

The Scarlet Letter & The Crucible Unit Cover Page

Unit Title : *The Scarlet Letter & The Crucible*

Grade Level(s): English 3 AP Language and Composition; English 3 G/T AP Language and Composition

Subject/Topic Area(s): American literature

Key Words: Colonial period, Puritanism, alienation

Designed By: Original unit by Judith Nevil and Holly Kiser adapted by Cheryl Vinson and Diane Kreger

Time Frame: 6-8 weeks

School District: Irving ISD School(s): Irving HS, MacArthur HS, Nimitz HS

Link to Content Standards:

II: Writing in Context: Interpretation and Evaluation

The student will interpret and evaluate both fiction and nonfiction writings according to their historical, social, and cultural context, focusing on writing by American authors.

III: Response to Writing: Analysis, Synthesis, Evaluation

The student will respond to writing selections by analysis (structure, tone, Diction, point of view, syntax, voice, purpose), synthesis (comparison/contrast to other works), and evaluation (effectiveness).

IV: Writing Based on Research

The student will write documented essays and complete products, using both primary and secondary sources, on topics related to American literature and/or correlating historical periods.

VII: Writing Style

The student will develop an effective writing style, focusing on diction (vocabulary, word choice), syntax (sentence structure), and voice.

VIII: Proofreading

The student will proofread his/her writing for errors in punctuation, grammar, spelling, and form.

X: AP Test Preparation

The student will develop and practice procedures for answering objective and free response items such as those on the Advanced Placement Examination in English Language and Composition.

XI: Responding to Literature

The student will read literature, paying special attention to literary elements as well as relating the literature to his/her own life.

Brief Summary of Unit (beginning with unit goals):

In this unit students will continue the year's study of American literature and the American Dream. Students will look at the dream in the context of alienation and self-discovery during the Colonial period. In connection with the analysis of the novel, play, selected stories and poems, students will create a new ending for the novel or play to perform in class or complete an enrichment center which focuses on key topics of the Colonial period.

This unit design packet includes:

- completed 3-part design template
- completed Blueprint for performance task(s)
- with related scoring rubric(s)
- directions to students & teachers
- materials & resources listed
- suggested accommodations
- suggested extensions

Status: ___ initial draft ___ field tested ___ reviewed
 ___ anchored

STAGE 1: IDENTIFY DESIRED RESULTS

What overarching understanding(s) are desired?

1. The American Dream is a pervasive element of the American cultural identity.
2. The American identity is tied to its roots in the colonial period, which lays the foundation for our concepts of political, religious, and individual freedoms.
3. Alienation, whether imposed by society or self, is often a catalyst for development of the individual identity within the American Dream.

What are the overarching, essential questions?

1. What are the roots of the American Dream?
2. Are the roots of the American Dream still viable elements of the dream today?
3. What effect does individual freedom have on society and/or the dream?
4. What effect does the theme of alienation have on American literature?

What will students understand as a result as of this unit?

- While the American Dream rests on the need for a common set of beliefs or ideologies, its evolution sometimes means that it alienates individuals for real crimes and/or crimes of individuality. (ie. *The Crucible* as related text)
- Alienation is linked to self-discovery. The alienated can make a choice: to endure or to protest.
- As the writers of the American Renaissance strive for a distinctly American voice, they explore issues of individuality and conformity in colonial America and its effects on the American identity and culture.

What questions will guide this unit?

- How do the characters embody the evolution of a common set of beliefs in our society?
- How do the characters perceive the results of their alienation and their subsequent choices to endure or protest?
- Is the American Dream of individuality a destructive or empowering force, or a combination of both?
- Specifically, how is the characters' faith in the American Dream empowered or destroyed?
- How is society today affected by the alienation of individuals or groups?

What key knowledge and skills will students acquire as a result of this unit?

Students will know:

1. background of the Colonial Period, specifically Puritanism
2. the different levels of Lawrence Kohlberg's moral dilemmas
3. the theme of alienation and its presence in period and contemporary pieces
4. contemporary parallels to Puritanism, specifically McCarthyism

Students will be able to:

1. analyze key symbols and symbol patterns
2. describe and analyze narrative structure of the novel *The Scarlet Letter* and *The Crucible*.
3. analyze contrasting elements in a novel
4. analyze the effect of alienation as a theme in American literature
5. evaluate levels of moral reasoning in the novel
6. analyze the effects of the Colonial Period on contemporary American views

Note: This unit can be done on just Hawthorne's *The Scarlet Letter* or in conjunction with Miller's *The Crucible*.

Stage 2: Determining Acceptable Evidence

What evidence will show that students understand the thematic implications of alienation and the Colonial roots of the American Dream?

Performance Task(s)/Project(s):

1. Create an altered ending for either *The Scarlet Letter* or *The Crucible* to perform for the class.
2. The Enrichment Center Project

Quiz(zes), Test(s), Prompt(s):

- Reading check quizzes
- AP timed writings
- Unit test – See appendix for various test formats including the assessment using sketches entitled “Interpreting Theme in *The Scarlet Letter*”
- AP multiple choice practices

Other Evidence: (observations, work samples, dialogues, etc.)

- dialectical journal
- story maps
- group discussion, Socratic seminar, panel discussion
- listening evaluation form
- literary analysis
- concept cube

Student Self-Assessment:

- exit responses—What did you K(now), W(hat do you still need to know), What did you L(earn)
- self-selected contribution to class portfolio
- self-assessment of performance task participation

Stage 3: Plan Learning Experiences and Instruction
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This unit takes approximately six to eight weeks. The time frame may change if the teacher opts to use only one of the major works. Activities are varied and cover poetry and short story selections as well. Choose the activities that work best for the needs of the class and time constrictions.

- Introduce the theme of alienation. The essay “The Concept of Alienation: Meaning and Investigation” in the Nevil and Kiser unit pages 17-22 provides an historical overview of the theme. See appendix.
 - ❖ Hook the students into the theme using the poem “Mending Wall” by Robert Frost to discuss alienation. Introduce or review TP-CASTT poetry analysis.
 - ❖ Brainstorm synonyms for alienation and then categorize the ideas generated. Create generalizations for the theme of alienation. (See essay page 22 for generalization suggestions.)
- Complete the Alienation Model in groups of four. (Alienation 255)
- Introduce Hawthorne and the historical setting of *The Scarlet Letter*.
- Literary Analysis – Denotation / Connotation Thesaurus and Dictionary Activity. (Alienation 68-69).
- Introduce or review close reading strategies using “Denotative and Connotative Word Meaning – Uncovering Tone in *The Scarlet Letter*” (Alienation 77-78).
- Readings from Alienation unit pages 73-76 provide introduction to author and period. Practice close reading strategies.
- Assign reading schedule for Chapters 1-8, Chapters 9-16, and Chapters 17-24. Assign dialectical journal.
- Do Story Map as individual, group, or whole class discussion assignment.
- Assign Enrichment Center Project (Performance Task 2). Provide class time for library research and group collaboration if choosing this performance task.
- Class discussion of Chapters 1-8.
 - share or collaborate on story map responses
 - introduce Socratic Seminar (Alienation 40-43, teacher instructions; 94-95, sample questions for *SL*)
- Close with a written response to one of the quotes from Alienation 96.
- Assign close reading of Jonathan Edwards’ sermon “Sinners in the Hands of an Angry God.” Focus on aspects of alienation and tone. (see American literature text)
- Discuss sermon. Optional readings for comparison: “The Raven” by Edgar Allan Poe and “The Minister’s Black Veil” by Hawthorne.
- Write a paragraph analysis of the diction in Edwards’ sermon, and/or write an analysis of his organizational strategy. Review AP format for these parts of style analysis. (see Schaffer model)

- Present the Reasoning Model and Wheel of Reasoning to formulate questions and analyze text. May be used with shorter pieces like “The Minister’s Black Veil” before using for analysis of the novel.
- Optional Essay: Interpreting and Evaluating “The Minister’s Black Veil” (Alienation 125)
- Discussion of Chapters 9-16.
 - discuss story map answers
 - using questions from journal entries or Alienation unit questions page 128-129, discuss themes and values present in the story so far
 - use the Viewpoints About Puritanism for journal for exit responses (Alienation 130-31)
- While students continue outside reading of *SL*, begin introduction to Arthur Miller, McCarthyism, and *The Crucible*.
- Assign Movie Analysis Guide –Theme Development (Alienation 265-66). Complete Part I during viewing and Part II after viewing.
- Watch *The Crucible* (contemporary version with Winona Ryder is very textually accurate).
- Discuss how the movie uses the Puritan period to critique the 20th century.
- Discuss final chapters of *SL*.
 - discuss story map answers and journal entries
 - use preferred discussion format to analyze themes, values, symbols, and structure of Chapters 17-24 and the novel as a whole.
 - discuss the purpose of the three scaffold scenes (Alienation 144-45)
- Assign Performance Task 1. Provide class time for group work for scripting and rehearsing.
- Introduce Lawrence Kohlberg’s Moral Dilemmas (Alienation 60-61, teacher notes and student handout)
- Using “Moral Dilemmas from *The Scarlet Letter* as Topics for Discussion” (Alienation 148-49) and teacher created dilemmas from *The Crucible*, discuss the progression, regression, or stagnation of the characters’ moral reasoning in both works. Conclude with parallel dilemmas in modern society and the role of alienation and individual identity in moral reasoning.
- Final discussion that brings in all works studied and activities to synthesize key understandings and questions of unit.
- AP timed writing practice and multiple choice passage.
 - complete a 12-15 minute multiple choice selection
 - review organization for literary analysis
 - give students the Hemingway short story “In Another Country” (Alienation 161-64), reading web (267), timed writing prewriting worksheet (270), and writing prompt (165)
 - allow 35 minutes for close reading and completion of reading web (optional strategy for early timed writings: allow students to use the last 10 minutes of this time discussing the story and Hemingway’s attitude towards war)
 - allow 40 minutes for the students to complete prewriting worksheet and draft a 5 paragraph literary analysis

- Evaluation Option: Give each student 3 post-it notes. The student will give a blank post-it and the timed writing to a classmate. The reader will evaluate the timed writing according to the AP rubric and then write the score and the reason why on the post-it before returning it to the writer. The writer takes off the post-it with the response and saves it until the process has been repeated 2 more times. The timed writing and all 3 three post-it evaluations are then attached and turned in to the teacher. The graders receive an “A” reading grade if they can evaluate the essay within a point of the real evaluation.
- Final Assessment Options:
 - Poetry Analysis “As I Grew Older” by Langston Hughes (Alienation 168-69, suggested responses 170)
 - Short Answer Final Examination (171-72b, suggested responses 173)
 - Interpreting Theme in *The Scarlet Letter* (174-77, suggested responses 178-79)
Note: The final assessment options listed do not include specific evaluation of *The Crucible*.

***The Scarlet Letter & The Crucible* Performance Task 1 Matrix**

Setting and Role: After comparing aspects of alienation in *The Scarlet Letter* and *The Crucible*, students will work in groups of no more than five (one student for each character plus a narrator) to create a new ending to one of the works.

Goal or Challenge:

- ❑ To create a script that mirrors either the style of Hawthorne or Miller.
- ❑ To perform the scene using simple settings and costuming.
- ❑ To provide a well-paced script and performance that incorporates the elements of dramatic action

Product/Performance and Purpose:

- ❑ Using a graphic organizer, compare the aspects of alienation in *The Scarlet Letter* and *The Crucible* and the 17th and 20th centuries.
- ❑ Teacher directs students in creating a new ending for one of the works.
- ❑ Student groups will have no more than five members, one student for each character plus a narrator.
- ❑ Each group meets to discuss possibilities for altering the ending to the play.
- ❑ The group will create a 2-3 page script modeling the dialogue and style of either Hawthorne or Miller.
- ❑ Students rehearse to determine appropriate pacing, voice projection and articulation, props, and costuming.
- ❑ Present scene
- ❑ Complete evaluation sheets and rate all groups. Then, nominate and choose a “Best Actor,” “Best Actress,” and “Best Scene.”

Audience:

- ❑ Your scene must be classroom appropriate and appealing to your peer and teacher audience.

Criteria for Success:

See Product Descriptor (Nevil and Kiser “Alienation” 193a)

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Performance Task 2

The Enrichment Center Project (Alienation 88-89)

Research Project Assessment (Alienation 187-88)