

# Englewood Public School District

## English Language Arts

### Grade 9 – College Prep

### Second Marking Period

#### Unit 2: Puritan Literature

**Overview:** During this unit students will examine Puritan beliefs, values, literature, and authors. The unit begins with an introduction to the era and an RST pretest. Next, students examine John Edward’s “Sinners in the Hands of an Angry God” in order to gain a strong understanding of the religious beliefs and values of Puritans along with the persuasive techniques that Edwards uses in the sermon. Students will then further their understanding of the time period by analyzing the works of a poet and a fiction writer. The unit will conclude with a lengthy examination of *The Scarlet Letter* and an RST post-test.

**Time Frame:** 35-45 Days

#### Enduring Understandings

*Social and religious expectations and their relation to valuing the group over the individual.*  
*Concepts of sin versus rewards and the afterlife, relate to religious expectations and conflicts.*  
*Persuasive writing techniques were commonly used in sermons in order to sway an audience.*

#### Essential Questions

*What were Puritan Beliefs?*  
*How did Puritan religious beliefs relate to and influence social expectations, i.e. Sin vs. reward, group vs. individual, concept of afterlife?*

Standards	Topics and Objectives	Activities	Resources	Assessments
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the	<b>Topics</b>  Introduction to the Puritan Era  Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>• The Four C’s</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> <b>Objectives</b>	Students view the short eight-minute video <i>American Literature – Americans Arrive</i> to gain an introductory understanding of the early experiences of Puritans (CRP4, 6.2.12.D.2.d) <ul style="list-style-type: none"> <li>• <a href="https://freeology.com/grap hicorgs/note-taking-organizer/">https://freeology.com/grap hicorgs/note-taking-organizer/</a></li> </ul> Students work in groups of four to complete the Plymouth Plantation exercise and consider what it would be like to be a	<b>Video:</b> <i>American Literature – Americans Arrive</i> <a href="https://youtu.be/A_Wwio6E7Fw">https://youtu.be/A_Wwio6E7Fw</a>  <b>Companion Texts:</b> <i>Scholastic</i> magazine  “Puritan Life” <a href="http://www.ushistory.org/us/3d.asp">http://www.ushistory.org/us/3d.asp</a>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <b>Summative Assessment:</b> Students write a Literary Analysis Task (LAT) in order to gain a baseline regarding student’s ability to analyze two literary texts.  <b>Benchmark Assessment:</b> Midterm

<p>course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Students will understand the relationship of Puritanism to the American Identity.</p>	<p>Pilgrim. (CRP4, 9.3.12.ED.2, 6.2.12.D.2.d, CRP8)</p>	<p>“Still Puritan After All These Years”  <a href="http://www.nytimes.com/2012/08/05/opinion/sunday/are-americans-still-puritan.html?_r=0">http://www.nytimes.com/2012/08/05/opinion/sunday/are-americans-still-puritan.html?_r=0</a></p>	<p><b><u>Alternative Assessments:</u></b>  Students create Valentine's Cards with a Puritan perspective.</p> <ul style="list-style-type: none"> <li><a href="http://www.collegehumor.com/post/6870031/puritan-valentines-day-cards">http://www.collegehumor.com/post/6870031/puritan-valentines-day-cards</a></li> </ul> <p>Students will engage in group discussion and role play about what it would be like to be a Pilgrim.</p>
<p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen,</p>	<p><b>Topics</b></p> <p>Puritan Religious Beliefs</p> <p>Persuasive Techniques</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C's</li> <li>Civic Literacy</li> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p>	<p>As a class, students read, "Sinners in the Hand of an Angry God" and consider the persuasive techniques used, as well as the congregation's perspective on hearing the sermon. (CRP4, 6.2.12.D.2.d)</p> <ul style="list-style-type: none"> <li><a href="https://freeology.com/grap-hicorgs/note-taking-organizer/">https://freeology.com/grap-hicorgs/note-taking-organizer/</a></li> </ul>	<p><b><u>Text (Sermon):</u></b>  "Sinners in the Hands of an Angry God" by Jonathan Edwards</p> <p><b><u>Companion Texts:</u></b>  <i>Scholastic</i> magazine</p> <p>"Jonathan Edwards"  <a href="https://www.britannica.com/biography/Jonathan-Edwards">https://www.britannica.com/biography/Jonathan-Edwards</a></p>	<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>Journals</li> <li>Exit Tickets</li> </ul> <p><b><u>Summative Assessment:</u></b>  Students identify and analyze the persuasive techniques that John Edwards used in his sermon, "Sinners in the Hands of an Angry God".</p> <p><b><u>Alternative Assessments:</u></b></p>

U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	Students will understand Puritan religious beliefs and how they influenced Puritan society.				Students will engage in group discussion about persuasive techniques.
	Students will enhance their understanding of persuasive writing techniques.				Students will present a dramatization of the speech.
	Students will use persuasive techniques to express personal beliefs.				Students will create and present their own persuasive speeches.
RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.					
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).	<b>Topics</b>	Students work as a class, as a pair, as a small group, and individually to analyze Anne Bradstreet’s poem, “Here Follow Some Verses on the Burning of Our House” (CRP4, 6.2.12.D.2.d)	<b>Text:</b> “Here Follow Some Verses on the Burning of Our House” by Anne Bradstreet	<b>Formative Assessments:</b>	
	Working in Groups			<ul style="list-style-type: none"><li>Do Nows</li></ul>	
	Analyzing Poetry				<ul style="list-style-type: none"><li>Journals</li></ul>
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none"><li>http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf</li></ul>	<b>Lesson Plan:</b> Burning House Multi-Grouping Lesson Plan	<b>Summative Assessment:</b> Instructors evaluate student’s ability to summarize the poem, as well as their ability to identify and analyze the poem’s figurative language.	
	<ul style="list-style-type: none"><li>The Four C’s</li><li>Civic Literacy</li><li>Global Awareness</li></ul>		<b>Companion Texts:</b> <i>Scholastic</i> magazine		
	<b>Objectives</b>				<b>Alternative Assessments:</b> Students will engage in group discussion about the theme of the poem.
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of			“To My Dear and Loving Husband” <a href="https://www.commonlit.org/en/texts/to-my-dear-and-loving-husband?search_id=4553594">https://www.commonlit.org/en/texts/to-my-dear-and-loving-husband?search_id=4553594</a>	Students will read other poems by Bradstreet and compare them using a Venn diagram.	
				Students will write and share their own poems that use figurative language.	
	<b>Topics</b>	Students read and interact with Nathaniel Hawthorne’s story, “The Minister’s Black Veil” in order to gain a better	<b>Text:</b> “The Minister’s Black Veil” by Nathaniel Hawthorne	<b>Formative Assessments:</b>	
Analyzing a Short Story			<ul style="list-style-type: none"><li>Do Nows</li><li>Journals</li></ul>		

<p>literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will expand their understanding of Puritan values via authors of the era.</p> <p>Students will identify the use of figurative language in fiction.</p>	<p>understanding of the times and the author. <b>(CRP4, 6.2.12.D.2.d)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://freeology.com/grap-hicorgs/note-taking-organizer/">https://freeology.com/grap-hicorgs/note-taking-organizer/</a></li> </ul> <p>Students will identify the theme of the story in small groups and then write a group essay <b>(CRP4, 6.2.12.D.2.d, 9.3.12.ED.2, 8.1.12.A.2, CRP6, CRP11)</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.thecurriculumcorner123/2014/09/teaching-theme/">https://www.thecurriculumcorner123/2014/09/teaching-theme/</a></li> </ul>	<p><b><u>Lesson Plan:</u></b> Black Veil Teacher's Guide</p> <p><b><u>Companion Texts:</u></b> <i>Scholastic</i> magazine</p> <p>"Nathaniel Hawthorne Biography" <a href="https://www.biography.com/people/nathaniel-hawthorne-9331923">https://www.biography.com/people/nathaniel-hawthorne-9331923</a></p>	<ul style="list-style-type: none"> <li>• Exit Tickets</li> </ul> <p><b><u>Summative Assessment:</u></b> Students will identify theme and write a group essay.</p> <p><b><u>Alternative Assessments:</u></b> Students will work in small groups to create and present a dramatization of "The Minister's Black Veil".</p> <p>Students will share and discuss their theme charts.</p> <p>Students will research Nathaniel Hawthorne and present an oral presentation.</p>
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g.,</p>	<p><b>Topics</b></p> <p>Puritan Culture and Beliefs</p> <p>Character Analysis</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>• The Four C's</li> <li>• Civic Literacy</li> <li>• Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will apply their understanding of multiple themes in a literary work in order to write expository and/or argumentative essays.</p>	<p>Students will participate in a role-playing exercise to better understand and empathize with the characters of <i>The Scarlet Letter</i>. <b>(CRP4, 6.2.12.D.2.d, 9.3.12.ED.2, CRP6)</b></p> <p>Students participate in a series of activities and projects related to <i>The Scarlet Letter</i>. <b>(CRP4, 6.2.12.D.2.d, 9.3.12.ED.2, CRP6)</b></p> <ul style="list-style-type: none"> <li>• Learn NC - The Scarlet Letter Role Playing</li> <li>• Signet Classic Teacher's Guide –The Scarlet Letter</li> <li>• Louisiana Believes – Scarlet Letter Unit of Study</li> </ul>	<p><b><u>Text:</u></b> <i>The Scarlet Letter</i> by Nathaniel Hawthorne</p> <p><b><u>Companion Texts:</u></b> <i>Scholastic</i> magazine</p> <p>"The Scarlet Letter and Nathaniel Hawthorne's America" <a href="https://newsela.com/read/gl-scarlet-letter-hawthorne">https://newsela.com/read/gl-scarlet-letter-hawthorne</a></p>	<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• Journals</li> <li>• Exit Tickets</li> </ul> <p><b><u>Summative Assessment:</u></b> Instructors will evaluate student's ability to construct a comprehensive Literary Analysis Task (LAT) essay.</p> <p><b><u>Alternative Assessments:</u></b> Students will work in small groups to act out scenes from <i>The Scarlet Letter</i>.</p> <p>Students will compare and contrast <i>The Scarlet Letter</i> to "The Minister's Black Veil" using a Venn diagram.</p>

those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Topics	Instructors will select the reading and writing LAT lessons that best meets their students’ needs.	<u>Reading PARCC LAT Lessons</u>	Reading PARCC LAT Lesson 8
PARCC LATs			
Objectives			Writing PARCC LAT Lesson 8
Students will gain a better understanding of EBSRs and TECRs.		<u>Lesson 1: Introducing the EBSR and TECR</u>	
Students will hone their understanding of literary elements.		<u>Lesson 2: Modeling the EBSR and TECR</u>	
		<u>Lesson 3: Honing Understanding of Literary Elements</u>	
		<u>Lesson 4: Close-Reading Strategies</u>	
Students will practice completing LATs.		<u>Lesson 5: Using Context Clues for the Vocabulary EBSR</u>	
		<u>Lesson 6: The Evidence-Based Selected Response</u>	
		<u>Lesson 7: The Technology-Enhanced Constructed Response</u>	

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Lesson 8: Practice  
Completing the LAT

**Writing PARCC LAT  
Lessons**

Lesson 1: Introduction to the  
Prose Constructed Response  
on the Literary Analysis  
Task

Lesson 2: Modeling the  
Prose Constructed Response

Lesson 3: Understanding the  
PCR Prompt and Writing a  
Thesis Statement

Lesson 4: Selecting Textual  
Evidence to Support Reasons

Lesson 5: Drafting the Prose  
Constructed Response  
Outline

Lesson 6: Writing Quality  
Body Paragraphs

Lesson 7: Practice  
Completing the Prose  
Constructed Response

Lesson 8: Writing  
Advanced-Proficient Prose  
Constructed Responses

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/)

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>● Students will be provided with additional videos for background knowledge on Puritans with closed captions in their language</li> <li>● Pre-teach vocabulary related to this unit</li> <li>● Shorten assignments to focus on mastery of key concepts.</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Develop and post routines</li> <li>● Label classroom materials</li> <li>● Word walls</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide audiotapes of textbooks and have the student follow the text while listening</li> <li>● Allow students to use a dual language dictionary</li> </ul>	<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>● Students will be provided with additional videos for background knowledge on Puritans with closed captions in their language</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.</li> <li>● Work with a partner</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Provide extra time to complete assignments.</li> <li>● Adjust the pace of lessons</li> </ul>	<p><b>At-Risk</b></p> <ul style="list-style-type: none"> <li>● Students will work with peers on projects</li> <li>● Students will use lower level text as appropriate</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and adjust for personal space or other behaviors as needed.</li> </ul>	<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>● Students can identify additional poems with emphasis on figurative language</li> <li>● Students can present select poems to the class, comparing to poems learned in class</li> <li>● Curriculum compacting</li> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> </ul>
---	---	--	--

- |  |  |  |  |
|--|--|--|--|
|  |  | <ul style="list-style-type: none"> <li>• Oral prompts can be given.</li> </ul> |  |
|--|--|--|--|

**Integration of 21<sup>st</sup> Century Standards NJSLS 9:**

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

**Interdisciplinary Connections:**

**Social Studies:**

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

**Integration of Technology Standards NJSLS 8:**

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

**Career Ready Practices:**

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP11. Use technology to enhance productivity.

**Key Vocabulary:** Puritanism, persuasive techniques, hyperbole, imagery, sensory language, simile, metaphor, personification, symbolism, allusion, aphorism, style, theme