first they will know the steps needed to complete it on their own for their individual documentaries. | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_X\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_X\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone – Chose a topic for their own documentary | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Exit Slip – Write topic down and turn it in. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel  How to Create a Storyboard handout  List of Hysteria Events |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 4 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.** |  |
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| **Common Core Standards for Today’s Activities**  **(Common Core) 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**  **9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage  Poem – Connect the poem to the topic and the story…read the poem and have the students annotate as you are reading. (This is a close reading practice). | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  Review the story up to today. | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain ACE Writing Review the Process:  Answer the question  Cite your evidence from text  Explain the relationship | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together  Using a open ended response question – model answering this question using the ACE process.  This first one is to be completed together as a class. Have groups complete the next questions.  These two questions deal with Act 1:  1. Why does Reverend Parris worry about revealing what he saw in the forest? Support your answer with text evidence. | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs  2. What is the conflict between Reverend Parris and his niece Abigail? Support your answer with text evidence. | \_X\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone  Complete open ended question using ACE writing format strategy. | \_\_\_\_ Draft writing  \_X\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_X\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Assignment Reading – This is to be completed before next class period.  If the ACE writing (individual) is not complete it is homework. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_X\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel  ACE Rubric (Attachment 6)  Close Reading Notes (Attachment 7)  Short Nonfiction paragraph for class reading practice (Attachment 8) |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 5/6 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage  Review novel vocab list. | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
| The number of words per students depends on the number of students. This will take two days minimum. | Explain  We will be creating a word wall from the novel. Students will begin presenting their words – and teaching the class the word and cue to remembering to definition. | \_\_\_ Lecture with guided notes  \_X\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment)  Review Unit plan and due dates for assessments | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Review the vocab. Exit slip – list the word and definition and explain why you will be able to remember it. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel  Vocab  Tape to create word wall.  Timer |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 7 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 7. Compose writing that conveys a clear main point with logical support. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard IV: Students write effectively for a variety of purposes and audiences.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage  Write a statement on the board that the students can agree or disagree with. Relate the statement to the book or theme.  Divide the classroom and have those students who agree on one side and those who disagree on the other. Give the class 3 minutes to come up with arguments for why they agree or disagree. | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  Everything’s an argument. Review the elements of an argumentative essay. | \_X\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain  Go over what makes an argument and how to write an argumentative essay. Have the students take two column notes to create their own study guide for the argumentative essay.  <http://www.roanestate.edu/owl/Argument.html>  Review the rubric.(Attachment 11) | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together  View the sample papers.  Practice elements of the essay that the students are struggling with. This will be different with every class. | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs  Extend practice to group then individual. | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone  Begin planning your argumentative essay. | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Review reading assignment and writing assignment. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel  Argument Essay Requirements with prompt <http://www.roanestate.edu/owl/Argument.html>  Rubric (Attachment 11) |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 8 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 7. Compose writing that conveys a clear main point with logical support. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  With an elbow partner talk explain your argumentative essay and present your arguments. Have your partner share their ideas that might be incorporated into your essay. | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_X\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together  Review ACT II – The Crucible  Vocabulary Jeopardy | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs  NonFiction Reading for close Reading practice. In your group read the article and determine what should be underlined, and questions, and connections. | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Exit Slip – Write down a word you remember that was taught to you and tell why you will remember it. | \_\_\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_X\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel  Nonfiction article  Jeopardy vocab game |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 9 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 7. Compose writing that conveys a clear main point with logical support. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard IV: Students write effectively for a variety of purposes and audiences.** |  |
|  |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_X\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment)  Writer’s Workshop for Argumentative Essay | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  EXIT slip – How does the nonfiction article connect to the drama – The Crucible. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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**Unit Title: Hysteria: The Human Condition**

**Day 10 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 7. Compose writing that conveys a clear main point with logical support. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard IV: Students write effectively for a variety of purposes and audiences.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities | \_\_\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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**Unit Title: Hysteria: The Human Condition**

**Day 11/12/13/14 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard V: Students utilize the research process to produce a variety of products.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core )7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage  Having determined your documentary topic we will spend the next 4 days researching you topic. | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  Spend 10 minutes each day working on class story board for The Crucible. | \_\_\_ Brainstorm  \_X\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain  Work on Documentary Project | \_\_\_ Lecture with guided notes  \_X\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_\_ Other | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Assignment Reading – This is to be completed before next class period. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 15 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard V: Students utilize the research process to produce a variety of products.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core )7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL –  Create a Satirical Cartoon based on the nonfiction reading from yesterday. Show examples of these types of cartoons and discuss what components are evident throughout each of them. | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Assignment Reading – This is to be completed before next class period.  Exit Slip – In a complete sentence explain the point behind the satirical cartoon. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_X\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 16/17/18 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 7. Compose writing that conveys a clear main point with logical support. |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard IV: Students write effectively for a variety of purposes and audiences.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL  Reading Assessment | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_X\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_ Other Reading | |

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| --- | --- | --- |
|  | Practice in Teams/groups/buddy-pairs  Documentary Work Days – These three days will be used as work days for the completion of the documentary. | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Assignment Reading – This is to be completed before next class period. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 19 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard IV: Students write effectively for a variety of purposes and audiences.** |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL - | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore  The Crucible – Poster Report (Attachment 9. Due Day 21. | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_\_ Other Reading | |

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| --- | --- | --- |
|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  Assignment Reading – This is to be completed before next class period. | \_\_\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 20 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.** |  |
|  |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL - | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_X\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

|  |  |  |
| --- | --- | --- |
|  | Practice in Teams/groups/buddy-pairs  The Crucible Poster Report Work Day. | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_X\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities  In one sentence relate your poster to your to your documentary. | \_\_X\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 21 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 5. Connect what is read to personal experience and the world beyond the classroom.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.** |  |
|  |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL - | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_X\_ Other Grammar Lesson | |
|  | Engage | \_\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_X\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone  Novel over The Crucible | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities | \_\_\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Unit Title: Hysteria: The Human Condition**

**Day 22/23/24/25 of 25**

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| **Readiness Indicator(s) for Today’s Activities** |  |
| 1. Develop vocabulary appropriate to reading, writing and speaking proficiency.  5. Connect what is read to personal experience and the world beyond the classroom.  7. Compose writing that conveys a clear main point with logical support.  10. Use research skills to locate, gather, evaluate and organize information for  different purposes.  \_\_\_ |  |
| **State/District Standard(s) for Today’s Activities** |  |
| **Content Standard I: Students read and understand a variety of materials.** |  |
| **Content Standard V: Students utilize the research process to produce a variety of products.**  **Content Standard IV: Students write effectively for a variety of purposes and audiences.**  **Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.** |  |
|  |  |
| **Common Core Standards for Today’s Activities**  **(Common Core) 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**  **(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.**  **(Common Core)7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**  **Common Core - 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**  **9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.** |  |

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| Anticipated Times \*  (45-minute Block Schedule) | Sequence of Instruction | Activities Checklist | |
|  | Get Started  DOL - | \_\_\_ Admit slip  \_\_\_ Post/discuss/copy objectives  \_\_\_ Write in journal  \_\_\_ Solve problems  \_\_\_ Answer questions  \_\_\_ Pre-assessment  \_\_\_ Other Grammar Lesson | |
|  | Engage | \_\_\_ Display object/picture  \_\_\_ Demonstrate reaction  \_\_\_ Model/demonstrate lab  \_\_\_ Discuss previous experiences  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Explore | \_\_\_ Brainstorm  \_\_\_ Investigate  \_\_\_ Work problem  \_\_\_ Lab activity  \_\_\_ Create lists  \_\_\_ Build Model  \_\_\_ Analyze Data  \_\_\_ Evaluate Steps |  |
| \_\_\_ Other \_\_\_\_\_\_\_\_ | |
|  | Explain | \_\_\_ Lecture with guided notes  \_\_\_ Student presentations  \_\_\_ Media presentation  \_\_\_ Interactive discussion  \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
|  | Practice Together | \_\_\_ Complete practice problems/labs  \_\_\_ Use manipulatives  \_\_\_ Construct graph/timelines  \_\_\_ Make predictions  \_\_\_ Collaborative writing  \_\_\_ Whole group graphic organizers  \_\_\_ Other Reading | |

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|  | Practice in Teams/groups/buddy-pairs  Presentation of Documentaries | \_\_\_\_ Solve similar problems  \_\_\_\_ Practice active reading strategies  \_\_\_\_ Answer questions  \_\_\_\_ Peer review/edit  \_\_\_\_ Design other problems/questions/labs  \_\_\_\_ Research information  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Practice Alone | \_\_\_\_ Draft writing  \_\_\_\_ Answer questions/problems  \_\_\_\_ Design/construct other problems/  questions/labs  \_\_\_\_ Revise work  \_\_\_\_ Design individual investigation/project  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate understanding (Daily/Weekly/Post-Assessment) | \_\_\_\_ Discussion  \_\_\_\_ Open-response question(s)  \_\_\_\_ Quiz/test (academic/authentic)  \_\_\_\_ Writing sample  \_\_\_\_ Individual project/investigation/  presentation  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Closing Activities | \_\_\_\_ Assign/explain homework  \_\_\_\_ Review major points  \_\_\_\_ Answer questions  \_\_\_\_ Student reflection activity  \_\_\_\_ Exit slip  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| \_\_\_\_ As Needed | Enrichment/Extension/Re-teaching/  Accommodation(s) | \_\_\_\_ Review  \_\_\_\_ Practice  \_\_\_\_ Reading  \_\_\_\_ Tutoring  \_\_\_\_ Individual assignment  \_\_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Resources/Instructional Materials Needed:  Novel |

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| Notes: |

**Attachment 1**

**Hysteria and the Human Condition: Unit Assignment Outline**

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| --- | --- | --- | --- |
| **Assessment** | **Benchmarks** | **Due Date** | **Points Possible** |
| **Argumentative Essay** |  |  | **100** |
| **Storyboard - Documentary** |  |  | **100** |
| **Documentary** |  |  | **100** |
| **Test** |  |  | **100** |
| **Dialectic Journal/**  **Admit&Exit Slips/**  **Ace Writing** |  |  | **100** |
|  |  |  |
|  |  |  |
| **Zombie Attack Assignment** |  |  | **100** |
|  |  |  |  |
| **TOTAL** |  |  | **600** |

**Attachment 2**

**The Crucible: Reading Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day 1**  **Pages 4-17** | **Day 2**  **Pages 18-32 (to enter Rev. Hale)** | **Day 3**  **Pages 32-48** | **Day 4**  **Review Act I** | **Day 5**  **Nonfiction Reading** |
| **Day 6**  **Pages 49-62** | **Day 7**  **Pages 63-81** | **Day 8**  **Review Act II**  **Nonfiction Reading** | **Day 9**  **Pages 83-99** | **Day 10** |
| **Day 11**  **Pages 83-99** | **Day 12**  **Pages 100-121** | **Day 13**  **Review Act III** | **Day 14**  **Nonfiction Reading** | **Day 15**  **Nonfiction Reading** |
| **Day 16**  **Pages 121-131** | **Day 17**  **Pages 132-145** | **Day 18**  **Review Act IV** | **Day 19**  **Review Novel** | **Day 20**  **Tradition Test over Novel** |

Attachment 3

The Crucible

Vocabulary Assignment Sheet

Words you are responsible for:

You will be teaching these words to the rest of the class

Vocabulary Organizer/ Frayer Model

Definition in your own words:

Synonym

Use the word in a sentence:

Illustration

Antonym

Attachment 3

Vocabulary Posters

MC900194102[1]

* You will create a small poster (paper will be provided) for each vocabulary word assigned to you. The poster must include the word and a visual representation of that word, correctly illustrating its contextual meaning.
* The posters will be displayed in the classroom in order to help us master the new terms.
* You will use your poster to help teach your vocabulary words to the rest of the class.

VISUAL REPRESENTATION

\*\***Word written on the inside. These are placed on the word wall.**

**Attachment 4**

**Dialectical Journal Instructions**

A dialectical journal is a conversation between you and what you are reading. It highlights the questions, connections, and ideas that you have as you read.

This process is an important way to understand a piece of literature. By writing about literature, you make your own meaning of the work in order to truly understand it. When you do this yourself, then the text belongs to you--you have made it yours. The passages are there for everyone to read; however, the connections and interpretations are uniquely yours. You are neither right nor wrong in your response. So be willing to take risks, try your ideas, and be honest.

Since the journal is a conversation between you and the text, you’ll need to record parts of the text and your thoughts about the text. On the left side of your journal page, record phrases, sentences or short passages that interest you. On the right side of the page, write your thoughts about the quoted text. Use literary terms in your reflections and elaborate as you express your thoughts! Aim for a mix of comments about:

* what you think something means
* the personal connections you make (to a character, setting, event)
* patterns you notice
* predictions you can pose
* commentary on important decisions made by characters, ideas expressed, or key events
* observations about a character
* what seems unusual
* recognition of a literary technique and ideas about its meaning and purpose

Some sentence leads could include:

* Why did …
* This character reminds me of … because …
* Who is …
* This setting reminds me of …
* This doesn’t make sense because …
* If I were (character), at this point, I would …
* What would happen if …
* Now, I understand …
* This idea/event seems to be important because …
* The language makes me feel the author is …
* When the author does … , it creates a … tone that …
* The details create / show …
* The … is compared to a … and it really makes me see how …
* The … symbolizes … and it … (the effect)
* With the … , the author creates an image of … that …

Entries will be evaluated on details, thoughtfulness, and variety in the type of entry. Some sample journal entries follow.

|  |
| --- |
| **Attachment 5**  **Storyboarding:**  Creating a storyboard in Word |

For some, storyboarding may seem like a hassle, or a tedious extra step in the process of digital storytelling. This is not true. Storyboarding is a valuable step in digital storytelling. It allows the user to organize images, text, motion, interviews, and music before they begin making their digital story. It allows the user to visualize how the story will be put together and what holes exist so that they can be filled. Storyboarding also inspires new ideas for the user’s digital story because the user sees all of the pieces of the story laid out in front of them.

The following storyboarding tutorial shows users how to create a storyboard in Microsoft Word because many people have access to Word. There is a plethora of storyboarding software out there, but they tend to be more complex and involved. As users become more advanced, they may want to consider acquiring more complex software for storyboarding.

|  |  |
| --- | --- |
| **Type or Do the Following** | **Results** |
| 1. Open a new Word Document |  |
| 1. Insert a table into document |  |
| 3. Insert a table with two columns and four rows (you will add more rows later). |  |
| 4. It will look like this at first. |  |
| 5. Highlight entire table by left-clicking mouse and dragging cursor over table. Then, right click on highlighted area and scroll down to **Distribute Columns Evenly** and click. |  |
| 6. Go back to table, left click to un-highlight the table. Then, right click and scroll down to **Auto Fit**, left click, and scroll over to **Fixed Column Width** and left click. |  |
| 7. Hover your cursor over the right border of your table until you see this symbol: |  |
| 8. Left-click and drag right column table border over until it equals 7 inches on the ruler. |  |
| 9. It should now look like this: |  |
| 10. Hover cursor over right border of left column and drag to 2.5 on the ruler. This should give you enough space to write text in the left column, and to insert images in the right columns. |  |
| 11. Now you can begin to insert pictures into your storyboard. With cursor in left corner of right column, mouse up to “Insert” on the toolbar, left click, and scroll down to “Picture”, left click, and left click “From File”. |  |
| 12. Browse for picture you would like to use and left click on image. |  |
|  |  |
| 13. Your storyboard should look like this: |  |
| 14. The picture is too large for your storyboard, so you need to decrease its size to thumbnail. Click on picture and hover cursor over the handlebar in lower right corner. |  |
| 15. Drag handlebar to make image thumbnail size. |  |
|  |  |
| 16. You can center image in cell by clicking on picture and then clicking on center text button on toolbar. |  |
| 17. Now you are ready to insert textual information in your storyboard. This will go in the left hand column cell. |  |
| 18. It is a good idea to separate music, narration, motion, interview, and titles by color coordinating the text. |  |

Attachment 5

**The following example uses the Gettysburg Address digital story to illustrate how the storyboard has been organized.**

|  |  |
| --- | --- |
| **Narration: “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty…”**  **Title Slide: NONE**  **Music: Soundtrack to “Gettysburg” the movie.** | **Transition** |
| **Narration: …and dedicated to the proposition that all men are created equal.**  **Title Slide: NONE**  **Music: Soundtrack to “Gettysburg” the movie.**  **Motion: Zoom in to “all men are created equal”** |  |
| **Narration: Now we are engaged in a great civil war…**  **Motion: Top to bottom**  **Music: Soundtrack to “Gettysburg” the movie.**  **Title Slide: NONE** |  |

Attachment 7

ACE Writing Strategy

**Use this strategy to:** **This strategy will help my students with:**

Sentence Fluency

Voice

Conventions

* Ideas
* Organization

Word Choice

Publishing

* Plan

Revise

Publish

Draft

Edit

* Think

**How to use this strategy:**

Incorporating text evidence to justify opinions or to explain mathematical steps improves the credibility of writing, while advanced questions help students to focus while reading. A.C.E. reminds students to support standpoints with evidence through the use of a simple acronym.

ACE:

A- Answer the question, C- Cite evidence (from the text), E- Expand your answer.

A- Answer the problem, C- Compute your work, E- Explain how you got your answer

A- Anotar la respuesta, C- Contar evidencia (del texto), E- Extender tu respuesta

1. Model the A.C.E. strategy with a question that can be supported with evidence.

2. Evaluate the quality of the response with the students.

3. Practice A.C.E.ing a question utilizing a rubric.

4. Emphasize *citation* of evidence appropriate to the discipline. Merely writing a page/paragraph number is not adequate for a citation. Provide proof.

5. Emphasize *expansion* of the answer appropriate to the discipline (further examples, how the citation supports the answer, real world connections…)

**To increase Rigor and Relevance:**

Students may brainstorm real world situations where it is important to justify answers (actions) and provide proof or evidence. Self-evaluation and peer-evaluation may also lead to the setting of learning goals and a plan to improve short-answer responses.

**Assessment:** Use/create rubrics to analyze the response quality of each component.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **0** |
| **Answer** | Answer makes sense & is a complete sentence | Answer makes sense but is not a complete sentence | Attempt was made, but answer does not make sense | No attempt |
| **Cite**  **EVIDENCE** | Relevant, adequate evidence cited to support answer | Relevant but inadequate evidence cited to support answer | Irrelevant evidence cited to support answer | No attempt |
| **Explain/ Expand** | Explanation is clear and there is an obvious connection to the answer/ citation | Explanation was attempted but reasoning or connection is unclear | Explanation and/or reasoning are incomprehensible | No attempt |

**Attachment 8**

**Argumentative Essay Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Part of Paper** | **Exceeds** | **Meets** | **Nearing** | **Beginning** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Thesis** | Student’s thesis is a clear, arguable, well developed, and definitive statement of position. It answers a why or how question. | Student’s thesis is a clear, arguable statement of position. | Student’s thesis is an outline of points; it is not an arguable statement of position. | Student’s work does not have a thesis-under. |
| **Development-10pts.** | Student’s paper demonstrates a logical, mature, and thorough development of points that support the thesis. | Student’s paper demonstrates adequate development of points that support the thesis. | . Student’s paper presents a superficial development of points, many of which do not support the thesis. | Student’s paper does not present any evidence of development of points that support the thesis. |
| **Evidence:**  **Analysis**  **and**  **Synthesis** | Student presents relevant and fully analyzed textual evidence to support the thesis following the evidence formula.  Student synthesizes textual evidence and points back to thesis statement. | Student presents relevant and adequately analyzed textual evidence to support the thesis.  Student makes an attempt at synthesis | Student presents relevant and partially analyzed textual evidence to support the thesis.  Student makes an attempt at synthesis. | Student presents textual evidence that is not analyzed or is analyzed but does not support the thesis.  Student makes an attempt at synthesis. |
| **Opposition/**  **Refutation-5pts** | Student clearly and fully explains opposition and persuasively refutes it. | Student explains opposition and gives refutation. | Student explains opposition, but does not gives refutation. | Student does not explain opposition or does not refute. |
| **Sentence Structure** | Uses mature and varied sentence structures. | Uses varied sentence structures. | Uses immature, unvarying sentence structures. | Uses all simple sentence structures. |
| **Diction** | Uses higher vernacular and precise diction. | Uses varied diction. | Diction is basic and imprecise. | Uses inappropriate diction. |
|  |  |  |  |  |
|  |  |  |  |  |



## (Poster Report)



## Introduction

Arthur Miller has always been interested in the tragedy of people who, under social pressure, lose their integrity. *The Crucible* explores this theme in the context of the Salem witch trials. Many citizens of Salem lost their sense of decency and community when they went along with the crowd to continue persecution of the innocent.

Miller wrote this play in the late 1940s when Senator Joseph McCarthy chaired a committee to rid the United States government, and the nation, of Communists. During the McCarthy Era many of Arthur Miller's friends were attacked for their so-called pro-communist beliefs. Miller himself was called before the House [of Representatives] Un-American Activities Committee (HUAC) in 1956 to testify against his friends and, like his John Proctor in the play, refused to implicate them.

In this activity, you will learn about the actions of Senator Joe McCarthy and the House Un-American Activities Committee, especially how those actions relate to the broad themes of *The Crucible*.

## bar

## The Task

You will conduct a web search on such topics related to the "witch hunts" of the 1950s, then use the information you gather to make a poster in answer to the question:

**How did the political events of the 1950s influence the writing of *The Crucible*?**

bar

## The Process: Exploring the Web, Creating a Product

* 1. Choose one  topic to explore further.
     + - The fear of Communism in the 1950s
       - Senator Joe McCarthy
       - House Un-American Activities Committee
       - The Hollywood Ten
  2. Then  explore the links listed under each topic, choosing text and graphics that might relate to the question:

**How did the political events of the 1950s influence the writing of *The Crucible*?**

**Fear of Communism in the 1950s**

* + - * [Dr. Fred Schwarz, *You Can Trust the Communists (to be Communists)*](http://writing.upenn.edu/%7Eafilreis/50s/schwarz-cover.html)
      * [Truman, Harry - excerpt from speech](http://writing.upenn.edu/%7Eafilreis/50s/truman-quote.html) dated July 29, 1951
      * [McCarran Act, or Internal Security Act (1950)](http://writing.upenn.edu/%7Eafilreis/50s/mccarran-act-intro.html) and its special way of Outing those named in anticommunist testimony
      * [Communist Control Act](http://writing.upenn.edu/%7Eafilreis/50s/comm-control-act.html), 1954 - excerpts from the legislation

**Senator Joe McCarthy**

* + - * Richard H. Rovere, [Senator Joseph McCarthy](http://writing.upenn.edu/%7Eafilreis/50s/mccarthy-bio.html)

**House Un-American Activities Committee**

* + - * Introduction to the [House Un-American Activities Committee](http://www.writing.upenn.edu/%7Eafilreis/50s/huac-main.html) (HUAC)
      * Cedric Belfrage's ["Fever Charts, 1948-1957"](http://writing.upenn.edu/%7Eafilreis/50s/fever-chart.html)

**The Hollywood Ten**

* + - ["Blacklists and Other Economic Sanctions"](http://www.writing.upenn.edu/%7Eafilreis/50s/schrecker-blacklist.html)
    - Actress Lillian Hellman's FBI file [broken link removed]

The [Hollywood Blacklist How to Learn From the Blacklist](http://writing.upenn.edu/%7Eafilreis/50s/learn-from-blacklist.html)

3. After reading the texts and taking notes carefully, pull your ideas together to answer the question above fully. The following suggestions will help you create your poster:

* + - Look for ways McCarthy and other committee members examined witnesses, then recall how Judge Hathorne and others in the play asked questions. Compare the two methods.
    - Examine the hysteria you find in the play and the hysteria you have read about in the documents from the 1950s. Find similarities and differences.
    - Use exposition, narration, description, argumentation, exposition, or some combination to support the main proposition.
    - Analyze several historical records of a single event.
    - Include information from all relevant perspectives, taking the validity and reliability of sources into consideration.
    - Provide a formal bibliography.

## bar

## Poster Rubric – Essential Elements

The **historical poster report** must:

* + Present information on at least one of the topics listed above.
  + Visualize the common themes and related events of *The Crucible* and the events of the 1950s.
  + Show how the political events of the 1950s might have influenced the writing of *The Crucible.*
  + Meet the standard of historical writing by
    - using exposition, narration, description, argumentation, exposition, or some combination to support the main proposition
    - analyzing several historical records of a single event
    - including information from all relevant perspectives, taking the validity and reliability of sources into consideration
    - providing a formal bibliography.

Hysteria throughout Time - Documentary

|  |
| --- |
| **AUTHENTICITY** |

In New Mexico today the film industry has taken front row. There are movies being made, as well as, TV stations in both Artesia and Roswell. My students are making documentaries that will be used to inform the public about a time in history where hysteria occurred. Although these short documentaries will be simplistic it is the beginnings of the film industry.

**ACADEMIC RIGOR**

Students will be creating a 3 minute documentary on an event of hysteria in history they will need to think like a reporter and provide information that is not known by all. Students will be looking at this through history and will bring history into the language arts classroom. Throughout the documentary students will have to take a different perspective. They are not a student reporting known information; they are reporters giving us breaking news on a hysteria event in history.

**APPLIED LEARNING**

Students will be working in a group to complete this project. They will have to assign jobs and take roles to complete the project. Students will have to use self- management skills and cooperation to complete the documentary. Teamwork, communication, and problem solving skills are key in completing this task.

**ACTIVE EXPLORATION**

Students will spend time researching the event they have chosen to document, they will be able to use the library as well as write to the Library of Congress to receive more information. They will have to search for other places they can find information about their topic. Through this search learning that the library and internet are not the only places to find information. The finished product will be a 3 minutes documentary.

**ADULT RELATIONSHIPS**

Experts for local tv stations as well as instructors from the local community college will give presentations and work with the students to complete their documentaries. They will also review the documentaries and make suggestions for improvements.

**ASSESSMENT PRACTICES**

The rubric and project expectations will be provided at the beginning of the project the storyboard from this project as well as a copy of the documentary will be placed in the student portfolio.

**English Language Arts Standards:**

**Content Standard I: Students read and understand a variety of materials.**

**Benchmark I-C: Infer, analyze, and synthesize to increase comprehension.**

**1. Make reasonable inferences from implied ideas to predict outcomes, derive reasonable generalizations, differentiate fact from opinion, and differentiate literal from figurative meanings.**

**2. Recognize how history** *and culture* **influence[s] text.**

**3. Recognize the types of claims made in a text (e.g., factual, value judgment).**

**(Common Core) 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.**

**Content Standard V: Students utilize the research process to produce a variety of products.**

**Benchmark V-A: Define and narrow a problem or research topic.**

**1. Form and refine a question for investigation based on a literary, historical,** *or cultural* **movement or a complex contemporary issue.**

**(Common Core)7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.**

**Content Standard IX: Students read and interpret a variety of literature to develop an understanding of people, societies, and the self.**

**Benchmark IX-F: Analyze works of literature for what they suggest about the time period and social *or* *cultural* context in which they were written.**

**1. Analyze how a particular piece of literature has changed societal and cultural attitudes.**

**Common Core - 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.**

**9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century**

**foundational works of American literature, including how two or more texts from**

**the same period treat similar themes or topics.**

**Content Standard I: Students read and understand a variety of materials.**

**Benchmark I-A: Use comprehension strategies for unfamiliar vocabulary.**

**1. Use etymology, the principles behind spelling and usage of words to determine meaning.**

**2. Differentiate shades of meaning and multiple meanings of words, including the significance of both connotation and denotation.**

**3. Analyze the context of sentences and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, make inferences and differentiate among possible meanings of words.**

**4. Analyze texts to identify specialized terminology or jargon needing clarification or definition.**

**(Common Core) 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)**

**Content Standard IV: Students write effectively for a variety of purposes and audiences.**

**Benchmark IV-A: Demonstrate proficiency in producing a variety of compositions.**

**2. Demonstrate proficiency in the creation of persuasive essays that:**

**a. engage the reader by establishing a context and a point of view;**

**b. structure ideas and arguments in a sustained and logical fashion;**

**c. clarify and defend positions with precise and relevant evidence, including facts, expert opinions,**

**quotations, illustrations, commonly accepted beliefs and logical reasoning;**

**d. use specific rhetorical devices to back up assertions; and**

**e. anticipate and address the reader’s concerns and counter-claims.**

|  |
| --- |
| **Benchmark IV-C: Use formal or informal, literary or technical language appropriate for the purpose, audience, and context of the communication.**  **1. Use language persuasively in addressing a particular issue.**  **2. Use grammatical, metaphorical or rhetorical devices to inform or persuade the reader.**  **3. Use knowledge of one’s subject and purpose to select appropriate language to communicate in writing.** |
| **(Common Core) 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)** |

**U.S. and World History Standards:**

**Social Studies 9-12 1-C- World. Our overall Social Studies 9-12 Benchmark for world history:** Analyze and interpret the major eras and important turning points in world history from the age of Enlightenment to present to develop an understanding of the complexity of the human experience.

Benchmark: **9-12 Strand 8 Benchmark:** Analyze and evaluate the causes, events and impacts of events from various perspectives.

**Performance Standard 9-12 8.c:** Identifies and analyzes the political, diplomatic, and military leadership (e.g. Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolph Hitler, Benito Mussolini, and Francisco Franco.)

**9-12 Strand 8 Benchmark:** Analyze and evaluate the causes, events and impacts of World War II from various perspectives

**Performance Standard 9-12 8. d.:** Analyze and evaluate principal theatres of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, island-hopping, D-Day Invasion, Stalingrad, atomic bombs dropped on Japan.)

**9-12 Strand 9 Benchmark:** Analyze and evaluate international developments following World War II, the cold war, and post cold war.

The Crucible Standardized Based Test

1. After reading The Crucible write a well thought out short answer that compares Reverend Parris’ status in society before and after the Salem Witch Trials.

2. Analyze the true emotions that exist between Abigail and John Proctor using evidence from the text to justify your claim.

3. Assess Elizabeth’s reaction when she discovers her name has been mentioned in court.

4. Create a well thought out counterclaim that would be relevant to the time period that would explain the evidence that was found in the Proctor home that ultimately damned Elizabeth Proctor.

5. Analyze the character development of Marry Warren’s through her claims about John Proctor.

6. Investigate the situations that had developed in Salem which required Abigail to leave the community and in a paragraph justify her motives.

7. After reading The Crucible create a journal entry or letter from the perspective of Reverend Hale that assess his change of heart.

8. When evaluating Betty Parris's illness, Parris suspects Abigail of

a. Poisoning his daughter

b. Calling up the spirits

c. Being the daughter of the Devil

9. While analyzing her situation Tituba confesses to calling up the spirits because she

a. Is afraid for her life

b. Hates Parris

c. Wants to get Abigail in trouble

10. While Elizabeth Proctor assessed their situation, she determines John

a. Loves no one

b. Has some feeling for Abigail

c. Has no feeling for Abigail

11. While formulating reasons for the hanging, Gile Corey accuses Thomas Putnam of using the witchcraft trials

a. To overthrow the court

b. To destroy peace in the community

c. To get land