Unit 2: Choice and Consequences

State/District/National Standards	Daily Objectives (SWBAT…)
Plan and draft a paragraph or short essay that responds to a given prompt and contains a topic sentence, supporting evidence and a concluding statement (10.2B)	SWBAT compose high quality sentences that include an embedded quotation. SWBAT identify appropriate evidence to support a topic. SWBAT formulate an analytical paragraph that receives a 3 on the appropriate rubric (a 90%). SWBAT develop quality analysis of an author's choices that demonstrate higher level thinking.
Explain how the relationships among characters' actions, dialogue, physical attributes, thoughts, feelings, and interactions with other characters advance the plot of a text. (10.15B)	SWBAT annotate and explain the interpersonal relationships within the text. SWBAT discuss how "The Scarlet Letter" relates to the essential question. SWBAT work cooperatively to present information to their peers. SWBAT construct an analytical paragraph examining conflict (both internal and external). SWBAT analyze the feelings of Hester and Dimmesdale
Independently choose from a variety of strategies as appropriate to monitor and aid in comprehension. Generate discussion questions, dialectical journals (syntax, language) and annotate a text with heavy guidance from teacher (10.2B)	SWBAT recognize examples of both connotation and denotation. SWBAT invent discussion questions for their table that will increase critical thinking (using bloom's verbs and challenging one another to answer increasingly rigorous questions) SWBAT choose the reading strategies that work most effectively for them. SWBAT annotate their text and identify figurative language and thematic elements and evidence as well as identifying allusions. SWBAT construct high quality dialectical journals that demonstrate a balance of evidence and analysis.
Identify shifts in tone created by diction choices—shift, satire, motif and antithesis (10.11D)	SWBAT define and identify shifts in tone in poetry. SWBAT define and identify satire and construct their own example. SWBAT locate an example of a motif and explain its relevance.

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	SWBAT determine which diction choices are present in a provided passage.
Analyze the different roles and functions that characters play in a narrative (10.11F)	SWBAT engage in a mature and focused discussion revolving around three questions (Socratic seminar). SWBAT investigate the main characters of The Scarlet Letter and classify their roles within the book. SWBAT construct an argument to defend their POV regarding the role of a specified character within the text (Hester, Dimmesdale, Chillingsworth or Pearl).
Capitalization and punctuation, esp. re: MLA citations, works cited; Following conventions—run-ons, fragments (18.A, B)	SWBAT recognize the appropriate use of capitalization and punctuation in MLA citations. SWBAT identify run-ons and fragments and make the appropriate corrections.
Timed writing (15.C.i, ii, iii)	SWBAT compose a well organized analytical response to a given prompt in a given period of time. SWBAT recognize areas for improvement in their own timed writings and improve their planning for upcoming timed writings.
Analytical Essay (13.A-E, 15.A), with emphasis on: ▪ a thesis or controlling idea (15.A.iii) ▪ an organizing structure appropriate to purpose, audience, and context (15.A.iv)	SWBAT create an analytical essay outline. SWBAT select a thesis statement and elaborate upon their main idea with evidence, commentary and insight. SWBAT propose an organized outline that includes evidence and ideas for analysis to their peers and recommend feedback. *Objectives from the first standard will be used as necessary to reinforce basic ideas.*
Read a wide range of literature periods in many genres to build an understanding of the many dimensions (philosophical, ethical, aesthetic) of human experience (NCTE)	SWBAT examine "A Trial for Adultery"/"The Trial of Bridget Bishop" in order to explain the time period and social order of the novel SWBAT reflect upon a journal topic that is directly connected to the text SWBAT use Willa Cather's "A Wagner Matinee" in order to argue their point in an analytical paragraph
Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Students must draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (NCTE)	SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and motifs SWBAT reflect upon a journal topic that is directly connected to the text SWBAT use dictionary and affix chart to break down unfamiliar words and complete a chart for vocabulary from text
Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes (NCTE)	SWBAT discuss the behaviors of the characters, the choices of the author and analyze the meaning within the text through a Socratic seminar using level 2-3 questions

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities	SWBAT discuss the behaviors of the characters, the choices of the author and analyze the meaning within the text through a Socratic seminar using level 2-3 questions SWBAT choose the project choice that will best fit their preferences

MYP Objectives

- Understand and comment on the language, content, structure, meaning and significance of both familiar and previously unseen pieces of writing
- Understand connotations within a language in order to interpret the author's intentions
- Structure ideas and arguments, both orally and in writing, in a sustained and logical way, and support them with relevant examples

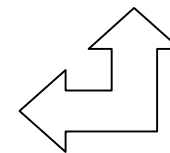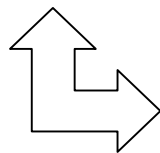| Area of Interaction	Enduring Understandings
Community and Service	1. The past influences us. 2. The Scarlet Letter epitomizes the American Romantic Period 3. The Puritanical lifestyle impacted daily life in an extreme way. 4. A single choice can have a lasting effect. 5. Communities have the power to change the lives of others. 6. In order to understand the role we have in society, we must understand how others transform us in both positive and negative ways. 7. Equality does not exist in all communities. 8. Our individual choices reveal our true character.
Approaches to Learning	
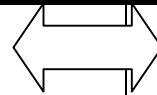
Unit Essential Question

How do our choices reveal who we really are?

Summative Assessment

Type of Assessment	Objectives Tested	MYP Assessment Criteria

■ Traditional Assessment	**EQ: How do our choices reveal who we really are?**
	Standards:
	Analytical Essay (13.A-E, 15.A), with emphasis on:
	  ■ a thesis or controlling idea (15.A.iii)
	  ■ an organizing structure appropriate to purpose, audience, and context (15.A.iv)
	Timed writing (15.C.i, ii, iii)
	Plan and draft a paragraph or short essay that responds to a given prompt and contains a topic sentence, supporting evidence and a concluding statement (10.2B)
	
	ESSAY TOPIC: Compare and contrast the characters of Hester and Dimmesdale. Consider their situations and how they each handle the pressure's they are under. How are they alike and how are they different? What do they have in common and what sets them apart?
		Criterion B

■ Project	**EQ: How do our choices reveal who we really are?** ***Choice 1:*** Illustrated timeline: Include all of the important events in chronological order (from first to last) and also include an illustration which represents each event. The timeline should include no less than eight important events. ***Choice 2:*** Create an informative poster about the Puritan way of life and their beliefs. Include important information about the history of the Puritans and the English church, Puritans in America, and daily Puritan life. The poster should include information in bullet form and plenty of pictures. ***Choice 3:*** Create a newspaper of the day Arthur Dimmesdale confessed his sin and died in front of the whole town. Include as many details of the event as possible in the main article. Also include other newsworthy events, advertisements, and interesting columns (gossip, horoscope, advice, obituaries)	Criterion A

that you might find in any newspaper to enhance the project. Make sure your newspaper has a catchy title and headlines that will grab a reader's attention, and try to include pictures or drawings where they seem appropriate. Use newsprint if possible. Try to write your articles in the same tone as the novel.

Choice 4: Create and decorate a scarlet letter of your own. From a piece of construction paper, draw the letter A and then decorate it so that it represents you. You can use whatever decoration or materials you want, as long as it represents your personality and beliefs. After decorating your own scarlet letter, cut it out and wear it on your chest for 2 days at school. Pay attention to the reaction you get from people who look at you and notice the letter. Does anyone act differently or say anything out of the ordinary? Keep track of your observations; after reviewing your notes, write a short paper about what you observed and how you felt while wearing the letter (2 pages typed).

Unit Vocabulary

Enriching vocabulary words (from Enriching Vocabulary book) See semester one word list.
Vocabulary words from the text as we read will be defined ahead of time for each chapter.

Resources

The Scarlet Letter
Literature: An Introduction to Reading and Writing, 5th edition
Enriching vocabulary
The internet!
The Scarlet Letter (Josef Sommer)—dvd
"On the Burning of our House" By, Anne Bradstreet (poem)
Several quotes to spark debate and discussion before beginning the book
- "Love is love's reward." John Dryden
- "The beauty of religious mania is that it has the power to explain everything. Once God (or Satan) is accepted as the first cause of everything which happens in the mortal world, nothing is left to chance...logic can be happily tossed out the window." Stephen King
- "The strongest man in the world is he who stands most alone." Henrick Ibsen

Journal prompt: One time when I felt unwanted or cast aside was...
"The Trial of Bridget Bishop" By, Cotton Mather

"A Trial for Adultery" from *The History of New England from 1630-1649* By, John Winthrop
"A Wagner Matinee" By, Willa Cather

Monday	Tuesday	Wednesday	Thursday	Friday
Formative assessments in bold.	22. SWBAT explain Puritanism SWBAT complete notes on historical context and author biography SWBAT improve vocabulary through a Socratic discussion SWBAT investigate vocabulary in order to create meaning	23. SWBAT prioritize their work as of this point and work productively to complete their action plan	24. **SWBAT restate the key background information required for the text** SWBAT examine "A Trial for Adultery"/"The Trial of Bridget Bishop" in order to explain the time period and social order of the novel SWBAT formulate a thorough understanding of the setting of the text	25. SWBAT discuss Hawthorne's style and explain *The Custom House Introductory* SWBAT discuss problems/confusion in *The Custom House Introductory* SWBAT explain the purpose and use of the active reading guide
28. SWBAT reflect upon a journal topic that is directly connected to the text SWBAT read chapter 1-2 as a class and explain the plot, identify literary elements and discuss the choices of the characters. SWBAT discuss the text in order to create meaning and identify patterns. **SWBAT show mastery of week 5 vocabulary**	29. SWBAT analyze poetry and compare/contrast two poems using TPCASTT and discussion SWBAT discuss individuals in history that have been shunned or tainted by scandal	30. SWBAT improve vocabulary through a Socratic discussion SWBAT investigate vocabulary in order to create meaning SWBAT prioritize their work as of this point and work productively to complete their action plan	1. **SWBAT show mastery in understanding ch. 1-3** SWBAT define and identify allusions both categorically and within the text SWBAT read chapter 4-5 as a class and explain the plot, identify literary elements and discuss the choices of the characters. SWBAT discuss the text in order to create meaning and identify patterns	2. SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and motifs SWBAT classify characters by characterization qualification SWBAT elaborate on characterization and construct a character chart
5. **SWBAT show mastery of week 6 vocabulary** **SWBAT show mastery in understanding ch. 4-6** SWBAT read chapter 7 as	6. SWBAT improve vocabulary through a Socratic discussion SWBAT investigate vocabulary in order to	7. SWBAT prioritize their work as of this point and work productively to complete their action plan	8. SWBAT read chapter 11 as a class and explain the plot, identify literary elements and discuss the choices of the characters.	9. SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and

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a class and explain the plot, identify literary elements and discuss the choices of the characters. SWBAT discuss the text in order to create meaning and identify patterns	create meaning SWBAT read chapter 9 as a class and explain the plot, identify literary elements and discuss the choices of the characters. SWBAT discuss the text in order to create meaning and identify patterns SWBAT choose evidence to support analytical essay prompt SWBAT define conflict (three types, internal, external, main and subordinate) **and appropriately categorize examples**		SWBAT discuss the text in order to create meaning and identify patterns SWBAT use dictionary and affix chart to break down unfamiliar words and complete a chart for vocabulary from text SWBAT distinguish the denotation and connotation of vocabulary from text and **formulate a sentence to show understanding**	motifs SWBAT explain what a motif is and identify examples from the text **SWBAT justify what the motif reveals within the text** **SWBAT analyze the text through a SEXI paragraph**
12. **NO SCHOOL!**	13. SWBAT improve vocabulary through a Socratic discussion SWBAT investigate vocabulary in order to create meaning **SWBAT show mastery of week 7 vocabulary** SWBAT read chapter 13 as a class and explain the plot, identify literary elements and discuss the choices of the characters SWBAT discuss the text in order to create meaning and identify patterns	14. SWBAT prioritize their work as of this point and work productively to complete their action plan	15. **SWBAT formulate a response to a given prompt discussing the theme of appearance vs. reality within a set time frame** **SWBAT evaluate the setting of the text and how it can affect the situation, what it is a symbol of, and what is the mood of the situation set in these locations** SWBAT present their findings regarding setting to their classmates in a professional, clear and concise manner	16. SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and motifs SWBAT choose the project choice that will best fit their preferences **SWBAT design a visual to represent the IB learner profile traits of the characters within the text**

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19. **SWBAT show mastery of week 8 vocabulary** SWBAT read chapter 17 as a class and explain the plot, identify literary elements and discuss the choices of the characters SWBAT discuss the text in order to create meaning and identify patterns SWBAT investigate word origins of vocabulary from the text and identify words that share a root	20. SWBAT improve vocabulary through a Socratic discussion SWBAT investigate vocabulary in order to create meaning **SWBAT show mastery in understanding ch. 16-18** SWBAT choose evidence to support analytical essay prompt SWBAT examine symbols within the text and propose what they represent with support from the text	21. SWBAT discuss the behaviors of the characters, the choices of the author and analyze the meaning within the text through a Socratic seminar using level 2-3 questions SWBAT prioritize their work as of this point and work productively to complete their action plan	22. **SWBAT analyze the text through a SEXI paragraph** SWBAT read chapter 19-20 as a class and explain the plot, identify literary elements and discuss the choices of the characters SWBAT discuss the text in order to create meaning and identify patterns	23. SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and motifs SWBAT use dictionary and affix chart to break down unfamiliar words and complete a chart for vocabulary from text SWBAT create story arc using accurate textual citations
26. SWBAT improve vocabulary through a Socratic discussion SWBAT investigate vocabulary in order to create meaning **SWBAT show mastery of week 9 vocabulary**	27. SWBAT read chapter 22 and the conclusion as a class and explain the plot, identify literary elements and discuss the choices of the characters SWBAT discuss the text in order to create meaning and identify patterns SWBAT discuss the ending of the book and complete active reading guide with a partner	28. SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and motifs SWBAT prioritize their work as of this point and work productively to complete their action plan	29. SWBAT judge given themes and determine whether they agree or disagree by providing textual evidence SWBAT determine connections between themes and motifs and/or symbols and evaluate their role SWBAT distinguish the denotation and connotation of vocabulary from text and **formulate a sentence to show understanding**	30. SWBAT use Willa Cather's "A Wagner Matinee" in order to argue their point in an analytical paragraph

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Blooms Level I: Knowledge **Knowledge** – tell, list, relate, locate, write, find, state, name	SWBAT complete notes on historical context and author biography SWBAT restate key background information required for the text
Blooms Level II: Comprehension Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptors and stating main ideas. **Comprehension** – explain, outline, discuss, distinguish, predict, restate, translate, compare, describe	SWBAT discuss Hawthorne's style and explain *The Custom House Introductory* SWBAT discuss problems/confusion in *The Custom House Introductory* SWBAT explain the purpose and use of the active reading guide SWBAT read chapter 22 and the conclusion as a class and explain the plot, identify literary elements and discuss the choices of the characters
Blooms Level III: Application Solve problems in new situations by applying acquired knowledge, facts, techniques and rules in a different, or new way. **Application** – solve, show, use, illustrate, calculate, construct, complete, examine, classify	SWBAT show mastery in understanding chapters (chapters vary depending on day) SWBAT classify characters by characterization qualification SWBAT show mastery of weekly vocabulary SWBAT present their findings regarding setting to their classmates in a professional, clear and concise manner SWBAT use dictionary and affix chart to break down unfamiliar words and complete a chart for vocabulary from the text SWBAT examine symbols within the text and propose what they represent with support from the text
Blooms Level IV: Analysis Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. **Analysis** – analyze, distinguish, examine, compare, contrast, investigate, categorize, identify, explain, separate	SWBAT investigate vocabulary in order to create meaning SWBAT examine "A Trial for Adultery"/ "The Trial of Bridget Bishop" in order to explain the time period and social order of the novel SWBAT analyze poetry and compare/contrast two poems using TPCASTT and discussion SWBAT read chapters as a class and explain the plot, identify literary elements, and discuss the choices of the characters SWBAT define conflict (three types, internal, external, main and subordinate) appropriately categorize examples SWBAT distinguish the denotation/connotation of vocabulary from the text and formulate a sentence to show understanding SWBAT analyze the text through a SEXI paragraph SWBAT investigate word origins of vocabulary from the text and identify words that share a root
Blooms Level V: Synthesis Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	SWBAT use the film version of the text to further their understanding and elaborate upon the plot, symbols, themes, and motifs SWBAT elaborate on characterization and construct a character chart SWBAT formulate a response to a given prompt discussing the theme of appearance vs. reality

Synthesis – create, invent, compose, predict, plan, construct, design, imagine, improve, propose, devise, formulate, elaborate	within a set time frame SWBAT design a visual to represent the IB learner profile traits of the characters within the text SWBAT use Willa Cather's "A Wagner Matinee" in order to argue their point in an analytical paragraph SWBAT create a story arc using accurate textual citations
Blooms Level VI: Evaluation Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. **Evaluation –** judge, select, choose, decide, justify, debate, verify, argue, recommend, discuss, determine, prioritize, assess	SWBAT improve vocabulary through a Socratic discussion SWBAT prioritize their work as of this point and work productively to complete their action plan SWBAT discuss individuals in history that have been shunned or tainted by scandal SWBAT discuss the text in order to create meaning and identify patterns SWBAT choose evidence to support analytical essay prompt SWBAT justify what the motif reveals within the text SWBAT choose the project choice that will best fit their preferences SWBAT determine connections between themes and motifs and/or symbols and evaluate their role