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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** |
| 11/28Essential QuestionsHalf-Hanged MaryAnticipation Guide250 Deep Thought ResponseHW: Young Goodman Brown | 11/29Unpacking Embedded assessmentRe-read Young Goodman BrownExtended response/MC ?sHW: Mending Wall | 11/30SB 2.2 – Jigsaw background texts on *The Crucible*HW: Two definitions of the Crucible | 12/1SB 2.3 – meet the characters | 12/2Introduce FoilCharacter posterThings to watch for Writing PromptRead Act I (SB.2.4)HW: SB 2.7 |
| 12/5Finish reading Act I – SB 2.5HW: SB 2.6 | 12/6Review conflicts in Act I (SB 2.8)SB 2.9 – Speaking like a PuritanHW: Read a portion of ACT II | 12/7SB 2.10 – Read Act IIHW: Giles Corey Reading | 12/8SB 2.12Read Act IIIHW: Tituba Trial Transcript | 12/9SB 2.12Reading Act III in class |
| 12/12SB 2.13 – Act IIIHW: Analyze cartoons about McCarthy Trials | 12/13SB 2.14 - Read and annotate “Why I wrote The Crucible” by Arthur MillerHW: finish reading article | 12/14Read Act IVSB 2.15 – before and during readingAnalyze different prompts (2.17)HW: Read alternate ending of the play | 12/15Timed Writing (2.17)Introduce embedded Assessment 2.18 | 12/16SB 2.18 – Contemporary Conflicts to assist in planningSmall groups to plan dramatic scene |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 12/19Highlight and perform memorable scenes from the playSmall groups to plan dramatic scene | 12/20Highlight and perform memorable scenes from the playSmall groups to plan dramatic scene | 12/21Finals Week – Perform dramatic scripts | 12/22Finals Week – Perform dramatic scripts | 12/23Finals Week – Perform dramatic scripts |