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| **Essential Questions:** How can artistic expression advance social commentary? How does a collective feat affect the group or individuals? Is personal integrity more important than survival? | | |
| **Readings**:  “Young Goodman Brown” by Nathaniel Hawthorne  “Half-Hanged Mary” by Margaret Atwood  *Sinners in the Hands of an Angry God* by Jonathan Edwards  *The Trial of Martha Carrier*  by Cotton Mather  *The Lessons of Salem* by Laura Shaprio  *The Crucible* by Arthur Miller  *Why I Wrote the Crucible* by Arthur Miller  “The Mending Wall” by Robert Frost | **Writing:**  -Students will be expected to write informal responses to the texts as directed. These informal writings will include thoughts, connections to own experience, questions about the text, words, images, phrases or details that make an impression, along with identification of the author’s purpose, audience, and tone.  -250 word response from Anticipation Guide  -In-class essay on The Crucible  -Script writing | **Research:**  McCarthyism  Hysteria Scientific / Natural causes for Hysteria |
| **Assessments:** Performance Assessment from SB, Reading Performance Assessment, In-Class Essay on Text | | |
| **Unit Goals:**  1. Develop stylistic elements, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.  2. Analyze a dramatic work of lasting literary merit in order to arrive at multiple interpretations.  3. Develop increasing maturity and complexity in both reading and writing.  4. Analyze the social, cultural, political, and historical contexts of a literary text and its contributions to society. | | |

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 11/28  Essential Questions  Half-Hanged Mary  Anticipation Guide  250 Deep Thought Response  HW: Young Goodman Brown | 11/29  Unpacking Embedded assessment  Re-read Young Goodman Brown  Extended response/MC ?s  HW: Mending Wall | 11/30  SB 2.2 – Jigsaw background texts on *The Crucible*  HW: Two definitions of the Crucible | 12/1  SB 2.3 – meet the characters | 12/2  Introduce Foil  Character poster  Things to watch for  Writing Prompt  Read Act I (SB.2.4)  HW: SB 2.7 |
| 12/5  Finish reading Act I –  SB 2.5  HW: SB 2.6 | 12/6  Review conflicts in Act I (SB 2.8)  SB 2.9 – Speaking like a Puritan  HW: Read a portion of ACT II | 12/7  SB 2.10 – Read Act II  HW: Giles Corey Reading | 12/8  SB 2.12  Read Act III  HW: Tituba Trial Transcript | 12/9  SB 2.12  Reading Act III in class |
| 12/12  SB 2.13 – Act III  HW: Analyze cartoons about McCarthy Trials | 12/13  SB 2.14 - Read and annotate “Why I wrote The Crucible” by Arthur Miller  HW: finish reading article | 12/14  Read Act IV  SB 2.15 – before and during reading  Analyze different prompts (2.17)  HW: Read alternate ending of the play | 12/15  Timed Writing (2.17)  Introduce embedded Assessment 2.18 | 12/16  SB 2.18 – Contemporary Conflicts to assist in planning  Small groups to plan dramatic scene |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 12/19  Highlight and perform memorable scenes from the play  Small groups to plan dramatic scene | 12/20  Highlight and perform memorable scenes from the play  Small groups to plan dramatic scene | 12/21  Finals Week – Perform dramatic scripts | 12/22  Finals Week – Perform dramatic scripts | 12/23  Finals Week – Perform dramatic scripts |