

# 10<sup>th</sup> Grade ELA: Critical Response and Stance

## *The Crucible*

DURATION OF UNIT: 40 days Mid-November to January

Theme, Enduring Understandings, & Essential Questions for This Unit	HSCE'S	How Students will Demonstrate Their Understanding	Standards-based Essential Skills & Concepts to be Targeted Throughout the Unit	Strategies / Best Practices Used to Explicitly Teach the Skills & Concepts	Resources for this Multi-Genre Unit
<p><b>Theme:</b> Power of the individual.</p> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>Literature can be used to strengthen the individual and regain power from those who would use it for their own purposes.</li> <li>Truth has no meaning when men believe only what they want to believe.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>What is the importance of individuality?</li> <li>How can people use their power to make a difference in their lives and the lives of others?</li> <li>What are the risks and rewards of using the power of the individual?</li> </ul>	<p>1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2</p>	<p><b>Summative Assessment (at the end of the unit):</b></p> <ul style="list-style-type: none"> <li>Synthesis Project Assessment</li> </ul> <p><b>Formative Assessments (throughout the unit):</b></p> <ul style="list-style-type: none"> <li>“The Minister’s Black Veil” by Hawthorne &amp; “Camouflage” Multiple choice/Reader response questions</li> <li>Response to Literature Essay</li> <li>Blog writing</li> <li>Word Study</li> <li>Focus Questions</li> <li>ACT Grammar/Rhetoric Quiz</li> <li>ACT Persuasive Writing “Knock-offs”</li> <li>Newspaper articles</li> <li>Biopoems</li> <li>Letter writing</li> </ul>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>Reading informational texts</li> <li>Interpreting Variety of Works</li> <li>Dramatic interpretation</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Summarizing skills</li> <li>Persuasive writing</li> <li>Note-taking</li> <li>Expository writing</li> </ul> <p><b>Speaking &amp; Listening:</b></p> <ul style="list-style-type: none"> <li>Critical Listening skills</li> <li>Understanding/Viewing mass media</li> </ul>	<ul style="list-style-type: none"> <li>Exit tickets</li> <li>Read aloud</li> <li>Focus questions</li> <li>Reader’s Theater</li> <li>Peer editing</li> <li>Data Wall</li> <li>Blogs</li> <li>Character bookmarks</li> <li>Entrance ticket</li> <li>Think-Pair-Share</li> <li>Graphic organizers</li> <li>Modeling</li> </ul>	<p><b>Anchor Text(s):</b> <i>The Crucible</i> by Miller</p> <p><b>Poetry:</b> “Outside of a Small Circle of Friends” by Phil Ochs (folk song) “The Man in Black” by Johnny Cash (lyrics) “The Mask” by Dunbar</p> <p><b>Short Stories:</b> “The Minister’s Black Veil” by Hawthorne</p> <p><b>Drama:</b> “The Power of One” clip onearth.com (1:42) <i>The Power of One</i> full length feature film (optional) <i>Good Night, Good Luck</i> (93 min – Appendix 17) “The Crucible” feature film</p> <p><b>Nonfiction:</b> “Camouflage” (Assessment 8-9) “The Dying Girl that No One Helped” (Appendix 7a) “Why I Wrote ‘The Crucible’” by Miller (Appendix 15b) “Senate Joins Knock-off Battle” (assessment 44-49) “The Piracy Paradox” (assessment 44-49)</p>

--	--	--	--	--	--