

Unit 1: Native American & Puritanism

Start day: 29

Meetings: 28 days

Skills and Concepts

- Identify the key social, cultural, and political identities of a variety of Native American tribes by reading and writing about primary sources (i.e., origin myths, etc.).
- Understand the shift from the Native-American holistic, mythological approach to Puritan faith-based beliefs
- Create and defend a literary argument
- Find textual evidence from texts to support ideas
- Integrate evidence effectively (“sandwiching”)
- Use correct MLA formatting
- Understand the use of clauses and sentence structure types
- Use contextual clues to identify the meanings of unfamiliar words

Unit Summary

In this unit, students explore the social, cultural, and political landscape of pre-Colonial America. The unit begins with an exploration of a variety of Native American tribes through the creation myths and stories they told and the political documents they created; emphasis is placed on the shift from the Native-American holistic, mythological approach to Puritan faith-based beliefs. The focus shifts to the arrival of European explorers and the establishment of the Massachusetts Bay Colony. The social, cultural and political implications of Puritan New England are better understood through a close reading of Arthur Miller's *The Crucible*.

Essential Questions

- ***How did collisions of ideals lead to political, economic, or social conflict in Colonial America prior to 1763?***
- ***What were the political, economic, and cultural differences between European and Native American groups?***
- ***What role did religion play in the colonial identity?***
- ***Where does American literature find its roots?***

Learning Progressions

	Before	During	After
Reading			
Writing			
Speaking/Listening			
Language			

Academic Vocabulary Tier II

The Crucible Vocabulary List

Domain Specific Vocabulary

Origin Myth

Etiological

Euhemeristic

Pictograph

Characterization

Literary Texts

ANCHOR TEXTS

- From “THE IROQUOIS CONSTITUTION” (Iroquois)
- *THE CRUCIBLE*, Arthur Miller
- ORIGIN MYTH OF CHOICE
 - “The Walum Olum” (Lenape)
 - “The Earth on Turtle’s Back” (Onondaga)
 - “When Grizzlies Walked Upright” (Modoc)
 - From “The Navajo Origin Legend” (Navajo)
 - “The Origin of Death” (Blackfeet)

SUPPLEMENTARY TEXTS:

- "Museum Indians," Susan Power OR other contemporary Native-American literature
- "A Gathering of Voices: Literature of Early America (Beginnings to 1750)"
- From "The Journal of the First Voyage to America," Christopher Columbus
- From "Of Plymouth Plantation," William Bradford
- From "Sinners in the Hands of an Angry God," Jonathan Edwards
- "To My Dear and Loving Husband," Anne Bradstreet
- "The Pocahontas Myth" by Chief Roy Crazy Horse
- "I Hated Tonto" by Sherman Alexie
- *Lone Ranger and Tonto Short Story Collection* by Sherman Alexie/ "The Only Traffic Signal on the Reservation Doesn't Flash Red Anymore" by Sherman Alexie
- "Blue Winds Dancing" by Thomas Whitecloud
- "Sure, You Can Ask Me a Personal Question" by Diane Burns
- "A Plea to Those Who Matter" by James Welch
- *The Crucible* film

TEXT ACCESS POINTS:

- eNotes.com
- Gutenberg Files
- Library of Congress
- Ted.com

Informational Texts

Suggested Interims - Benchmarks

1. Baseline Assessment
2. Focus Correction Area Writings: stance, transitions, use of evidence, topic sentences, organization
3. Comprehension Quizzes for Selected Readings: multiple choice and on-demand writing responses
4. Essay Writing Process: Draft thesis statements, outlines, drafting, MLA formatting

End of Unit Common Task

1. Origin Myth (narrative writing)
2. *The Crucible* Argumentative Essay
3. Native-American Colonial Contract Group Presentation

Learning Plan Instructional Strategies

1. Instructional strategies/activities
 - a. Reading: comprehension quizzes, character charts, graphic organizers, note-taking, active reading, summary and analysis, denotation and connotation, inferences and vocabulary in context (CSSD)
 - b. Writing: plot graph, modeling/ anchor activities, descriptive language, outlining, Yes Test formatting, sandwiching text, transitions
 - c. Speaking and Listening: note-taking, Socratic Seminar

Core Shifts to be Incorporated

Research: group research assignment, PowerPoint presentation

Compare/Contrast: song lyrics

Reading for Meaning: guided reading chart, guided reading questions, note-taking guides, active reading, preview questions

Vocabulary CODE: fist lists, power decoding, concept maps, use it or lose, metaphor and similes, 3-way tie, use it or lose it, 3's a crowd

Write to Learn: pre-writing activities, warm-up writing, Focus Correction Areas, preview questions, stop and write, reflective response, exit tickets, annotations

Circle of Knowledge: group discussions, group projects/presentations, shared inquiry questions, parking lots, chalk talk

Inductive Learning: research assignments, Focus Correction Area writing, vocabulary strategies

Content

Name	Description	Type
Graphic Organizers from Core Six.docx	Graphic Organizers from Core Six.docx	label.contentType.docx

Differentiation for Struggling Learners

1. Flexible grouping, mentor texts, topic choice, guided summaries

Differentiation for ELLs

Differentiation for Extension

1. Choosing a more sophisticated argument for *The Crucible* Argumentative Essay
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Common Misconceptions

Students may not perceive the value of myth as a form with literary merit.

Instructional Resources

Suggested and Required Text