

# Unit 01: The Development of American Literature (Colonial - 1750)

Content Area: **English**  
Course(s): **English 3**  
Time Period: **Semester 1**  
Length: **8 - 10 weeks**  
Status: **Published**

## Unit Introduction

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In your early study of *The Crucible* by Arthur Miller, you'll learn the meaning of the play's title, consider Arthur Miller's purpose in exploring and writing about the Puritan culture and the Salem witch trials from his vantage point as a 20th Century dramatist, and begin to notice examples of spectral, or supernatural, evidence. We'll compare these examples to historical events.

You will begin to familiarize yourself with the characters in Act I. As we complete our reading and analysis of Acts II, III, and IV of *The Crucible*, you'll be able to apply the play's title to the dilemmas experienced by Elizabeth and John Proctor.

By connecting the events of the Salem witch trials to Miller's personal "witch trial" during the early 1950s, you'll draw comparisons involving the impact of fear on a culture and the personal devastation experienced by victims of hysteria.

Our study of *The Crucible* will also be enhanced when we read and study short selections by the Puritan authors John Smith, William Bradford, Cotton Mather, Anne Bradstreet, and Edward Taylor. The article "A Witch Trial at Mount Holly" will further enrich our understanding of the types of "evidence" that early courts considered in witchcraft cases.

## Progress Indicators for Reading Literature

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live

production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

## **Progress Indicators for Reading Informational Text**

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LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

## **Progress Indicators for Writing**

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LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

## **Progress Indicators for Speaking and Listening**

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LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence

made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.SL.11-12.4

Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

## **Progress Indicators for Language**

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LA.L.11-12.4.A

Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.L.11-12.4.C

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

LA.L.11-12.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## **Essential Questions**

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How do the beliefs, values, goals, and motivations of the early colonists still resonate today in America?

What are the features of audience, voice, and emotional (pathos), ethical (ethos), and rational (logos) appeals in cogent arguments?

## **Content/Skills**

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**The Literature Selections include, but are not limited to:**

1. "The Crucible" page 881 of **Mirror and Windows: Connecting with Literature, American Tradition UNIT 1** or paperback copies
2. "The Iroquois Constitution" page 24
3. "The General History of Virginia" page 35
4. "Navajo Creation Myth" page 40
5. "Of Plymouth Plantation" page 40
6. "To My Dear and Loving Husband" page 46

7. "Huswifery" page 50
8. "Sinners in the Hands of an Angry God" page 54
9. "On Being Brought from Africa to America" page 66

**Supplementary Materials include, but are not limited to:**

"The Crucible" DVD - 1996, Directed by Nicholas Hynter

"The Crucible" Audio Version on iTunes files (W. Bowne)

Jonathan Edwards' *Sinners in the Hands of an Angry God* audio: [Sinners in the Hands-1.mp3](#) (also in textbook) and YouTube video

Anne Bradstreet Audio Version of poems on iTunes and YouTube

**Vocabulary Applications include, but are not limited to:**

**Honors/Accelerated:**

Mirror and Windows: Connecting with Literature, American Tradition UNIT 1 words in context

Literary terms and related words in context to reading selections

**College Prep:**

Advanced Vocabulary Skills, Fourth Edition

Literary terms and related words in context to reading selections

**Independent Reading Selections tied to Themes or Time Period:**

- *The Tenth Muse Lately Sprung Up in America* (first edition)
- "Upon a Fit Sickness"
- "Contemplations"
- *The Tenth Muse Lately Sprung Up in America* (second edition)
- "Personal Narrative"
- "On the Emigration to America and Peopling the Western Country"
- "A Model of Christian Charity"

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**Technology**

achievements, and career aspirations by using a variety of digital tools and resources.

TECH.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.

TECH.8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.C.1

Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

TECH.8.1.12.D.1

Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.E.1

Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

TECH.8.2.12.C.2

Analyze a product and how it has changed or might change over time to meet human needs and wants.