

Teacher Bulletin Unit Plan

Unit Author	
First and Last Name:	Marsha Serafin
Conference:	Southeastern California Conference
School Name:	San Diego Academy
School City, State:	National City, CA
Unit Overview	
Unit Plan Title:	
Curriculum-Framing Questions	
Essential Question	
Unit Questions	<ul style="list-style-type: none"> • Is there a difference between law and justice? • What constitutes guilt legally? Morally? Personally? • How is sin expiated in the Puritan community? In the modern Christian community? • Is it part of the human condition to need a “sacrificial lamb” or an “other” to vilify?
Content Questions	<ul style="list-style-type: none"> • What does the veil in “The Minister’s Black Veil” symbolize? • Is John Proctor heroic despite his sin? Can sinful people be admirable? • Are all people in every age capable of the chaos and cruelty evidenced in Salem during the late 1690s? • What connections can be made between <i>The Crucible</i> and the short stories “The Piece of String,” “The Lottery,” and “Young Goodman Brown”? • Which character in <i>The Scarlet Letter</i> is most sinful – Roger Chillingworth, Arthur Dimmesdale, or Hester Prynne?
Unit Summary:	
<p>“Sin and Judgment in Puritan America” is a comprehensive unit about sin and separation (from God and fellow man), law and justice, the good news of the gospel which offers forgiveness and salvation from guilt and broken relationships.</p>	



Subject Area(s): Click box(es) of the subject(s) that your Unit targets

- | | | |
|---|--|--|
| <input type="checkbox"/> Business Education | <input checked="" type="checkbox"/> Drama | <input checked="" type="checkbox"/> Religion |
| <input type="checkbox"/> Engineering | <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Industrial Technology | <input type="checkbox"/> Other: |
| <input checked="" type="checkbox"/> Language Arts | <input type="checkbox"/> Math | |
| <input type="checkbox"/> Music | <input type="checkbox"/> Physical Education | |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Science | |

Grade Level: Click box(es) of the grade level(s) that your Unit targets

- | | |
|--|--|
| <input type="checkbox"/> K-2 | <input type="checkbox"/> 3-5 |
| <input type="checkbox"/> 6-8 | <input checked="" type="checkbox"/> 9-12 |
| <input type="checkbox"/> ESL | <input type="checkbox"/> Resource |
| <input type="checkbox"/> Gifted and Talented | <input type="checkbox"/> Other: |

Targeted Journey to Excellence Goals and Essential Core Elements:

Acceptance of God
Commitment to Church
Interpersonal Relationships
Healthy Balanced Living
Intellectual Development
Communication Skills
Aesthetic Appreciation

Targeted California State Frameworks/Content Standards/Benchmarks:

Research and Technology

- 1.3 Develop the main ideas within the body of a composition through supporting evidence.
- 1.4 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.
- 1.5 Integrate quotations and citations into a written text while maintaining the flow of ideas.

Writing Applications (Genres and Their Characteristics)

- 2.2 Write responses to literature:
 - a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
 - b. Support important ideas and viewpoints through accurate and detailed reference to the text or to other works.
- 2.3 Write expository compositions, including analytical essays and research reports:
 - a. Marshal evidence in support of a thesis or related claims, including information on all relevant perspectives.
- 2.4 Write persuasive compositions:
 - a. Structure ideas and arguments in a sustained and logical fashion.
 - b. Use specific rhetorical devices to support assertions.
 - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly held beliefs and logical reasoning.

Listening and Speaking Strategies

Organization and Delivery of Oral Communication

- 1.3 Choose logical patterns of organization.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion.
- 1.5 Present and advance a clear thesis statement and choose appropriate types of proof.
- 1.8 Produce concise notes of extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques for presentations.



- 2.4 Deliver Oral Responses to Literature:
- Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages.
 - Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
- 2.5 Deliver Persuasive Arguments
- Structure ideas and arguments in a coherent, logical fashion.
 - Use rhetorical devices to support assertions.
 - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly held beliefs, and logical reasoning.
 - Anticipate and address the listener's concerns and counterarguments.

Reading

Literary Response and Analysis

Narrative Analysis of Grade-Level-Appropriate Text

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view of comment on life, using textual evidence to support the claim.
- 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.
- 3.9 Analyze the philosophical arguments in literary works to determine whether the author's positions have contributed to the quality of each work and the credibility of the characters.

Writing

- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

Writing Applications (Genres and their Characteristics)

- 2.2 Write responses to literature:
- Demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - Analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
 - Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
 - Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.



Procedures:

Introducing the Unit

Read Nathaniel Hawthorne’s short story “The Minister’s Black Veil” and discuss the symbolism of the veil and the changes in the minister’s life that result from his wearing it.

Unit Schedule

Day 1: “The Minister’s Black Veil”

- Read the story.
- Discuss and write essay.

Day 2: Video: Witchcraft in America – Behind *The Crucible*

Day 3 -10: *The Crucible*

- Read and listen to the play.
- Keep journal.
- Complete handouts.

Day 11: Witch Trial Simulation

Day 12-14: Short Stories

- Read “The Piece of String,” “The Lottery,” and “Young Goodman Brown” if time permits.
- Continue journal.

Day 15: Personal Poem

Day 16: Cyber *Crucible* Activity

Day 17-20: Introduction to *The Scarlet Letter*

- Complete and discuss the Attitudes Survey.
- Read “The Custom House.”
- Write a fictional narrative of a crime.
- Introduce the trial, schedule, and other unit activities.

Day 21-32: Read *The Scarlet Letter*.

Day 33-34: Prepare for Trial.

Day 35: The Trial

Day 36: The Verdict, Discussion, and Team Evaluations

Day 37-38: Write Bible Study.

Technology – Software: (Click boxes of all software needed.)

- | | | |
|---|---|---|
| <input type="checkbox"/> Database/Spreadsheet | <input type="checkbox"/> Image Processing | <input type="checkbox"/> Web Page Development |
| <input type="checkbox"/> Desktop Publishing | X Internet Web Browser | X Word Processing |
| <input type="checkbox"/> E-mail Software | <input type="checkbox"/> Multimedia | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Encyclopedia on CD-ROM | | |



Printed Materials:	<ul style="list-style-type: none"> • Copies of the short stories “The Minister’s Black Veil,” “A Piece of String,” “The Lottery,” and “Young Goodman Brown” • Copies of <i>The Crucible</i> and <i>The Scarlet Letter</i> • Handouts
Supplies:	<ul style="list-style-type: none"> • Video: Witchcraft in America – Behind <i>The Crucible</i> Educational Filmstrips, Huntsville, TX 77340 • An audio version of <i>The Crucible</i>
Internet Resources:	<p>http://www.k-state.edu/english/baker/english251/Symbol_MBV.htm</p> <p>http://www.salemweb.com/guide/roger.shtml</p> <p>http://www.salemweb.com/witchhouse/</p> <p>http://www.witchdungeon.com/witchdungeon.html</p> <p>http://www.salemweb.com/memorial/</p>
Others:	<p><i>Witch Trials: Crisis in Fear</i> (Witch Trial Simulation) Mary Simpson Furlong and Louise Weinberg Jacobsen Greenhaven Press, Inc. 577 Shoreview Park Road, St. Paul, MN 55112 Published in 1977</p>
Accommodations for Differentiated Instruction	
Resource Student:	Teachers can utilize the option to pair students or to create groups to accomplish the major tasks of the unit.
Non-Native English Speaker:	Playing an audio tape of <i>The Crucible</i> and reading aloud for the students portions of <i>The Scarlet Letter</i> as students follow along in their books should improve ELL comprehension.
Gifted Student:	Gifted students should be the leaders of the legal teams as they prepare the defense for their client. The teacher may also utilize the talents of gifted students by having them serve as jurors for the trial of <i>The Scarlet Letter</i> characters.
Student Assessment:	
The teacher will assess students through a variety of methods – grading their journals, essays, performance at trial, and their Bible study. The teacher will also check the completion of handouts and the Scarlet Letter Reading Guide. Students on legal teams will also assess each others’ participation and background work on behalf of the team.	

