Create a Summary

The Witchcraft of Salem Village
We wish to acknowledge the coaches, teachers, and children
who piloted the program, provided valuable feedback, and
appear in classroom and professional-development videos.
Create a Summary

The Witchcraft of Salem Village

The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<table>
<thead>
<tr>
<th>Strategy Use</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how using the strategy helped in better understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.</td>
</tr>
<tr>
<td>80</td>
<td>identifies a problem that a team member had understanding the text.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Team Talk (oral and written)</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).</td>
</tr>
<tr>
<td>80</td>
<td>uses full sentences to clearly and correctly answer the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Power</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and expands on the meaning, for example, identifies • related words • a second meaning • a word connotation • an antonym</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.</td>
</tr>
<tr>
<td>80</td>
<td>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.</td>
</tr>
<tr>
<td>80</td>
<td>reads a short passage and pronounces most of the words correctly.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td>80</td>
<td>presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graphic Organizer/Notes</th>
<th>The Random Reporter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.</td>
</tr>
<tr>
<td>90</td>
<td>gives an 80-pt. response and includes main points or events and important details.</td>
</tr>
<tr>
<td>80</td>
<td>selects a graphic organizer that is appropriate for the text.</td>
</tr>
</tbody>
</table>
Unit Objectives

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Develop an effective summary with relevant supporting details.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing:</td>
<td>Develop the topic with relevant details.</td>
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</tbody>
</table>

Unit Overview

In this unit, students will work on developing an effective summary by identifying the most important ideas in each reading selection and the whole text. Thinking about the main ideas helps students to focus on the main message the author is trying to explain in a text. Turning those ideas into a summary then helps students to show that they understand the connections between important ideas and events in the text. To help students summarize each day, they will use the summary rubric to write and evaluate their own summaries.

The writing objective, to develop the topic with relevant details, requires students to continue to think about the information that will provide the most relevant or important details to answer a question or describe the topic identified in the prompt.

Unit Topic/Content

In the quiet New England community of Salem Village, life is full of hardship and dangers, but none more menacing than the threat of the devil in their midst. In the winter of 1692, the town’s worst fears are realized as a band of witches begins to prey on a group of young girls. When the villagers rally to uncover the source of evil, an epidemic of suspicion and fear is born. It will leave no citizen untouched as the lines blur between accusers and accused. In this historical account, author Shirley Jackson explores the themes of community, responsibility, guilt, and fear.

Text and Media Selections

Internet/Media Options

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.
## At a Glance

### The Witchcraft of Salem Village

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>the note and pages 1–18 (ending at paragraph 1)</td>
<td>(Embedded) “Team Talk Response”</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 18 (paragraph 1)–34</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 35–50</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 51–61 (ending at paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 61 (paragraph 1)–68</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>

### Cycle 2

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text</th>
<th>Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>pages 69–85</td>
<td></td>
</tr>
<tr>
<td>Lesson 2</td>
<td>pages 86–100</td>
<td></td>
</tr>
<tr>
<td>Lesson 3</td>
<td>pages 101–115 (paragraph 1)</td>
<td></td>
</tr>
<tr>
<td>Lesson 4</td>
<td>pages 115 (paragraph 2)–133</td>
<td>(Optional) Background website: “The Widening Circle of Witchcraft” law2.umkc.edu/faculty/projects/ftrials/salem/circleofaccusations.html</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>writing in response to reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 6</td>
<td>pages 134–144</td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>self-selected reading</td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Getting Along Together</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1

Reading Objective: Develop an effective summary with relevant supporting details.

Teacher Background
In the late seventeenth century, life in small-town Massachusetts is hard. The days are filled with the endless labor of farming and the ordinary dangers of living on the frontier, complicated by local feuds and political upheaval in the colony at large. It is a time of fear and uncertainty, when people cling to their church to ward off any ill. In Salem Village, however, early in 1692, a group of girls spices up their drab existence by gathering in the kitchen at the Parris house to listen to exotic tales told by the West Indian slave, Tituba. Though the stories go against the strict teachings of the church, the girls cannot resist the excitement of their forbidden games, which help them pass time during the long New England winter.

Active Instruction (22 minutes)

Big Question
Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Does anything good ever come of gossip? Why or why not?

Set the Stage
1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   Does anything good ever come of gossip? Why or why not?

   Sometimes gossip is hurtful and starts rumors about people that aren’t true. And gossip spreads through people, so while the original gossip might not have been mean, it can become nasty and harmful to someone’s reputation. Gossip is also a way of spreading news, and sometimes you can hear good things through gossip.

   Do you think you should believe what you hear through gossip? Why or why not?

   I think you should take what you hear through gossip with a grain of salt. You should wait until you have a story verified or have proof of something before you spread gossip to other people. Sometimes people are misinformed and tell you the wrong thing, so you should wait to hear news from a reliable source.
2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.

4. Distribute copies of *The Witchcraft of Salem Village*. Use Think-Pair-Share to ask:

   **Is this literature or informational text? How do you know?**

   *The text is literature. Students will cite evidence that the text appears to be literature such as the story description from the blurb on the back of the book and the names of the chapters in the table of contents.*

   **After previewing *The Witchcraft of Salem Village*, what do you think the book will be about? Explain the clues that you used to make this prediction.**

   *Accept reasonable responses. For example, the book will be about witches that lived in a place called Salem Village. From the chapter titles, it sounds like trouble comes to Salem Village and that children are made sick by something. Some people in the village may die because one chapter is titled “The Road to Gallows Hill.”*

5. Briefly discuss the format of the book. Tell students that it is a literary nonfiction book that reads like a story but is based on fact and research. Emphasize that the characters were real people, but that they are interpreted through the author’s eyes. Use Think-Pair-Share to ask:

   **How can you tell that this is written as a story, not as a textbook passage or a newspaper article?**

   *The chapter headings in the table of contents make it sound like a story. Also, there is a lot of dialogue throughout the book, and many of the paragraphs sound more like a story than a passage in a textbook.*

   **Why would an author choose to tell something factual in a story format?**

   * (Answers will vary.) Stories often make it easier to get a sense of life and the choices people make. They help readers picture the events and become a part of the action. Sometimes people remember names, dates, and facts better when they are presented in a story.

6. Tell students that authors of historical literary nonfiction do extensive research before they begin writing so they get the facts right. They must know how people dressed, where they lived, what they did for work and pleasure, whether they went to school, how they got from place to place, what concerns they might have had, and any number of other details—many of them mundane—to create the right historical backdrop or setting.
7. Explain to students the difference between primary and secondary sources. Explain that a primary source is a contemporary account of an event told by an eyewitness to the event. These witnesses may record happenings in journals, letters, court records, speeches, articles, etc. A secondary source, such as the text, *The Witchcraft of Salem Village*, is written by someone who interprets those primary sources to analyze or retell an event. He or she was not a witness to the event itself.

**Interactive Read Aloud**

1. This cycle our reading objective is to develop an effective summary with relevant supporting details. Use **Think-Pair-Share** to ask:

   **Why should you summarize while reading texts? How might summarizing a literature text be different from summarizing an informational text?**

   *Summarizing helps you identify the most important information in the text and the key ideas that the author wants you to learn from the reading. When you summarize literature, you are looking for the most important events or pieces of information that move the plot forward. In informational texts, you are identifying the most important ideas that tell about a particular topic.*

   **How can summarizing help you in other classes such as history or science?**

   *Summarizing can help me to identify and remember the key ideas and concepts in those classes. In history, summarizing can help me sort out the most important events and how they impacted history. In science, summarizing can make difficult concepts easier to understand and apply.*

2. Refer students to the summary rubric in their team folder. Review the levels of the rubric. Tell students that they will use the summary rubric to evaluate their summaries.

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Random Reporter:</td>
</tr>
<tr>
<td><strong>100</strong> gives a 90-pt. response and uses key vocabulary correctly.</td>
</tr>
<tr>
<td><strong>90</strong> gives an 80-pt. response and clearly connects relevant ideas in a logical order.</td>
</tr>
<tr>
<td><strong>80</strong> presents main ideas and important details in his or her own words and without personal opinion.</td>
</tr>
</tbody>
</table>
3. Read the note and pages 1–4 (paragraph 1) aloud. A sample Think Aloud follows.

**Sample Think Aloud**

Let me think about what the author wants me to learn from this section of the text. How would I restate the main ideas? So far, I have read a lot of information that describes how difficult life was for the early settlers of Massachusetts. That is a main point; the early settlers had to cope with clearing land, planting crops, building houses, living with hostile Indian neighbors, and having only a few roads or paths to travel on. However, the really interesting thing I read describes the Puritans in small villages such as Salem Village. The church serves as the meeting house and center of activity. The townspeople appoint people to survey their villages each Sunday so they can identify who is not at church services. It seems that the Puritans are very strict and that not attending church services can land you in trouble. I’ve also already read that Salem Village is where the events of this text take place. So the author is giving me some important information about the pressures on early settlers and the attitudes of the Puritans in Salem Village.

4. Tell students that you identified information from the text that you think will be important as the reading continues. Explain that these are the important ideas that you will add to the graphic organizer so you can recall them while reading. Tell students that noting the important ideas on a graphic organizer will also help them write a summary of the text.

5. Model creating a graphic organizer, such as a story map, and making notes. A sample graphic organizer follows.

**Sample Graphic Organizer**

- **Puritans**
  - church is center:
    - Monitor who goes to church
    - Strict: get in trouble if not in church
  - Life is difficult for early settlers:
    - clear land
    - plant crops
    - build homes
    - hostile Indians
    - few roads
  - Pressures
Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Read pages 4 (paragraph 2) and 5 aloud. Use **Think-Pair-Share** to ask:

**Think about the ideas that I identified as important. How does what you read about the troubles with England support those ideas?**

*As early as the 1600s, the colonists’ dissatisfaction with England’s rule was growing, and they were looking for independence. However, their activities caused England to try to strengthen its hold over Massachusetts. I think these troubles caused the people of Massachusetts more uneasiness. England declared land titles given by the colony invalid until they could be reviewed, so people were worried that they would lose claim to the land they had worked hard to cultivate.*

Use **Random Reporter** to debrief.

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**Teamwork**

*(20 minutes)*

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 6–18 (ending at paragraph 1) **aloud with partners**.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
### Team Talk Questions

1. Explain what the author means when she writes on page 8, “Their lives were spent in hard work and religious observance. Even their relaxation was associated with the meeting house.” How do you think this relates to the girls who visited Tituba every day in winter? Support your response. [DC, SA] (Team Talk rubric)

100 = The author means that life revolved around work and worship. There wasn’t much time for anything besides the daily chores, and free time was spent in the meeting house or in prayer. There was little time for frivolity in life. I think the younger girls of the village visited Tituba because she seemed exciting and exotic to them. According to the author, Bible stories sounded more interesting coming from Tituba than Mr. Parris, and Tituba began telling fortunes and sharing magic with the girls. This shows that daily Puritan life was probably dull for children, who sought different ways to amuse themselves.

90 = The author means that life was centered around work and worship. There wasn’t much time for anything other than chores, and free time was spent in the meeting house or in prayer. There was little time for fun. I think the younger girls of the village visited Tituba because she seemed exciting. Bible stories sounded more interesting when she told them, and her fortunes and magic were entertaining.

80 = The lives of Puritans in Salem Village were centered on hard work and time spent in prayer. There was little time for fun, so the young girls of the village turned to Tituba for excitement.

2. What incident does the author describe on pages 10 (paragraph 2)–12? What can you predict will happen in Salem Village from this incident? Support your response. [AP, MI, SA] (Team Talk rubric)

100 = Many Puritans were dissatisfied with the punishment set by a minister when he told an accused witch and her accuser to go home and behave. I think this dissatisfaction will cause an overreaction to the discovery of witches in Salem Village. For instance, people believed that a minister who was too lenient with witches might himself be sympathetic to the forces of evil. They believed that anyone who defended an accused witch must be guilty of witchcraft by association. This shows that the Puritans had a belief system that made them readily suspicious of anyone tied to witchcraft, no matter how loosely.

90 = Many Puritans were unhappy with the punishment set by a minister when he told a possible witch and her accuser to behave. I think this unhappiness will cause people to react too strongly against witches in Salem Village. People thought that a minister who was too easy on witches might be working with the devil too. They thought that anyone who stood up for an accused witch must also be guilty of witchcraft.

80 = Many Puritans were unhappy and suspicious of people who went easy on accused witches, so they will probably react harshly to punish witches in Salem Village.
3. Which of the following best describes Ann Putnam? [RE, DC, SA] (Team Talk rubric)
   
   A. a bully and the ringleader of the village girls
   B. meek and afraid of angering her elders
   C. conscientious of the feelings of younger girls
   D. a confident and strong role model for her friends

   What evidence from the text supports your choice?

   100 = Ann is described as being very sweet when adults were around, but rude and cruel to other children in the village. Elizabeth Parris and many of the other children feared her, including the older girls. For example, even though Ann was only twelve years old, girls who were seventeen and eighteen copied what she did and allowed Ann to order them around. This shows that Ann was very forceful and probably usually got what she wanted from other children.

   90 = Ann is described as being very sweet when grown-ups were around, but rude and mean to other children in the village. Elizabeth Parris and many of the other children feared her. Even though Ann was only twelve years old, girls who were seventeen and eighteen copied what she did and let Ann order them around.

   80 = Even though Ann seemed to be a nice girl when grown-ups were around, she was mean enough to other children that they feared her or followed her lead in everything they did.

4. Use the most important ideas from today’s reading to write a summary of this section of the text. (Write) [MI] (summary rubric)

   100 = While the colonists were feeling increasing discontent with England and were fearful of Indians, Cotton Mather and other ministers were preaching about the devil invading Massachusetts communities. Much of life in Salem Village revolved around the meeting house, where families went twice a week for long services about removing the devil from their lives. Meanwhile, several girls in Salem Village gathered to listen to minister Samuel Parris’s slave Tituba’s fortunes and stories of magic. Some of the girls, including Elizabeth Parris, grew nervous that they were breaking the rules of the church by listening to these stories.

   90 = While the colonists were feeling unhappy with England and afraid of Indians, Cotton Mather and other ministers were preaching about the devil coming into Massachusetts communities. Life in Salem Village centered on the meeting house, where families went for long services about removing the devil from their lives. Several girls in Salem Village got together to listen to fortunes and stories of magic told by Tituba. Some of the girls were afraid that they were breaking the rules of the church.

   80 = Many ministers in Massachusetts preached about the devil coming into the lives of the people and how to keep him out. In Salem Village, several girls were listening to fortunes and stories about magic. Some of the girls were afraid they were breaking the rules.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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**Class Discussion**

(18 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

3. Show the video “Team Talk Response.”

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Remind students of the Read and Respond homework assignment.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**
- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Show the video.

Celebrate team successes!

The top team chooses a cheer.
Lesson 2

Reading Objective: Develop an effective summary with relevant supporting details.

Teacher Background
In mid-winter, the girls begin acting strangely: speaking out of turn or not at all, crying uncontrollably, and falling into fits. When Mr. Parris summons a doctor to examine his little Elizabeth, who suffers from night terrors, the doctor offers a diagnosis of witchcraft. The town is immediately alarmed, and more so as the other girls fall ill. Who is bewitching them and why? Under questioning, the girls initially refuse to identify their tormentors, but soon they name three women of the town: Tituba, Sarah Goode, and Sarah Osburn. In short order, warrants are issued for their arrest, and people steel themselves for a battle against the evil that grips their town.

Active Instruction

(25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>surmount</td>
<td>sur-mount</td>
<td>to overcome</td>
<td>She was able to surmount many difficulties and graduate at the top of her class.</td>
</tr>
<tr>
<td>tactful</td>
<td>tact-ful</td>
<td>showing sensitivity to the feelings of others</td>
<td>It takes a tactful person to criticize a friend without hurting his feelings.</td>
</tr>
<tr>
<td>frivolous</td>
<td>frivol-o-lous</td>
<td>of little importance or seriousness</td>
<td>Seth thinks that camping with anything more than a sleeping bag is frivolous.</td>
</tr>
<tr>
<td>cower</td>
<td>cow-er</td>
<td>to hide or shrink away from something threatening</td>
<td>The lightning storm caused the dog to cower under the bed in fear.</td>
</tr>
<tr>
<td>eloquent</td>
<td>el-o-quent</td>
<td>clear, appealing, and forceful in speech</td>
<td>Amber was such an eloquent speaker that everyone stood up and cheered when she was done.</td>
</tr>
<tr>
<td>afflicted</td>
<td>a-fflict-ed</td>
<td>troubled, tormented, or suffering in some way</td>
<td>The afflicted patients waited in the doctor's office for their appointments.</td>
</tr>
<tr>
<td>prominent</td>
<td>prom-i-nent</td>
<td>standing out; noticeable</td>
<td>He was a prominent scientist who was well known for his research in physics.</td>
</tr>
<tr>
<td>prestige</td>
<td>pres-tige</td>
<td>the degree of respect others hold for a person</td>
<td>Being voted the president of the society gave Erica much prestige.</td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
5. Review the historical background of this text with students by reminding them that travel in the late 1600s was hazardous, and it took a long time to cover relatively short distances, so people tended to stay close to home. It took many years to clear farmland, so once people had established themselves in an area, they usually stayed there.

Use Think‑Pair‑Share to ask:

How might this have affected relationships with neighbors? How do you think this will relate to the topic of this text?

Because communities were small and people stayed put, they got to know their neighbors very well—perhaps even too well in some cases. The text is about witchcraft in Salem Village. At the time, people were very superstitious about witches and witchcraft. I think people will know details about their neighbors’ lives that might make them think they are witches.

Interactive Read Aloud

1. This cycle our reading objective is to develop an effective summary with relevant supporting details. Remind students that a summary requires them to recognize the most important information from the text. Have students review the summary rubric in their student editions, and use Think‑Pair‑Share to ask:

What makes a summary effective?

An effective summary should present the author’s main ideas and important details in the writer’s own words without his or her personal opinion, clearly connect ideas in an order that makes sense, and include important or relevant vocabulary.

Why do you think it is important to include key or important vocabulary in a summary?

Understanding the key and important vocabulary is important to fully understanding the text. A summary should include that vocabulary to show that the writer has effectively learned the words and understands what they mean in the text and in context. This will also help someone who reads the summary to better understand the text.
2. Read pages 18–20 (ending at paragraph 1) aloud. A sample Think Aloud follows.

**Sample Think Aloud**

Let me think about how I can restate the main ideas of this section of the text. I read a description about how some of the girls began behaving strangely according to their parents. For example, they did not answer when spoken to, seemed nervous, cried without reason, and sometimes fell into fits of hysters. I think this is an important idea. I know that some of the girls, especially Elizabeth Parris, were getting nervous about the time they spent listening to Tituba’s stories. Elizabeth’s behavior seems especially severe. She has nightmares and hallucinations and is suspicious of Tituba’s cooking. Her behavior is so strange that Mr. Parris calls the doctor to see her. The author is giving me information about the girls’ behavior after some people began having doubts about their activities. Since the title of the book mentions witchcraft, I’m sure this behavior will be important.

3. Point out to students how you considered the title and topic of the text, witchcraft in Salem Village, when identifying main ideas within the text.

4. Model creating a graphic organizer, and making notes. A sample graphic organizer follows.

**Sample Graphic Organizer**

- Elizabeth Parris especially affected:
  - nightmares
  - hallucinations
  - suspicious of Tituba

- Some girls were just becoming nervous about their activities.

- acting strangely:
  - not answering
  - nervous
  - crying
  - hysterical fits

5. Read to page 21, stopping to point out the skill, ask questions, or focus student attention as necessary.
Partner practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use Think-Pair-Share to ask:

What are the most important ideas you learn from the author in this section of the reading?

Dr. Griggs said that Elizabeth’s strange behavior was caused by witchcraft. This information spread through the town, and soon after the diagnosis, Ann Putnam was declared bewitched. Being diagnosed as bewitched meant that no one would ask the girls about their activities with Tituba.

Use Random Reporter to debrief.

Teamwork (20 minutes)

Partner Prep
1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 22–34 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion
1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
### Team Talk Questions

1. **Which of the following best describes medicinal care in the late 1600s?**

   [RE, DC, SA] (Team Talk rubric)
   
   A. Most doctors could prescribe remedies for any unusual ailment they saw.
   
   B. *Doctors had limited knowledge and were just as superstitious as regular folk.*
   
   C. To become a doctor, you received special instruction on the symptoms of bewitchment.
   
   D. Some doctors had better medical training than others, but they were rare in the colonies.

   **What evidence from the text supports this conclusion?**
   
   100 = The author states that Dr. Griggs was honest and well-meaning, but he knew no more about medicine than any other doctor. *After he examines Elizabeth and listens to her descriptions of phantoms, he infers that it must be witchcraft.* A modern doctor likely would avoid leaping to that conclusion even if he did not have an answer. *This shows that the doctors of the time were not that much more knowledgeable than other villagers.*

   90 = Dr. Griggs was honest and well-meaning, but he knew no more about medicine than any other doctor. He decides that witchcraft is causing Elizabeth’s visions and odd behavior. A modern doctor probably wouldn’t think that even if he did not have an answer.

   80 = Dr. Griggs’s answer that witchcraft is the cause of Elizabeth’s problems shows that while he was well-meaning, he was superstitious just like everyone else in the village.

2. **What role did gossip play in the accusations of Tituba, Sarah Goode, and Sarah Osburn? Support your thinking with evidence from the text.** [RE, SA] (Team Talk rubric)

   100 = The girls picked three women who were different or unpopular in some way and whom they had probably heard their mothers gossip about. *For instance, people in town disapproved of Sarah Goode’s laziness whenever she was seen begging or about the poor upkeep of Sarah Osburn’s house.* Earlier I read that people disapproved of the colorful turbans that Tituba wore. *This shows that the girls took their cues on whom to blame for witchcraft from adults in the village.*

   90 = The girls picked three women who were different or unpopular in some way and whom they had probably heard their mothers gossip about. *People in town did not like Sarah Goode because she was seen as a lazy beggar, and they criticized Sarah Osburn for her messy home. People did not like Tituba’s colorful turbans.*

   80 = The girls picked three women whom they had heard a lot of gossip about and who they knew were either different or unpopular enough to make believable witches.
### Team Talk Questions continued

3. Explain the sentence on page 33: “If they had not fortunately become bewitched just in time, they would all have been in very serious trouble.” Why fortunately? For whom was it fortunate? [CV, DC] (Team Talk rubric)

**100** = The girls could have gotten in trouble for all the things they had been doing with Tituba that went against the teachings of the church, but if they were bewitched, they would not be held accountable for their behavior. Many of the girls feared that their secret would be revealed, especially by the weaker girls. Being bewitched took the blame away from the girls; however, it would later fall on whomever they named as witches. This shows that the girls were willing to do anything to avoid punishment.

**90** = The girls could have gotten in trouble for all the things they had been doing with Tituba that went against the church, but if they were bewitched, they would not get in trouble. Many of the girls feared that the weaker girls would tell their secret. Being bewitched took the blame away from the girls, but it would fall on whomever they named as witches.

**80** = The girls could have been in serious trouble for their activities with Tituba, but by saying that they were cursed, they could stay out of trouble. The blame would land on other people.

4. Use the most important ideas from today’s reading to write a summary of this section of the text. (Write) [MI] (summary rubric)

**100** = After Elizabeth Parris was declared bewitched, more girls in the village showed signs of being affected by witchcraft. Mr. Parris sought to discover the identity of the witch who was afflicting the girls and gathered them together with other important men in the village to question them. The girls eventually named Tituba, Sarah Goode, and Sarah Osburn as witches. Mr. Parris led the fight against witchcraft in the village and encouraged the important men of town to arrest the accused women.

**90** = When witchcraft was blamed for the suffering of Elizabeth Parris, other girls in the village were affected too. Mr. Parris wanted to learn who was the witch bothering the girls, so he gathered the girls together to ask them questions. After a lot of questioning, they named Tituba, Sarah Goode, and Sarah Osburn as witches. Mr. Parris led the fight against witchcraft in the village and had the women arrested.

**80** = All the girls who listened to Tituba were affected by witchcraft. They were asked questions and said Tituba, Sarah Goode, and Sarah Osburn were the witches bothering them. Mr. Parris had the women arrested.

5. What is an example of being tactful? What is an example of being eloquent? Can someone who is tactful also be eloquent? Explain your answer. [CV]

An example of being tactful is when you find a way to tell someone that the outfit he or she is wearing is not attractive without hurting his or her feelings. An example of being eloquent is saying something that is pleasing and convincing to your listeners. Someone who is tactful could likely be eloquent because the person has to speak in such a way that what he or she says is pleasing to the listener and does not hurt his or her feelings.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

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**Class Discussion**

*(15 minutes)*

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**
   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>surmount</td>
<td>sur-mount (ser-MOUNT)</td>
<td>to overcome</td>
<td>She was able to <em>surmount</em> many difficulties and graduate at the top of her class.</td>
</tr>
<tr>
<td>tactful</td>
<td>tact-ful (TAKT-ful)</td>
<td>showing sensitivity to the feelings of others</td>
<td>It takes a <em>tactful</em> person to criticize a friend without hurting his feelings.</td>
</tr>
<tr>
<td>frivolous</td>
<td>friv-o-rous (FRIV-oh-lus)</td>
<td>of little importance or seriousness</td>
<td>Seth thinks that camping with anything more than a sleeping bag is <em>frivolous</em>.</td>
</tr>
<tr>
<td>cower</td>
<td>cow-er (COW-er)</td>
<td>to hide or shrink away from something threatening</td>
<td>The lightning storm caused the dog to <em>cower</em> under the bed in fear.</td>
</tr>
<tr>
<td>eloquent</td>
<td>el-o-quent (EL-o-kwent)</td>
<td>clear, appealing, and forceful in speech</td>
<td>Amber was such an <em>eloquent</em> speaker that everyone stood up and cheered when she was done.</td>
</tr>
<tr>
<td>afflicted</td>
<td>a-fflict-ed (a-FLIHK-ted)</td>
<td>troubled, tormented, or suffering in some way</td>
<td>The <em>afflicted</em> patients waited in the doctor’s office for their appointments.</td>
</tr>
<tr>
<td>prominent</td>
<td>prom-i-nent (PRAHM-ih-nent)</td>
<td>standing out; noticeable</td>
<td>He was a <em>prominent</em> scientist who was well known for his research in physics.</td>
</tr>
<tr>
<td>prestige</td>
<td>pres-tige (preh-STEEJ)</td>
<td>the degree of respect others hold for a person</td>
<td>Being voted the president of the society gave Erica much <em>prestige</em>.</td>
</tr>
</tbody>
</table>
Lesson 3

Reading Objective: Develop an effective summary with relevant supporting details.

Teacher Background

Despite the general hysteria, the townspeople take great pains to follow accepted legal practices as they bring the accused witches in for questioning. The preliminary examinations are of great importance in Salem Village, the most exciting events in recent memory, and virtually the entire town turns out to watch. To accommodate the crowd, the proceedings must be moved to the meeting house. Sarah Goode is examined first. Angry, frightened, and confused, she denies all the charges brought against her. But the evidence proves otherwise: In the front of the courtroom, the girls suddenly fall into fits of agony, screaming that someone is pinching them, biting them, pulling their limbs. When Sarah Goode is turned so she can no longer see the girls, the fits cease as suddenly as they began. Frightened as much as anyone, Sarah Goode continues to proclaim her innocence, then names Sarah Osburn as the one who must be tormenting the girls.

Active Instruction

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.
Sample Think Aloud

When I previewed the text, I saw a word that I was familiar with, but not in the way that the text uses it. The word is *distracted*, and it is used on page 73 in the sentence “We must not believe all that these distracted children say.” (Model looking up *distracted* in the dictionary.) When I look up the word *distracted* in the dictionary, I see a few definitions. The first one is the one I’m familiar with: having attention diverted. When you are distracted by something, you aren’t paying attention to what you are supposed to be doing. But that doesn’t make sense in the context of the passage or the events that this word appears in. I think the second definition fits better: incapable of behaving in a normal manner; irrational or disturbed. That describes the actions of the girls during the examinations.

Sample Word Map

<table>
<thead>
<tr>
<th>having attention diverted</th>
<th>incapable of behaving in a normal manner; irrational or disturbed</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>distracted</em></td>
<td></td>
</tr>
<tr>
<td>to provide a pleasant diversion</td>
<td>Latin: <em>distractus</em>—<em>to draw apart</em></td>
</tr>
</tbody>
</table>
Create a Summary

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

Interactive Read Aloud

1. This cycle our reading objective is to develop an effective summary with relevant supporting details.
2. Read pages 35–37 (paragraph 1) aloud. A sample Think Aloud follows.

<table>
<thead>
<tr>
<th>Sample Think Aloud</th>
</tr>
</thead>
<tbody>
<tr>
<td>I just read a description of what the examination of a witch should look like or how it should be carried out. This is the main point of this section of the text, so how can I restate the main ideas for a summary? When a witch was arrested, she was examined about her crimes, but all that was really necessary was to prove she was a witch. The accused were encouraged to confess to their crimes and to provide information regarding other witches. If they did not confess, spectral evidence could prove their guilt. I think the information about spectral evidence is very important. According to the text, if an afflicted person claimed to see an apparition of the accused witch, it was absolute proof that the person was truly a witch. This apparition may have signed the devil’s book without the witch’s knowledge.</td>
</tr>
</tbody>
</table>

3. Use Think-Pair-Share to ask:

How would you summarize the information that I identified as important from the section I just read?

When witches were arrested, they were examined and questioned about the crimes they were accused of committing. They were asked to confess, but the afflicted could also provide spectral evidence to prove that the accused was a witch.
4. Model creating a graphic organizer, and making notes. A sample graphic organizer follows.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>\begin{itemize}</td>
</tr>
<tr>
<td>\item examining witches</td>
</tr>
<tr>
<td>\item spectral evidence:</td>
</tr>
<tr>
<td>\quad \begin{itemize}</td>
</tr>
<tr>
<td>\item afflicted can claim that apparition of accused caused harm</td>
</tr>
<tr>
<td>\item absolute proof of guilt</td>
</tr>
<tr>
<td>\item accused can deny, but assumed that apparition signed name in book for her</td>
</tr>
<tr>
<td>\end{itemize}</td>
</tr>
<tr>
<td>\item encourage accused to confess and provide information on other witches</td>
</tr>
<tr>
<td>\item examine witches in regard to crimes</td>
</tr>
<tr>
<td>\end{itemize}</td>
</tr>
</tbody>
</table>

5. Read to page 40 (ending at paragraph 1), stopping to point out the skill, ask questions, or focus student attention as necessary.

6. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

**What important information from this section would you add to your earlier summary?**

*If an accused witch admitted to having nightmares, it was used as evidence of her being a witch. Meanwhile, the home of the accused was searched for possessions that could be magical in nature such as dolls. Additionally, past quarrels could be used as evidence that the accused had placed a curse upon the afflicted.*

Use **Random Reporter** to debrief.
Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 40 (paragraph 1)–50 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.
Team Talk Questions

1. In modern trials, a person is considered innocent until proven guilty. Did the Puritans have the same belief? How can you tell? \[ \text{[MI, RE, SA]} \] (Team Talk rubric)

\[ 100 = \text{Puritans were more likely to believe a person was guilty than innocent at the beginning of a trial. For example, it seems that the Puritans believed that if a person were accused of being a witch, there must have been a credible reason for doing so. Additionally, the magistrates believed that the devil would try to assist the accused women, so they declared that they would not be tricked. If the accused said she was innocent, it was surely the devil trying to assist her. This shows that Puritans were quick to assume guilt and make it difficult to declare innocence.} \]

\[ 90 = \text{Puritans were more likely to believe a person was guilty than innocent at the beginning of a trial. It seems that they believed that if a person was accused of being a witch, there must have been a good reason for doing so. The judges believed that the devil would try to help the accused women, so they said that they would not be tricked. The devil would make the women say they were innocent.} \]

\[ 80 = \text{Puritans seemed more likely to believe a person was guilty and to not believe the accused when they tried to defend their innocence since that could be the devil’s work.} \]

2. What does the author mean when she writes on pages 44 and 45, “The examination of Sarah Goode, which is preserved in legal records of the time, is a clear example of the kind of ‘fair’ trial given the witches?” Give examples to support your answer. \[ \text{[AA, DC, SA]} \] (Team Talk rubric)

\[ 100 = \text{The author means that the trial was anything but fair. Sarah Goode was frightened and confused by the proceedings. The judges questioned her as though they knew she was guilty, and the only evidence that was presented against her was the testimony of the girls, which was impossible to refute. No one could get a fair trial under such circumstances.} \]

\[ 90 = \text{The author means that the trial was anything but fair. Sarah Goode was frightened and confused by the whole process. The judges questioned her as though they knew she was guilty, and the only proof was the words and actions of the girls, which was impossible to deny.} \]

\[ 80 = \text{The trial was unfair because Sarah Goode had no way to defend herself while on the stand.} \]
3. Which of the following best describes the behavior of the afflicted during the first examination in the meeting house? [RE] (Team Talk rubric)
   A. suppressed and tense  
   B. calm and composed  
   C. deliberate and factual  
   D. dramatic and chaotic  

What effect did this have on the witnesses?

100 = The witnesses to their behavior were shocked, disturbed, and convinced of the guilt of Sarah Goode. In one instance, a woman fainted while watching the girls throw themselves on the floor screaming. Everyone in the meeting house rushed to back away from the witch standing in front of them. They were further convinced when the girls returned to normal when Sarah Goode was turned away from them. The apparent suffering of the girls was all the evidence of witchcraft that most villagers needed.

90 = The witnesses to their behavior were shocked, upset, and sure of Sarah Goode’s guilt. A woman fainted while watching the girls throw themselves on the floor screaming. Everyone in the meeting house rushed to get away from the witch. The fact that the girls stopped suffering when Sarah Goode was turned away from them was more proof of her guilt.

80 = The suffering and behavior of the girls when Sarah faced them and was then turned away was proof that she was a witch.

4. Use the most important ideas from today’s reading to write a summary of this section of the text. (Write) [MI] (summary rubric)

100 = The whole village was attracted to the meeting house to see the accused witches and to hear the testimony against them. The women were questioned individually, with Sarah Goode going first. She denied that she was a witch; however, during the examination, the afflicted girls began to suffer as if they were tormented by Goode. Unable to account for their suffering, Goode said Sarah Osburn must be the cause of the witchcraft.

90 = The whole village went to the meeting house to see the witches and to hear the proof against them. The women were questioned individually, and Sarah Goode went first. She said that she was not a witch, but the afflicted girls began to suffer as if they were bothered by Goode. Goode said Sarah Osburn must be the cause of the witchcraft.

80 = The whole village went to hear the questioning of the witches. Sarah Goode was questioned first and said she was not a witch. The girls acted as if they were bothered by Goode. She blamed Sarah Osburn.

5. Which word from the vocabulary list belongs in the blank? How do you know? [CV]

Being the only girl in the karate club and the only black belt made Amanda rather ________.

Prominent. The word only is a clue. Amanda is the only girl and only black belt. That sets her apart from the other people in the karate club, which makes her stand out or be more noticeable.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 4

Reading Objective: Develop an effective summary with relevant supporting details.

Teacher Background
With Sarah Goode’s guilt confirmed, the next defendant, Sarah Osburn, is brought into the room. As a precaution, she is seated so she cannot lay eyes on the girls. Sick, old, and terribly confused by the proceedings, Osburn admits to having once had a dream in which a man pinched her and pulled her hair. It is all the evidence the townspeople need. When Osburn turns to plead with those in the courtroom, the girls again begin to scream and howl. Osburn’s fate is sealed and she is carted away to jail. The final defendant to take the stand is Tituba, who proves a ready witness (thanks in part to a beating administered by Mr. Parris). Tituba is willing to testify to whatever people want to hear. She tells of conversations with the devil, of midnight meetings, and a talking dog. But most alarming is the revelation that not three witches, but four, and their ringleader from Boston, are involved. The town is thrown into a panic. No one will be safe until the other two witches have been captured.

Active Instruction

(25 minutes)

Partner Vocabulary Study
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
5. Ask partners to review the main events from the story that they read the previous day and make their predictions about what might happen next. Use Think-Pair-Share to ask:

   **Do you agree with the villagers that the girls’ actions were the result of witchcraft? Why or why not?**

   *No, the girls were probably not being bewitched. The facts that the girls became bewitched just as some of the younger girls were getting nervous about listening to Tituba’s stories and that they all feared being punished for breaking the church’s rules is too much of a coincidence. What do you think caused them to act this way?* (Answers may vary.) The girls might have been faking it or they might have worked themselves into such a frenzy that they actually believed that someone wished them harm. The fear shown by the other villagers probably affected the girls as well.

   **Why are we less likely to believe the girls’ testimony that they were being bewitched?**

   * (Answers may vary.) We are less likely to believe them because we have a different perspective on the story. We are looking at it from the distance of 300 years. The idea of people being witches seems silly or ignorant to us now.

Interactive Read Aloud

1. Read page 51 (paragraphs 1 and 2) aloud.
2. Use Think-Pair-Share to ask:

   **Think about the important information that we identified yesterday. How did that information relate to what I just read?**

   Sarah Goode was found guilty in her examination due to the important ideas about identifying witches that we discussed. The afflicted girls used spectral evidence against her during the examination. Goode also said that Sarah Osburn must be the witch, which means Sarah Goode provided evidence against others.
3. Have students read pages 51 (paragraph 3)–53 (ending at paragraph 1) aloud. Use Think-Pair-Share to ask:

What are the main points you can take away from this section of the reading?

People began to remember things about Sarah Osburn’s past that made it seem likely that she was really a witch. She was old and a semi-invalid, and she frequently missed church. She was likely mentally ill. She also might have given evidence against herself when she described a dream and said that she was more likely to be bewitched than to be an actual witch.

<table>
<thead>
<tr>
<th>Sample Graphic Organizer</th>
</tr>
</thead>
</table>

- **Sarah Osburn:**
  - married twice, first husband died, unhappy with second
  - old, semi-invalid, frequently ill
  - possibly mentally ill
  - said she was more likely bewitched
  - described a nightmare

- **Sarah Goode:**
  - had spectral evidence against her
  - blamed Sarah Osburn

**Teamwork**

(20 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 53 (paragraph 1)–61 (ending at paragraph 1) aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.
Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.  

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. On page 57, why does the author write “The only people quiet in the meeting house were the afflicted girls, who smiled at one another as though this were no more than they had expected”? What does this suggest about the author’s opinion of the girls? Support your thinking. [DC, MI] (Team Talk rubric)</td>
</tr>
<tr>
<td>100 = The author is showing that while everyone else is suddenly panicked by the news of more witches, the girls remain calm and composed. The audience is clamoring over the information that Tituba has just provided during questioning. This suggests that the author believes the girls are pleased to be the center of attention and might be embellishing their tales to make sure that they stay there. They predicted that this is how the examination would go, which is in their favor.</td>
</tr>
<tr>
<td>90 = The author is showing that the girls stay calm while everyone else in the meeting house is afraid. The audience is talking about the information that Tituba gave when being questioned. The author thinks the girls are pleased to be the center of attention and might be exaggerating their stories to make sure that they stay there.</td>
</tr>
<tr>
<td>80 = The author is showing that the girls are calm when everyone else in the meeting house is afraid and excited by the information that Tituba gives. The author thinks the girls enjoy being the center of attention.</td>
</tr>
</tbody>
</table>

continued
Team Talk Questions continued

2. Compare the description of Tituba on pages 14–16 with that on page 55. How and why have people’s opinions of her changed? Support your thinking. [RE, SA] (Team Talk rubric)

100 = On pages 14–16, Tituba is portrayed as an exciting and somewhat exotic person who willingly entertains the girls. The author supposes that the elders in the village think that the girls’ visits to her are harmless or that the girls may be learning kitchen duties from her. By page 55, she is seen as wicked and menacing. The audience is not sure how they didn’t realize that she was wicked before. Because of the current fear of witches, her differences have become evidence of her evil intentions.

90 = On pages 14–16, Tituba is seen as an exciting and foreign person who entertains the girls. The elders in the village think that the girls’ visits to her are harmless or that the girls may be learning kitchen work from her. On page 55, she is seen as wicked. The audience is not sure how they didn’t realize that she was wicked before.

80 = Tituba was once seen as harmless, if foreign, when the elders thought she was teaching the girls to work, but now she is obviously wicked.

3. Which of the following does the author strongly suggest in the reading? [DC, SA] (Team Talk rubric)

A. Tituba’s testimony was completely factual and easy to prove.
B. Boston was a place of unmentionable evil and witches.
C. The devil can persuade anyone to join him with gifts.
D. Tituba was coached to admit to anything during the examination.

Support your choice with evidence from the text.

100 = Tituba’s testimony seemed to agree with everything the girls or judges suggested to her, and she was the only one of the accused who provided any information. According to the author, Tituba was instructed to avoid mentioning the whipping she received from Mr. Parris to make sure that she told the truth. I know that the judges and residents of Salem Village were unlikely to believe an accused witch if she said she was not guilty. I think that mentioning the whipping would probably have made people question the validity of her information. This shows that Tituba was told to behave a certain way during her examination.

90 = Tituba’s testimony seemed to agree with everything the girls or judges said to her, and she was the only one of the accused who provided any information. Tituba was told not to talk about the whipping she received from Mr. Parris. I know the judges and residents of Salem Village probably would not have believed an accused witch if she said she was not guilty, but talking about the whipping would probably have made people question the truth of her information.

80 = Tituba’s testimony seemed to agree with everything the girls or judges said to her, and she was the only one of the accused who provided any information. During her testimony, she agreed with anything the judges or girls said to make Mr. Parris and the judges happy.
Team Talk Questions continued

4. Use the most important ideas from today’s reading to write a summary of this section of the text. **(Write) [MI]** (summary rubric)

100 = Sarah Osburn had evidence against her not only from the afflicted girls, but from a witness in the audience, which caused her examination to go poorly. Later, Tituba admitted to being bewitched and provided information against Sarah Goode and Sarah Osburn. The girls agreed with her and added information to her testimony. The town was convinced that the accused women were witches and now believed there were two unidentified witches free in town.

90 = Sarah Osburn’s questioning went badly when a witness in the meeting house and the girls testified against her. Tituba said she was bewitched and gave information against Sarah Goode and Sarah Osburn. The girls added information to Tituba’s. Now the town believed there were two other unknown witches free in the village.

80 = Sarah Osburn’s questioning went badly when another witness gave information against her. Tituba gave the questioners a lot of information against herself and the other women. The people learned that there were two more witches in the village.

5. The vocabulary word *surmount* has the French prefix *sur-*, which originally comes from a Latin root. The root means over, above, or in addition. What do you think the word *surname* means? **[CV]**

The word *surname* means last name. A surname would be a name in addition to your first name, which is what your last name is. It helps to further identify you.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.
**Class Discussion**

(15 minutes)

**Lightning Round**

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Develop the topic with relevant details.

**Teacher Background**
Students should build on the writing skills they developed in previous lessons and their ability to provide evidence and details from the text to support their explanations.

**Active Instruction**
(10 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use Random Reporter to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that in today’s writing project, they will explain how gossip, generally frowned upon in Puritan society, played a role in the identification of the three witches in the reading so far. Remind students that they are writing to inform and explain, so their writing should be free from personal opinion and should only contain facts from the text.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

<table>
<thead>
<tr>
<th>Writing Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the effect that gossip had on the identification of the witches in this cycle's reading and on the townspeople during the examinations.</td>
</tr>
</tbody>
</table>

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to explain ideas or information on a topic. I know because it asks me to describe something that happened or had an effect on the witch hunt that happened in Salem Village. It does not ask me to make a claim or write a literary response.***

6. Refer students to the following writer's guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ideas</strong></td>
</tr>
<tr>
<td>• Clearly introduce the topic.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
</tr>
<tr>
<td>• Begin by introducing the topic.</td>
</tr>
<tr>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
</tr>
<tr>
<td>• End with a closing statement that supports the information.</td>
</tr>
<tr>
<td><strong>Style</strong></td>
</tr>
<tr>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
</tr>
<tr>
<td>• Include details or examples that help a reader make a mind movie.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
</tr>
<tr>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: to develop the topic with relevant details?**

*The guidelines for ideas and organization relate to the writing objective.*

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a skill
Remind students that the first step in the writing process is planning, or prewriting. Model recording relevant details in preparation for writing.

Sample Graphic Organizer

<table>
<thead>
<tr>
<th>Gossip spread the word that Elizabeth Parri’s illness was caused by witchcraft.</th>
<th>Villagers remembered past incidents that made the accused seem guilty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goode’s laziness</td>
<td>Osburn’s unkempt home</td>
</tr>
<tr>
<td>accused were frequently gossiped about in village</td>
<td></td>
</tr>
<tr>
<td>gossip in Salem Village</td>
<td></td>
</tr>
<tr>
<td>Tituba’s clothes</td>
<td></td>
</tr>
</tbody>
</table>

Model planning using a graphic organizer.

Independent Work
Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.
Create a Summary

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.

2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion

(30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to develop the topic with relevant details.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer provide details that are relevant to the topic of the text?
- Does the writer provide facts to help the reader understand the topic?
- Does the writer use correct punctuation, spelling, and grammar?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.
Was it easy or difficult to identify which information was most important to the topic? How did you decide which information to include?

*Answers will vary.*

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

Describe the effect that gossip had on the identification of the witches in this cycle's reading and on the townspeople during the examinations.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
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</table>
| **Ideas** | • Clearly introduce the topic.  
|          | • Develop the topic with relevant details. |
| **Organization** | • Begin by introducing the topic.  
|           | • In the middle, provide facts, examples, or events that help a reader understand the information.  
|           | • End with a closing statement that supports the information. |
| **Style** | • Use words and phrases that help a reader understand how the facts or events are related.  
|          | • Include details or examples that help a reader make a mind movie. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |
Lesson 6

Reading Objective: Develop an effective summary with relevant supporting details.

Writing Objective: Develop the topic with relevant details.

Teacher Background

Today’s cycle test challenges students to organize the important information that they have read throughout the cycle and recorded on their graphic organizers to construct a summary of the whole text up to today’s reading.

With the word that several witches are still on the loose, the townspeople are thrown into a new level of frenzy. Anyone might be a witch, even someone they consider a friend. People begin looking at their neighbors with suspicion and fear. At the same time, the villagers take great pride in their newfound sense of duty. Everyone is eager to help root out the devil from the town and is willing to do whatever it takes to capture the remaining witches. The girls continue to show signs of affliction (if anything, their fits are more elaborate than ever), and soon they identify another witch by name: Martha Corey. A warrant is issued for her arrest.

Active Instruction

(5 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and reading and writing objectives.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Partner Review

1. Remind students that they have been practicing developing an effective summary with relevant supporting details and developing the topic with relevant details. Use Think-Pair-Share to ask:

   **What are you looking for in the text to develop a summary?**

   *I am looking for the most important information and details about the topic, which is witchcraft in Salem Village. The most important information should allow me to write a summary that gives readers a good idea of what the author wants them to learn without including personal opinion or too much information.*

   Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that questions #1 and #5 ask about creating a summary.

4. Ask students to identify key words or phrases in question #5.

5. Use the most important events from the text to write a short summary of what you have read so far in *The Witchcraft of Salem Village*. [MI]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   **Today you will read more about the reaction to the first set of examinations and the thoughts of the residents of Salem Village.**

Test

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork (10 minutes)

Team Discussion
1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (10 minutes)

Lightning Round
1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate
1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

   2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 1 Test

Create a Summary

Directions: Read The Witchcraft of Salem Village, pages 61 (paragraph 1)–68, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Summarize the events that led to the arrest of Martha Corey. [MI]

20 points = After the examination, the people of Salem Village became increasingly suspicious of their neighbors due to the fact that two unidentified witches were free in the town. The residents of the village were instructed to recall information about their neighbors that might lead to the arrest of the witches. Rumors that Martha Corey was one of the witches began to spread because of her recent behavior and opinions. Martha Corey was later arrested upon suspicion of witchcraft.

15 points = The people of Salem Village trusted their neighbors even less after they learned there were two more witches living in the town. People were told to remember anything they knew about their neighbors that might lead to the arrest of the witches. Rumors that Martha Corey was one of the witches began to spread because of the way she behaved and her opinions of witchcraft. Martha Corey was then arrested for being a witch.

10 points = When the people of Salem Village learned that there were still two witches in town, they stopped trusting their neighbors. They were told to think of who might be a witch. Martha Corey was arrested because her behavior and words made her seem guilty.

2. The author of this text is considered a(n) — [DC, SA]

   A. primary source.
   B. eyewitness to the crime.
   C. untrustworthy observer.
   D. secondary source.

What information from the text supports your answer?

20 points = Shirley Jackson references the court records created during the examinations of Sarah Goode, Sarah Osburn, and Tituba and states her own interpretation of the events. For example, she states that the examination of Sarah Goode is “an example of the kind of ‘fair’ trial given the witches.” Her use of the quotation marks around the word fair tells me that she does not actually think this was a fair trial. She is interpreting what happened based on a primary source, the court records. This shows that the author is a secondary source, writing long after the events took place.
15 points = Shirley Jackson mentions the court records that were created during the examinations of Sarah Goode, Sarah Osburn, and Tituba and states her own opinion of the events. She says that the examination of Sarah Goode is “an example of the kind of ‘fair’ trial given the witches.” She puts quotation marks around the word fair, so she does not really think this was fair. She is explaining what happened based on the court records.

10 points = Shirley Jackson uses the court records from the examinations of the witches to write her own explanation and opinion of what happened at the meeting house.

3. What is the important idea that the author wants you learn from the text on pages 61 (paragraph 1)–64 (paragraph 2)? Use evidence from the text to support your thinking. [MI, AP, SA]

20 points = The author wants me to understand how the witch trials turned the residents of Salem Village against one another. This section of the text describes how the villagers were now suspicious of one another. For example, nonafflicted children were told to avoid the homes of the afflicted children and to avoid looking at the women accused of being witches. Another example is that people suspected their neighbors of witchcraft. Someone who seemed godly could very easily be a witch. This suspicion and nervousness shows that there was a breakdown in trust between neighbors.

15 points = The author wants me to understand how the witch trials turned the people of Salem Village against one another. Villagers no longer trusted one another. Children who were not attacked by the witches were told to stay away from the homes of those who were and not to look at the witches. They also could not trust that their seemingly godly neighbors were not really witches.

10 points = The witch trials made the people of Salem Village suspect one another of witchcraft, causing a breakdown in trust within the community.

4. What did you learn about the residents of Salem Village in the beginning of the text? How do you think this affected what happened in the village as the witch trial began? [MI, DC, SA]

20 points = At the beginning of the text, I learned that Salem Village had a lot of trouble within it. The villagers often quarreled with one another, and these quarrels were often multigenerational, carried over from parent to child. I think this means that some of these family quarrels played a role in the distrust between villagers at the beginning of the trial. If people were already upset with their neighbors, then suspecting them of witchcraft was natural. This shows that the people of Salem Village were ready to believe accusations of witchcraft against their neighbors.
15 points = I learned that Salem Village had a lot of trouble within it. The villagers often fought with one another, and these fights often carried over from parent to child. I think some of these family quarrels increased the distrust between villagers. If people were already upset with their neighbors, then thinking that they were doing witchcraft was natural.

10 points = The people of Salem Village often fought with one another, so it probably was not hard for them to believe their neighbors could secretly be witches.

5. Use the most important events from the text to write a short summary of what you have read so far in The Witchcraft of Salem Village. [MI]

20 points = Political and religious life were in upheaval in Massachusetts in the late 1600s. At this time, in Salem Village, a group of girls had been listening to fortunes and stories of magic from Tituba, a slave from the West Indies. Some of the girls felt guilty for these activities and began acting strangely. Their behavior was attributed to witchcraft, and the girls soon accused Tituba and two other women of practicing it. The women were arrested and brought in for examination, during which the girls suffered as if they were tormented by the witches. Another woman was accused and arrested after the examination.

15 points = Political and religious life were hard in Massachusetts in the late 1600s. At this time, in Salem Village, a group of girls listened to fortunes and stories about magic from Tituba, a slave from the West Indies. Some of the girls felt guilty and began acting strangely. Witchcraft was blamed for their actions, and the girls soon said Tituba and two other women caused it. The girls suffered during the questioning of the witches. Another woman was blamed and arrested after the questioning.

10 points = Political and religious life were hard in Massachusetts. When a group of girls in Salem Village began acting strangely after listening to fortunes and stories about magic, their actions were blamed on witchcraft. Three women were arrested and questioned about being witches. Another woman was later arrested.

Part II. Writing (100 points)

Write at least a paragraph to answer the following question:

At first, the afflicted girls blamed three women of witchcraft. Describe what made these women easy targets for this accusation according to the text.

The accused women, Tituba, Sarah Goode, and Sarah Osburn, were easy targets because they were all outsiders in Salem Village in some way. Tituba was a black slave owned by Samuel Parris. Even though she was a Christian, she had grown up in the Caribbean and told the girls stories about magic. Sarah Goode was an unpopular beggar woman who went door to door in the village looking for food. Many of the residents believed that when she didn’t receive anything, she or her children would later steal it. She also cursed at
those who turned her away from their doors. Sarah Osburn was known to be respectable, but she lived on a farm on the outskirts of town. She was often sick and bedridden and disagreeable to people whom she did talk to. Her house was usually in disorder. These women all seemed different to most of the residents of Salem Village, so the residents believed that these women could be practicing witchcraft.

The following guide is used to score part II of the cycle test.

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<tbody>
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<td>• Develops the topic with relevant details</td>
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<td><strong>Style</strong></td>
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<td><strong>Mechanics</strong></td>
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<tr>
<td><strong>Writing Objective</strong></td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
</tr>
</tbody>
</table>

**Part III. Vocabulary** (100 points)

1. Choose the word that belongs in the blank. [CV]

   Colin pretended to ________ when Shania aimed the beach ball at him.
   
   A. afflicted
   B. surmount
   C. prestige
   D. cower

2. The vocabulary word *surmount* has the Latin and French root *sur*, which means over, above, or in addition. How does the meaning of *sur* relate to the meaning of *surmount*? [CV]

   The word *surmount* means to overcome. The root *sur* in this case means over. It is combined with the word *mount*, which makes me think of a mountain. It takes a lot of work to cross over a mountain, so it seems like surmounting something would also take a lot of effort and hard work.
3. In which of the following sentences is the word *frivolous* used incorrectly? [CV]
   A. Because Marcus is rarely serious, his comments are generally thought to be frivolous.
   B. *The number of guards surrounding the president is a frivolous show of strength.*
   C. Beth is a serious person who never makes frivolous statements.
   D. After Joe finished the serious book, he looked forward to reading something frivolous.

4. Write a meaningful sentence using the word *afflicted*. [CV]
   *The disease that afflicted Kayla’s bones didn’t keep her from exercising every day.*

5. Choose the word that belongs in the blank. [CV]
   Students who act as leaders in class tend to gain ________ among their peers.
   A. *prestige*
   B. *afflicted*
   C. *cower*
   D. *tactful*

6. Which of the following is not an example of being *tactful*? Explain why. [CV]
   A. politely laughing at someone’s joke
   B. suggesting a better joke to share next time
   C. sharing your unfunny joke with others
   D. *telling someone that his jokes are awful*

   *When you are tactful, you are being sensitive to someone’s feelings. Telling someone that his jokes are awful will likely hurt his feelings. It would be tactful to politely laugh or share more jokes.*

7. The vocabulary word *eloquent* has the Latin root *loqui*, which means to speak. How does the meaning of *loqui* relate to the meaning of *eloquent*? [CV]
   *The word eloquent means clear, appealing, and forceful in speech. The meaning of loqui is to speak, and eloquent describes a particular way of speaking.*

8. In which of the following sentences is the word *prominent* used incorrectly? [CV]
   A. He was the tallest kid on the basketball team and the best player, which made him very prominent.
   B. We placed our flag in a prominent place so everyone could see it.
   C. The towering cathedral is the most prominent building in the city.
   D. *Teresa was a prominent figure in the auditorium, wearing the same cap and gown as her classmates.*
9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

   One word that we explored is *apparition*, which means a supernatural appearance of something, especially a ghost. For example: My grandfather claimed that an apparition of a train used to float down the abandoned railroad tracks that ran next to his farm.

10. As used in the sentence “The minute she turned and looked toward the audience, the girls in the front row were thrown again into their convulsions,” on page 54, *convulsions* most nearly means— [CV]

    A. violent agitations.
    B. uncomfortable situations.
    C. secretive conversations.
    D. modest discomforts.

   Explain how you figured out the meaning of *convulsions*.

   Students will explain their thinking. For example: I used the context. The passage describes how the girls are behaving in the courtroom. I know they have been throwing themselves on the floor, tearing at their clothes, screaming, and shouting. “Violent agitations” seems like the best match for what the girls have been experiencing.

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
</tr>
<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
</tr>
<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
</tr>
<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
</tr>
<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
</tr>
<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Develop an effective summary with relevant supporting details.

**Teacher Background**
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction**

**(20 minutes)**

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork
(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:
Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

1. Is your selection informational or literature? Summarize your reading. (summary rubric)

2. Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)

3. Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)

4. Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)

5. Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)

6. Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)
Class Discussion

(15 minutes)

Lightning Round

Use Random Reporter to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

**Objectives:** Celebrate successes and set new goals. Hold a Class Council meeting.

**Teacher Background**
In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.

**Active Instruction**

(2 minutes)

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Celebrate/Set Goals**

(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students’ scores.
   - What was your team’s highest score?
   - What score do you want to improve?
   - What can the team do to improve that score?
Use **Random Reporter** to ask:

**What is your team’s goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team’s reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

**Class Council**

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use **Random Reporter** to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
Lesson 1

Reading Objective: Develop an effective summary with relevant supporting details.

Teacher Background
The tenor of the accusations changes with the arrest of Martha Corey, as rumblings surface that this might be only the beginning of something much larger—an organized society of witches based in Salem Village. At first, Martha Corey does not take the charges seriously; she knows she is not a witch. She laughs at the very thought, and she makes numerous appeals to reason, saying people should pay no heed to the antics of the girls. But her guilt is soon confirmed by her defiant attitude and by the courtroom antics of the girls, and she is dragged off to jail to await trial. With some hesitation, Martha’s husband, Giles Corey, offers testimony against her. He later recants and is himself jailed as a witch. Additional accusations follow: Rebecca Nurse, a prominent churchgoing citizen is brought up on charges, as is Dorcas Goode, the four-year-old daughter of witch Sarah Goode. For the first time, onlookers express sympathy for the accused and question their guilt, but the girls prevail, and the accused are sent to prison.

Active Instruction (22 minutes)

Big Question
Post and present this cycle’s Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Why do people say that “the only thing we have to fear is fear itself”?

Set the Stage
1. Refer students to today’s Big Question. Use Think-Pair-Share to ask:

   Why do people say that “the only thing we have to fear is fear itself”?

   I think people say it because when we become afraid, we make poor decisions or act in ways that are not reasonable. We do not sit calmly and think rationally about situations, but instead react quickly. Our reactions to frightening situations might not always be the right ones. And we should be wary of reacting to situations out of fear.
How do you think this might apply to the situation in Salem Village in 1692?

The fear of witches is growing in Salem Village, and the people are not necessarily thinking rationally. They are all suspicious of one another and thinking about how their neighbors might be witches. At the end of the last reading, Martha Corey was arrested for witchcraft. It seems like under normal circumstances, no one would consider her a witch, but because everyone is so afraid of what is happening, they interpret her behaviors as evidence of witchcraft.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

5. Introduce the word skeptic to students, explaining that the word is not found in their texts but is relevant to the topic. Define the word as a person who questions the validity or authenticity of a claim or fact. Point out that skepticism is a related word that means doubt. Use Think-Pair-Share to ask:

Is it good to be a skeptic about the information that you hear? Why or why not?

I think it is good to be a skeptic sometimes. You should not believe everything you hear and should seek proof for someone's claims. If you are never skeptical of information, that means you are gullible and will believe everything.

Think back to last cycle's Big Question: Does anything good ever come of gossip? Why or why not? How do you think being a skeptic relates to hearing gossip?

Gossip is information and rumors passed from person to person. Gossip might damage a person's reputation if it isn't true, and people usually pass gossip along without finding out whether it's true. If you are a skeptic, you might not believe the gossip that you hear. You might want to make sure that information is true before passing it along to the next person. If you can't find proof for the information, you are less likely to pass along bad or damaging information.
Interactive Read Aloud

1. Read pages 69–74 (paragraph 4) aloud.

2. Use Think-Pair-Share to ask:
   
   **Would you describe Martha Corey as a skeptic? Why or why not?**
   
   *She is a skeptic because she does not believe the accusations of witchcraft. For example, she repeatedly tells neighbors that she is not sure witchcraft really exists, but if it does, the women who have been blamed are not witches. After her arrest, her beliefs are confirmed because she knows she is not a witch.*

   **Has Martha’s skepticism harmed her? Why or why not?**
   
   *Her skepticism has harmed her. When the constables come to arrest her, she just laughs at them, which they find inappropriate for a Puritan woman. She is so confident that there are no such things as witches that she is unaware of how the rest of the town feels about the witch hunt. She is surprised when she goes into town to confront Ann Putnam, her accuser, and everyone is ready to believe Ann’s actions and words without listening to Martha.*

   **Martha is a Puritan like everyone else in the village. Why is it important that she is not allowed to pray at her examination?**
   
   *Religion is extremely important to the Puritan way of life, and Martha knows that if she can show her religious convictions, she cannot be accused of being a witch. She wants to prove that the devil is not acting through her. However, by denying her time to pray, Judge Hathorne is showing that he does not believe her or think that prayer will prove her innocent. I think this is important because in this very strict Puritan society, even behaving as a good Puritan is not enough to save you from accusations of witchcraft.*

3. Use Think-Pair-Share to ask:

   **What important information about Puritans can we add to our graphic organizer?**

   *The Puritans are so suspicious of the devil and witches that they won’t believe anyone who wants to prove that he or she is a godly person. Judge Hathorne refuses to listen to Martha Corey pray to prove her innocence.*
Create a Summary

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **pages 74 (paragraph 5)–85 aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

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**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Puritans</th>
</tr>
</thead>
<tbody>
<tr>
<td>\begin{itemize} \item suspicious: \begin{itemize} \item Martha arrested for repeatedly saying there are no witches \item don’t like that she laughs \end{itemize} \end{itemize}</td>
</tr>
<tr>
<td>nearly impossible to prove innocence: \begin{itemize} \item judges determined to find witches \item won’t believe accused \item won’t allow to pray to prove innocence \end{itemize}</td>
</tr>
</tbody>
</table>

**Partner pairs:** Identify important events or details to add to the graphic organizer.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

1. **What reasons does the author give for the accusation against Rebecca Nurse? What point is the author trying to make?** [DC, SA] (Team Talk rubric)

   100 = The author cites wealth, personal disagreements, and disbelief of witchcraft as reasons for Rebecca Nurse’s arrest. According to the text, the Nurses had worked their way up from poverty to wealth and importance, making them a target of jealousy. They also got into land disputes with other villagers and disagreed with the appointment of Mr. Parris as the minister. The author is trying to show that some people were using the fear of witches to punish villagers they did not like. People were guilty of being disagreeable neighbors, not witches.

   90 = The author gives wealth, personal disagreements, and disbelief of witchcraft as reasons for Rebecca Nurse’s arrest. The Nurses had worked their way up from being poor to being rich and important. They also got into fights over land with other villagers and did not like that Mr. Parris became the minister. The author is trying to show that some people were using the fear of witches to punish villagers they did not like.

   80 = Rebecca Nurse was accused of witchcraft because of jealousy and personal fights with neighbors.

2. **The arrests of Martha Corey, Rebecca Nurse, and Dorcas Goode made the people of Salem Village—** [MI] (Team Talk rubric)

   A. angry and outraged at the treatment of the women.
   
   B. doubt the validity of the accusations for the first time.
   
   C. more eager to find the witches hiding in their village.
   
   D. scared that witches could be waiting for them anywhere.

   How did their arrests trigger this reaction? Support your thinking.

   100 = Martha Corey, Rebecca Nurse, and Dorcas Goode were not considered strange or different, unlike the first three women arrested. In contrast, Martha Corey, Rebecca Nurse, and Dorcas Goode were quite ordinary. Corey and Nurse were respected churchgoing members of the community. Dorcas Goode was only five years old and did not understand what was happening. With their arrests, it became clear that no one was safe from accusation.

   90 = Martha Corey, Rebecca Nurse, and Dorcas Goode were not thought of as strange or different like the first three women. Martha Corey, Rebecca Nurse, and Dorcas Goode were normal. Corey and Nurse were well-liked churchgoing members of the community. Dorcas Goode was only five years old and did not understand what was happening.

   80 = Martha Corey and Rebecca Nurse were normal people who went to church regularly. Dorcas Goode was only five years old.

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*continued*
### Team Talk Questions  
*continued*

3. What is the author’s opinion of the girls at this point in the text? What leads you to this conclusion?  
   **[DC, AP, SA] (Team Talk rubric)**
   
   **100** = The author is now **convinced** that the girls were faking their fits and that they were acting out of **malice** and **spite**. She suggests that the girls fell into fits on cue, that they **embellished** their stories with **fanciful** details, and that they had strong reasons to see some of the accused locked up. The way the author describes their fits has also changed. For instance, she talks about their acrobatics and their performances. She **has no sympathy left for the girls**.

   **90** = The author believes that the girls were faking their fits and that they were acting out of anger and hatred. She says that the girls fell into fits on cue, that they exaggerated their stories with imaginary details, and that they had strong reasons to see some of the accused locked up. She describes their fits as acrobatics and performances.

   **80** = The author believes the girls were faking the fits that they had in the courtroom and were acting out of anger or hatred toward their neighbors.

4. Use the most important ideas from today’s reading to write a summary of this section of the text.  
   **(Write) [MI] (summary rubric)**
   
   **100** = Martha Corey’s examination did not go well for her because her behavior and contempt for the charges against her made her seem suspicious to the judge. Additionally, when her husband tried to defend her, he was accused of witchcraft and arrested. Next, the girls accused Rebecca Nurse of witchcraft. At first, the judges and audience had a hard time believing such a pious woman could be a witch, but the commotion caused by the girls landed her in jail. Five-year-old Dorcas Goode was accused and sent to jail with her mother after the girls claimed that she stuck pins in them.

   **90** = Martha Corey’s questioning did not go well for her because her behavior and laughter at being called a witch made her look guilty to the judge. Her husband was also called a witch when he tried to argue for his wife after her questioning. The girls blamed Rebecca Nurse of witchcraft, but the judges and other villagers had trouble believing it until the girls screamed and shouted in pain during her questioning. The girls also blamed five-year-old Dorcas Goode of being a witch along with her mother.

   **80** = Martha Corey was put in jail after she could not prove that she was not a witch, and her husband was arrested soon after. Elderly Rebecca Nurse was taken from bed to be questioned and was then put in jail for witchcraft. Five-year-old Dorcas Goode was put in jail along with her mother.

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4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 2

**Reading Objective:** Develop an effective summary with relevant supporting details.

**Teacher Background**

The girls now have license to name anyone as a witch. A visiting preacher named Deodat Lawson delivers a passionate, forceful sermon to the terror-stricken town. His message pits neighbor against neighbor as he urges people to trust no one and to accuse anyone who might be guilty; better, he says, to convict someone who is innocent of the charges than to let a guilty person walk free. The sermon is reprinted and distributed widely, bringing even more attention to the community of Salem Village. New judges join the examinations, and people come from far away to see the town for themselves. Six weeks into the epidemic, six witches are in jail and two others (Sarah Cloyse and Elizabeth Proctor) face examination. By now, the accusation of witchcraft is proof enough of guilt. The girls testify about large gatherings where witches feast on their victims’ blood. When Sarah Cloyse faints, they say she has gone to visit her witch sister in prison. Even their refusal to speak against accused Elizabeth Proctor is attributed to witchcraft, and when the girls “spot” Goody and Goodman Proctor sitting high above the floor on a beam, the assembled crowd scatters in fear. Evil is afoot in Salem Village. It occurs to no one that the girls are the principal cause of the furor.

**Active Instruction**

(25 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.

2. Spot check the Read and Respond homework.

**Vocabulary**

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.

2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.

3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpreted</td>
<td>in-ter-pret-ed</td>
<td>explained or made understandable</td>
<td>Because she speaks Greek, Zoe interpreted what the visitors from Athens were saying.</td>
</tr>
<tr>
<td>(verb)</td>
<td>(in-TUR-preht-ed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>matriarch</td>
<td>ma-tri-arch</td>
<td>a female who heads a family</td>
<td>Our grandmother, who came from Ireland in the early part of last century, is the matriarch of our family.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(MAY-tree-ark)</td>
<td></td>
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</tr>
<tr>
<td>page 80</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>solemnly</td>
<td>so-lemn-ly</td>
<td>done in a serious or gloomy way</td>
<td>The Marine honor guard marched solemnly during the funeral ceremony.</td>
</tr>
<tr>
<td>(adverb)</td>
<td>(SAH-lem-lee)</td>
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</tr>
<tr>
<td>page 82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>din</td>
<td>din</td>
<td>a loud, constant noise</td>
<td>The crowd's disagreement with the referee's call caused a din in the stadium.</td>
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<td>(noun)</td>
<td>(DIN)</td>
<td></td>
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<tr>
<td>page 84</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>indignation</td>
<td>in-dig-na-tion</td>
<td>anger over injustice</td>
<td>He felt great indignation over the people being sold as slaves.</td>
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<td>(noun)</td>
<td>(in-dig-NAY-shun)</td>
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<td>page 90</td>
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<tr>
<td>preliminary</td>
<td>pre-li-mi-nar-y</td>
<td>necessary before something else can happen</td>
<td>Preheating the oven is a preliminary step for baking a cake.</td>
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<td>(adjective)</td>
<td>(pre-LIH-min-air-ee)</td>
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<td>page 91</td>
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<td></td>
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</tr>
<tr>
<td>tribunal</td>
<td>tri-bu-nal</td>
<td>a court of justice</td>
<td>The tribunal decided that the man was not guilty of the crime.</td>
</tr>
<tr>
<td>(noun)</td>
<td>(trih-BYU-nal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 93</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accountable</td>
<td>a-count-a-ble</td>
<td>responsible for something</td>
<td>The ship's captain was accountable for crashing his vessel into the iceberg.</td>
</tr>
<tr>
<td>(adjective)</td>
<td>(ah-COUNT-ah-bul)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 93</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.

5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.

**Interactive Read Aloud**

1. Read pages 86–89 (paragraph 1) aloud.

2. Use Think-Pair-Share to ask:

   **In the last cycle, gossip and suspicion were cited as important to the accusations of witchcraft. How did Deodat Lawson’s sermon reinforce this idea?**

   *Mr. Lawson basically told the congregation of Salem Village to turn on one another and report even the slightest incidents that could be related to witchcraft. He encouraged people not to be afraid of hurting their neighbors’ feelings or of accusing innocent people of witchcraft.*

3. Use Think-Pair-Share to ask:

   **What are the most important ideas from this section of the text?**

   *Many people in Salem Village were beginning to voice their doubts about witchcraft after Rebecca Nurse and Dorcas Goode were found guilty at their examinations. But a sermon by Deodat Lawson encouraged people to suspect everyone and report friends and neighbors if they showed any signs of being witches. No one could lead a life so perfect that he or she could escape criticism or suspicion.*

**Sample Graphic Organizer**

```
witch examinations

people beginning to doubt after examinations of Rebecca Nurse and Dorcas Goode

Deodat Lawson: Suspect everyone, and report on your neighbors.

no one could lead a life so perfectly to avoid accusation
```
Teamwork (20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 89 (paragraph 2)–100 aloud with partners.

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. What were the results of Deodat Lawson’s sermon? How did this spur on the hunt for witches? [RE] (Team Talk rubric)

   100 = Lawson’s sermon increased the level of fear in the community and brought more attention to the witchcraft scare. At first, the witch hunt was an entirely private event for Salem Village; however, now it was seen as the responsibility of the whole colony and the English government. This meant that more people felt it was their duty to join the hunt for witches.

   90 = Lawson’s sermon raised the amount of fear in the community and made more people aware of the witchcraft scare. The witch hunt had been just a local event, but now it was seen as a problem for the colony and the English government to solve.

   80 = Lawson’s sermon not only made the people in Salem Village more afraid of witchcraft, but it attracted the attention of people in the whole country and in England.

   continued
2. Which of the following best matches Mary Warren’s motive for accusing Elizabeth Proctor of witchcraft? [RE, SA] (Team Talk rubric)
   A. jealousy
   B. desire for land
   C. fear of behavior
   D. revenge

Provide evidence from the text to support this motive.

100 = Mary Warren was the Proctors’ servant and had been punished by them. Earlier in the text, John Proctor remarked that he stopped Mary’s strange behavior and fits once with a good whipping. Since Mary was their servant, she had probably been punished more than once for making mistakes while working. Therefore, Mary would have desired some revenge for what she felt was poor or unfair treatment from the Proctors.

90 = Mary Warren was the Proctors’ servant and had been punished by them. John Proctor said that he stopped Mary’s strange behavior and fits once with a good whipping. Mary had probably been punished more than once for making mistakes while working.

80 = Mary Warren was the Proctors’ servant and had been punished by them in the past.

3. Was it possible to get a fair trial under the circumstances described on pages 98–100? Why or why not? [DC, SA] (Team Talk rubric)

100 = No, it was nearly impossible to get a fair trial with the chaos in the meeting house. For one thing, the evidence used against people was impossible to refute because the words and actions of the girls were the only proof required. Additionally, the girls’ behavior in the courtroom caused such confusion that it was difficult to think clearly. It was hard to record what was happening at times. This shows that the conditions of the court made it difficult to judge the accused fairly.

90 = No, it was almost impossible to get a fair trial with all the confusion in the meeting house. The evidence used against people was impossible to deny because the words and actions of the girls were the only proof needed. Their behavior in the courtroom caused such confusion that it was difficult to think clearly and write down what was happening.

80 = It was almost impossible to get a fair trial based on the kind of evidence that was allowed for an accusation and the amount of noise during the questionings.

continued
Team Talk Questions continued

4. Use the most important ideas from today’s reading to write a summary of this section of the text. (Write) [MI] (summary rubric)

100 = As the hysteria over witches increased, accusations of witchcraft were made based on any trivial incident such as the arrest of Sarah Cloyse after she left a church service in anger. More judges were brought to Salem Village to continue the examinations. Although there were seven judges in charge of the court, the examinations grew wilder, and the accusations made by the girls grew more horrific. According to court records, no attempts were made to keep the examinations from turning into bedlam or to restore order.

90 = Claims of witchcraft were made based on any small event such as the arrest of Sarah Cloyse after she left a church service in anger. More judges were brought to Salem Village to question newly arrested witches. The seven judges in charge of the court had little power to control the afflicted girls during the questionings, and they did not try to keep the meetings from turning into confusion.

80 = Claims of witchcraft were made based on any small event such as the arrest of Sarah Cloyse. More judges were brought to Salem Village to do the questioning. The seven judges in charge of the court did little to maintain control of the events.

5. What is a synonym for the word din? What is an antonym for the word din? [CV]

The word din means a loud, constant noise, so a synonym is the word uproar. An antonym for din is the word silence.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

(15 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Definition</th>
<th>Sample Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpreted</td>
<td>in-ter-pret-ed (in-TUR-preht-ed)</td>
<td>explained or made understandable</td>
<td>Because she speaks Greek, Zoe <em>interpreted</em> what the visitors from Athens were saying.</td>
</tr>
<tr>
<td>matriarch</td>
<td>ma-tri-arch (MAY-tree-ark)</td>
<td>a female who heads a family</td>
<td>Our grandmother, who came from Ireland in the early part of last century, is the <em>matriarch</em> of our family.</td>
</tr>
<tr>
<td>solemnly</td>
<td>so-lemn-ly (SAH-lem-lee)</td>
<td>done in a serious or gloomy way</td>
<td>The Marine honor guard marched <em>solemnly</em> during the funeral ceremony.</td>
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<td>The Marine honor guard marched <em>solemnly</em> during the funeral ceremony.</td>
</tr>
<tr>
<td>din</td>
<td>din (DIN)</td>
<td>a loud, constant noise</td>
<td>The crowd’s disagreement with the referee’s call caused a <em>din</em> in the stadium.</td>
</tr>
<tr>
<td>indignation</td>
<td>in-dig-na-tion (in-dig-NAY-shun)</td>
<td>anger over injustice</td>
<td>He felt great <em>indignation</em> over the people being sold as slaves.</td>
</tr>
<tr>
<td>preliminary</td>
<td>pre-li-mi-nar-y (pre-LIH-min-air-ee)</td>
<td>necessary before something else can happen</td>
<td>Preheating the oven is a <em>preliminary</em> step for baking a cake.</td>
</tr>
<tr>
<td>tribunal</td>
<td>tri-bu-nal (trih-BYU-nal)</td>
<td>a court of justice</td>
<td>The <em>tribunal</em> decided that the man was not guilty of the crime.</td>
</tr>
<tr>
<td>accountable</td>
<td>a-count-a-ble (ah-COUNT-ah-bul)</td>
<td>responsible for something</td>
<td>The ship’s captain was <em>accountable</em> for crashing his vessel into the iceberg.</td>
</tr>
</tbody>
</table>
Lesson 3

**Reading Objective:** Develop an effective summary with relevant supporting details.

**Teacher Background**

As the jails in Salem Village fill with suspected witches, Mary Warren attempts to recant her earlier testimony, saying that she and the other girls have been lying all along, but no one believes her. Instead, she finds herself accused of joining ranks with the witches. New accusations of witchcraft seem to have their roots in conflicts over power, land, and money, and even the wealthiest and most respected citizens find themselves under close scrutiny. Those people foolish enough to confront their accusers invariably end up in jail or are forced to flee to other colonies to avoid prosecution. Robert Calef, a Boston businessman, writes a mocking criticism of Cotton Mather, a key leader of the witch hunt. Soon Calef himself stands accused, but instead of running from the accusation, he slaps the girls with a slander suit, and his case is quietly dropped. George Burroughs, former minister of the town, is not so lucky. He is convicted on the testimony of his two dead wives and is identified as the wizard at the center of the epidemic.

**Teacher’s Note:**
Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

**Active Instruction**
(15–25 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

**Sample Think Aloud**

I saw an interesting word on page 76. It is the word *vanity*, found in the sentence “She could see that she had wounded his vanity, and in spite of her danger she found him ridiculous.” (Model looking up *vanity* in the dictionary.) When I look up the word *vanity* in the dictionary, I see that it means excessive pride in one’s appearance, qualities, or achievements. In the context of the book, this definition makes sense. Judge Hathorne was described as proud and did not think he could make a mistake. He took Martha Corey’s comments and laughter as a personal insult. From the dictionary entry, I learn that the word *vanity* is a form of the word *vain*, which comes from the Latin word *vanus*, meaning empty.

**Sample Word Map**

- *vanity*: excessively proud
- *vain*: without real significance or importance
- Latin root: *vanus*, meaning empty

Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
5. Introduce the words slander and libel to students. Explain that slander and libel are malicious, false, or defamatory statements. According to the law, slander is a spoken statement and libel is a written statement. Although laws vary from state to state, generally speaking, if someone makes a slanderous remark and is then sued by the subject of that remark, the slanderer has to prove the validity of his or her statement.

Interactive Read Aloud

1. Read pages 101–104 (ending at paragraph 1) aloud.
2. Use Think-Pair-Share to ask:
   What situation did Mary Warren land herself in? Does this relate to the important ideas that we have discussed? Why or why not?
   Mary Warren tried to back out of the witch trials by claiming that she and the other girls were pretending to be afflicted. But after saying this, she was accused of being a witch. So if she continued to say that she and the other girls lied, she would go to jail with the other witches, but if she said that she had given in to the witches and signed the book, but repented, she would be free. We said that it was important that anyone could be accused of witchcraft for just about any reason. Mary Warren was accused just because she tried to tell the truth.
3. Use Think-Pair-Share to ask:
   What important ideas from the text would you include in a summary?
   Mary Warren attempted to remove herself from the witch trials but found herself accused of being a witch. She repented her witchcraft and was allowed to remain free. The prison filled up as more people were accused of witchcraft.
**Teamwork**

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: pages 104 (paragraph 1)–115 (paragraph 1) aloud with partners. (if skipping Interactive Read Aloud, pages 101–115 [paragraph 1])

2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

**Team Discussion**

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
Create a Summary

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Rubric Rating</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The author points out that in the case of Mr. and Mrs. English, “The principal evidence against them was supplied by a man who had lost a lawsuit to Mr. English” (page 107). What argument do you think the author is making about some of the accusations? [AP, AA] (Team Talk rubric)</td>
<td>100 = The author includes this to show that some accusers might have had motives other than religious fervor for naming people as witches. I know from the earlier reading that there were many quarrels among the people of Salem Village and a distrust of wealthy land owners. For example, the Putnams seemed to target the Nurse family for similar reasons. This shows that witchcraft became an excuse to continue or finish feuds between different families.</td>
<td></td>
</tr>
</tbody>
</table>
90 = The author includes this to show that some accusers might have had reasons other than fear of the devil for naming people as witches. There were many arguments among the people of Salem Village and a distrust of wealthy land owners. The Putnams seemed to dislike the Nurse family for similar reasons.  
80 = The author wants to show that some people seemed to name others as witches for revenge or as part of family arguments. |
| 2. How were Mrs. Corey’s and Mrs. Cary’s reactions to the accusation of witchcraft similar and different? Provide evidence for your response. [RE, SA] (Team Talk rubric) | 100 = Both Mrs. Corey and Mrs. Cary believed that if they confronted their accusers, they could not be arrested for witchcraft. However, both women were arrested when they went into town to clear their names. They were also both unaware of how eager the people of Salem were to arrest suspected witches. Unlike Mrs. Corey, Mrs. Cary was rescued from prison and escaped to New York. Both women are examples of how people were unwilling to listen to reason during the hysteria. |  
90 = Both Mrs. Corey and Mrs. Cary believed that if they talked to their accusers, they could not be arrested for witchcraft. Both women were arrested when they went into town to do this. They did not know how much the people wanted to arrest suspected witches. Unlike Mrs. Corey, Mrs. Cary was saved from prison and escaped to New York.  
80 = Both women believed that they would not be found guilty if they talked to their accusers, but they were arrested anyway. But Mrs. Cary had enough influence to get out of jail. |
3. Which of the following is the best reason behind the accusation against George Burroughs? [DC, SA] (Team Talk rubric)
   A. Ann Putnam Senior still held a grudge against her former minister.
   B. Someone still wanted the small amount of money that was owed to him.
   C. Mr. Parris was jealous of the respect that the people had for their former minister.
   D. The brave men who defended him before regretted their decision.

What makes this the best reason?

100 = The evidence provided against Mr. Burroughs seemed to come from Ann Putnam Senior. According to the text, young Ann Putnam claimed to have seen the ghosts of Mr. Burroughs's first two wives, but those women died before she was born. However, her mother knew both of Mr. Burroughs's wives before they died. She could have told her daughter about them. This shows that Ann Putnam Senior influenced or instructed her daughter to accuse Mr. Burroughs to resolve an old grudge.

90 = The evidence given against Mr. Burroughs seemed to come from Ann Putnam Senior. Young Ann Putnam said that she saw the ghosts of Mr. Burroughs's first two wives, but those women died before she was born. Her mother knew both of Mr. Burroughs’s wives before they died and could have told her daughter about them.

80 = Young Ann Putnam gives evidence against Mr. Burroughs that she would not have known about, but which her mother would have known.

4. Use the most important ideas from today’s reading to write a summary of this section of the text. (Write) [MI] (summary rubric)

100 = As the witch hunt continued, the stories and accusations of the girls started to fall apart, or people were successful in escaping the influence of Salem Village. Some of the accused fled to New York when they could, or they used their wealth and power to be released from jail. Meanwhile, ministers and other people living in Boston began to doubt the legitimacy of the Salem trials. However, the village continued its course and identified the source of the witchcraft in its former minister.

90 = As the witch hunt continued, the stories and accusations of the girls started to fall apart, or people were able to escape the area. Some of the accused ran away to New York when they could, or they used their power to get out of jail. At the same time, people living in Boston began to think the witch trials were wrong. But the village continued to hunt and identified their old minister as the cause of the witchcraft.

80 = Some of the stories and accusations made by the girls fell apart when people were released or escaped to New York. Some began to think what was happening in Salem Village was wrong. The villagers accused their old minister of being the cause of all the witchcraft.

continued
Team Talk Questions continued

5. “Sarah Cloyse was awaiting preliminary examination, with enough evidence coming forward to guarantee her imprisonment.” In this sentence, the word preliminary most nearly means— [CV]

   A. concluding.
   B. torturous.
   C. straightforward.
   D. introductory.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Class Discussion

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.
Lesson 4

Reading Objective: Develop an effective summary with relevant supporting details.

Teacher Background

Trials of the accused begin at last. The same insubstantial evidence is admitted at trial as it was at the preliminary examinations, and all who are tried are convicted and eventually hanged. Giles Corey avoids trial by refusing to enter a plea. He is pressed to death instead, but he becomes a symbol of courage to many who oppose the witch hunt. In all, twenty people are put to death, and many more die in prison. The epidemic dies down almost as quickly as it arose, and the residents of Salem Village begin to count the toll. In addition to those who have been executed or who have died in jail, countless others have lost property or been forced to flee. Those held in jail are not released until they can pay for their board and other fees. Moreover, because people have neglected their daily duties during the course of the examinations, the entire town is in disrepair and suffering shortages of food and other goods. In many cases, people’s lives are ruined. Over the years, several key players publicly repent of their roles, among them Ann Putnam and Judge Sewall. Not until the 1950s are the names of the last witches cleared. Yet some traces of good come from this terrible epidemic. In particular, the court system is strengthened by the elimination of spectral evidence and guilt by association and by the new presumption that defendants are innocent until proven guilty.

Teacher’s Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Active Instruction

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.

3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize story events, ask questions about the text, and make some predictions. Use Random Reporter to have teams share their discussions.
5. (Optional) If you have access to the Internet, visit law2.umkc.edu/faculty/projects/ftrials/salem/circleofaccusations.html to discuss with students the diagram of how and why people in Salem Village were accused of witchcraft (or draw a similar diagram yourself to show students). Have students discuss which categories the accused belong in.

Interactive Read Aloud
1. Read pages 115 (paragraph 2)–121 aloud.
2. Use Think-Pair-Share to ask:

   Earlier in the text, we discussed the impossibility of a fair trial for the people accused of witchcraft. How does this section of the text support this idea?

   Rebecca Nurse was initially found not guilty by the jury, who were then told to return with a guilty verdict for her. She was accused of murdering two people through witchcraft, but witnesses who had attended the deathbeds of the two people she was accused of killing wrote statements denying her role in the deaths. This convinced the jury at first. The judges told the jury to rethink its verdict and not to return unless they had found her guilty. The jury eventually did.

   Why do you think the jury agreed to the judges’ demands?

   It seems like anyone who opposed the accusations or who disagreed with the witnesses to witchcraft eventually found themselves accused of witchcraft. The jury, despite their beliefs about Rebecca Nurse’s innocence, did not want to find themselves on trial for witchcraft. They probably took the easiest and safest course.
3. Use **Think-Pair-Share** to ask:

**What are the important events in this section that lead up to the turning point in the witch trials?**

*As the trials began, it was clear that they would return the same results as the examinations. The same evidence and witnesses testified at the trials. The judges still firmly believed that the accused were guilty of witchcraft. The initial trials all returned guilty verdicts and death sentences for the witches. The only people who were executed were those who maintained their innocence.*

---

**Sample Graphic Organizer**

<table>
<thead>
<tr>
<th>Returned same results as examinations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- same judges</td>
</tr>
<tr>
<td>- same evidence</td>
</tr>
<tr>
<td>- same witnesses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unfair:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Rebecca Nurse</td>
</tr>
<tr>
<td>found not guilty, but jury forced to change their verdict</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Twenty people executed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- only those who maintained innocence were executed</td>
</tr>
</tbody>
</table>

| Early trials all returned guilty results |

---

**Teamwork**

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: [pages 122–133 aloud with partners.](#) (if skipping Interactive Read Aloud, pages 115 [paragraph 2]–133)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion.

2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.

3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

<table>
<thead>
<tr>
<th>Team Talk Questions</th>
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</thead>
<tbody>
<tr>
<td>1. The actions of the girls on pages 123 and 124 could best be described as—</td>
</tr>
<tr>
<td>[RE, DC] (Team Talk rubric)</td>
</tr>
<tr>
<td>A. determined to receive justice for their suffering.</td>
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<tr>
<td>B. \textit{desperate to remain in the spotlight}.</td>
</tr>
<tr>
<td>C. eager to find all the witches in town.</td>
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<tr>
<td>D. helpful to those seeking to identify witches.</td>
</tr>
<tr>
<td>What evidence supports this description?</td>
</tr>
<tr>
<td>100 = \textit{The girls seemed to accuse anyone who opposed them in any way as the fervor to hunt witches died down}. \textit{For example}, they accused Judge Corwin’s mother-in-law of witchcraft after he showed \textit{leniency} toward people who were arrested; the wife of Sir William Phips, the royal governor; and the wife of an important clergyman who was an \textit{enthusiastic} hunter of witches. \textit{This shows that they were trying to accuse prominent} people to create \textit{scandal} and keep the attention on them.</td>
</tr>
<tr>
<td>90 = The girls seemed to accuse anyone who disagreed with them as people lost interest in hunting witches. \textit{They accused Judge Corwin’s mother-in-law of witchcraft after he gave lighter sentences to people in jail; the wife of Sir William Phips, the royal governor; and the wife of an important clergyman who had helped to hunt witches.}</td>
</tr>
<tr>
<td>80 = The girls seemed to accuse anyone who disagreed with them, or they chose important people to blame for witchcraft.</td>
</tr>
</tbody>
</table>
2. How did the Salem witch trials add to the problems already faced by the Massachusetts colony before the trials started? Support your response with evidence from the text. [RE, SA] (Team Talk rubric)

100 = The colony was already facing political problems, trouble with Indians, and the general difficulties of building homes. Now many people were in debt due to the trials or had neglected their work. For example, people who had been in prison had to pay jail and court fees, which many could not do. Additionally, people neglected planting and farming crops to attend the trials, leaving the colony short of food. These show that the trials created more problems than any of the witches had been accused of doing.

90 = The colony was already facing political problems, trouble with Indians, and problems with building homes. Now many people were in debt or had not done their work. People who were in prison had to pay the jail and the court for the trials, which many could not do. Others did not plant or farm crops because they were at the trials, leaving the colony short of food.

80 = The trials left the now‑innocent people in debt because they had to pay the jail and the court for the trials. Many other people did not do any work on their farms because they were watching the trials or hunting witches.

3. What was author Nathaniel Hawthorne's opinion of his ancestor Judge Hathorne? How can you tell? [DC, SA] (Team Talk rubric)

100 = Nathaniel Hawthorne was ashamed of his ancestor's involvement with the trials, even if Judge Hathorne wasn't. I can tell because Hawthorne wrote the book The House of Seven Gables, which is about a man who brought many witches to execution and died with that memory on his conscience. Hawthorne also described the witchcraft hysteria as a “terrible delusion.” This shows that Hawthorne believed his ancestor was in the wrong for his part in the trials.

90 = Nathaniel Hawthorne was embarrassed that his ancestor was a part of the witch trials. Hawthorne wrote the book The House of Seven Gables about a man who had many witches killed and died thinking of that memory. Hawthorne described the witchcraft hysteria as a “terrible delusion.”

80 = Nathaniel Hawthorne was embarrassed that his ancestor was involved with the “terrible delusion” that was the Salem witch trials.
Team Talk Questions continued

4. Use the most important ideas from today’s reading to write a summary of this section of the text. (Write) [MI] (summary rubric)

100 = After twenty people were executed, the residents of Salem Village lost their desire to hunt witches. The afflicted girls continued to make accusations, but the judges and other townspeople did not believe them. The remaining prisoners were declared innocent but were burdened with many debts along with the whole colony, which had neglected work to watch the spectacle. Most people involved with the witch hunt lived out their days in obscurity or guilt for their part in the trials. Meanwhile, the colony changed its laws regarding the accusation of witches to prevent such events from happening again.

90 = The people of Salem Village did not want to hunt more witches. The girls continued to make accusations, but no one believed them anymore. The prisoners were freed, but they had to pay back debts along with the whole colony, which had stopped working. Most people involved with the hunt stayed out of the public eye. Meanwhile, the colony changed its laws so the events in Salem Village could not happen again.

80 = The people of Salem Village stopped hunting witches and stopped believing the girls. The colony was in trouble because people were left poor by the trials and because they had failed to do work. The colony changed its laws to keep a witch hunt from happening again.

5. solemnly indignation

How could you solemnly express your indignation at a rule or law that was recently made? [CV]

Since solemnly means seriously, you could write a letter to a political leader to express your anger or displeasure with the law.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.

6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

7. If some teams finish ahead of others, have them practice their fluency.

8. Award team celebration points for good team discussions that demonstrate 100-point responses.
Class Discussion

(20 minutes)

Lightning Round

1. Use Random Reporter to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.

2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   How many points did your team earn today?

   How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

   • Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Lesson 5

**Writing Objective:** Develop the topic with relevant details.

**Teacher Background**
Students should continue to develop the skills they practiced in the first cycle of this lesson and in earlier lessons.

**Active Instruction**

(10 minutes)

**Partner Vocabulary Study**
1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

**Vocabulary**
1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use Random Reporter to have the teams share one word that they know and one word that they need to study further. Use Random Reporter to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Tell students that they will write an informative piece about the opposition to the Salem witch trials. Remind students that their writing should be free from personal opinion.

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Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective. Introduce the writing project.
5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

**Writing Prompt**

As word of the witch trials spread to bigger cities and other colonies, opposition to the events taking place in Salem also grew. Use evidence from the text to describe the actions and opinions of people who opposed the trials.

Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

The purpose for writing is to explain ideas or information on a topic. I am asked to describe the actions and opinions of people using evidence from the text. I am not asked to make a claim or write a literary response.

6. Refer students to the following writer’s guide in their student editions. Point out that this guide for writing to inform or explain is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

**Writing to Inform or Explain**

<table>
<thead>
<tr>
<th>Ideas</th>
<th>Organization</th>
<th>Style</th>
<th>Mechanics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clearly introduce the topic.</td>
<td>• Begin by introducing the topic.</td>
<td>• Use words and phrases that help a reader understand how the facts or events are related.</td>
<td>• Use correct punctuation, capitalization, spelling, and grammar.</td>
</tr>
<tr>
<td>• Develop the topic with relevant details.</td>
<td>• In the middle, provide facts, examples, or events that help a reader understand the information.</td>
<td>• Include details or examples that help a reader make a mind movie.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• End with a closing statement that supports the information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guidelines relate to our writing objective: to develop the topic with relevant details?**

The guidelines for ideas and organization relate to our writing objective.

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.
Model a Skill

1. Remind students that the writing objective for this unit is to develop the topic with relevant details. Use **Think-Pair-Share** to ask:

   **How can you determine which details are relevant for the topic?**

   *I should look for the important ideas that tell me the most about the topic of the text. These are some of the same important ideas that I was looking for when I summarized the text. These ideas will best explain the topic.*

2. Display the following sample passage.

   As news of the witch trials spread, it reached a larger audience that had different views from the people of Salem Village. For example, people living in Boston tended to be better educated, and from the beginning, many there did not believe the accusations made in the trials. More importantly, they disagreed with the methods of the judges and refused to believe that the accused witches were receiving fair trials if spectral evidence was allowed. Cotton Mather disagreed with those who said spectral evidence was unfair and went to Salem Village himself to watch the trials. Other ministers wrote sermons and pamphlets to encourage the people involved with the trials to remember the rights of the accused.

3. Use **Think-Pair-Share** to ask:

   **Is all the information in this selection relevant to the topic? Why or why not?**

   *The topic of the writing project is the people who opposed the witch trials and the actions they took during the trials. There is information in this selection about Cotton Mather, who was an enthusiastic supporter of the witch trials. This information is unnecessary and should be removed. The most important ideas for this paragraph will be about people who opposed the trials.*

Teamwork

(20 minutes)

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

**Team Discussion**

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.

3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.

Class Discussion (30 minutes)

Lightning Round

Randomly select a writing project from one or two teams’ piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer’s guide for writing to inform or explain and the writing objective—to develop the topic with relevant details.

Using the writer’s guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- Does the writer introduce the topic clearly?
- Does the writer provide details that are relevant to the topic of the text?
- Does the writer provide facts that help the reader understand the topic?
- Does the writer use correct punctuation, spelling, and grammar?

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? How did it help you write your draft?

*Answers will vary.*

What was the most useful feedback that you received? How did it affect your revisions?

*Answers will vary.*

Did you find it difficult to include only information that was relevant to your topic? How did you keep your writing focused?

*Answers will vary.*
Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   **How many points did your team earn today?**

   **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Writing Prompt

As word of the witch trials spread to bigger cities and other colonies, opposition to the events taking place in Salem also grew. Use evidence from the text to describe the actions and opinions of people who opposed the trials.

<table>
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| **Ideas** | • Clearly introduce the topic.  
• Develop the topic with relevant details. |
| **Organization** | • Begin by introducing the topic.  
• In the middle, provide facts, examples, or events that help a reader understand the information.  
• End with a closing statement that supports the information. |
| **Style** | • Use words and phrases that help a reader understand how the facts or events are related.  
• Include details or examples that help a reader make a mind movie. |
| **Mechanics** | • Use correct punctuation, capitalization, spelling, and grammar. |
As news of the witch trials spread, it reached a larger audience that had different views from the people of Salem Village. For example, people living in Boston tended to be better educated, and from the beginning, many there did not believe the accusations made in the trials. More importantly, they disagreed with the methods of the judges and refused to believe that the accused witches were receiving fair trials if spectral evidence was allowed. Cotton Mather disagreed with those who said spectral evidence was unfair and went to Salem Village himself to watch the trials. Other ministers wrote sermons and pamphlets to encourage the people involved with the trials to remember the rights of the accused.
Lesson 6

**Reading Objective:** Develop an effective summary with relevant supporting details.

**Writing Objective:** Develop the topic with relevant details.

**Teacher Background**

Today’s cycle test continues to challenge students to organize the important information that they have read throughout the cycle and recorded on their graphic organizers to construct a summary of the text.

Today students will read the afterword of *The Witchcraft of Salem Village* in which they will learn the history and context of the witch hunts that took place in Salem Village in 1692. The text explains the research that various religions and churches did on witchcraft to create the common signs and tests that were used in the trials. The text delves into the beliefs that religious people had about the devil and witchcraft during the Middle Ages and later. Students will also read an alternate reason that some researchers have suggested as the cause of the witch hysteria.

**Active Instruction**

(5 minutes)

**Partner Vocabulary Study**

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.

2. Spot check the Read and Respond homework.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.

2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

3. Remind students of the text, author, and reading and writing objectives.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.
Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing developing an effective summary with relevant supporting details and developing the topic with relevant details. Use Think-Pair-Share to ask:

   **How have you been deciding which details are the most important for summarizing the text?**

   The most important details are those that relate the most to and give the most information about the topic. These details should help readers understand what was happening in Salem Village from a summary.

   Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.

2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.

3. Point out that question #1 asks about creating a summary.

4. Ask students to identify key words or phrases in question #1.

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

   **Today you will read information to give you more background on the persecution of witches in Europe and the colonies.**

Test

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.
Teamwork (10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Class Discussion (10 minutes)

Lightning Round

1. Use Random Reporter to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

   - **How many points did your team earn today?**
   - **How can your team earn more points?**

   Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.
   - Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.
Cycle 2 Test

Create a Summary

**Directions:** Read *The Witchcraft of Salem Village*, pages 134–144, and answer the following questions on a separate piece of paper.

Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension (100 points)**

1. Using the important points found in the last paragraph of page 143, summarize what happened in Salem Village. [MI]

   **20 points** = In the winter of 1692, young Puritan girls in Salem Village had their fortunes read and heard stories about magic from a black slave. Nervous that they were breaking strict Puritan rules, they pretended to be afflicted by witchcraft and accused the slave and several unpopular women in the village of causing it. Rumors, suspicion, and old village feuds caused a witch-hunting hysteria to develop, over which the afflicted girls had direct power. Their accusations ranged from anyone who was unpopular to anyone who doubted that the girls were cursed, and the court accepted their claims. Twenty of the accused were executed, and many more died while in prison. After the fervor died down, the people involved with the trials generally felt ashamed of their actions because they believed they had been misled by the girls.

   **15 points** = In the winter of 1692, young Puritan girls in Salem Village had their fortunes read and heard stories about magic from a black slave. Afraid that they were breaking religious rules, they pretended to be cursed by witches and blamed the slave and several unpopular women in the village. Gossip, distrust, and old village feuds caused a witch hunt that the cursed girls controlled. They blamed anyone who was unpopular or who did not believe them. Twenty people were executed, and many more died while in prison. After the excitement died down, the villagers felt sorry for their actions because they had been lied to.

   **10 points** = When several young Puritan girls became nervous that they were breaking religious rules, they pretended to be cursed by witches. They were able to accuse anyone, whether unpopular or well respected, of being a witch. Gossip, distrust, and old family fights led the village into a witch hunt. Twenty people were executed, and many more died in prison while waiting for trials before the excitement died down. Most participants in the hunt felt that they had made a mistake.
2. The Salem witch trials could best be described as the— [RE, MI, SA]
   A. cause of the decline of the Massachusetts Colony's independence.
   B. climax of the developing ill will and jealousy in the town.
   C. best answer to the increasing number of witches in the village.
   D. reason behind the failure of the Puritan faith in the late 1600s.

Support your selection with evidence from the text.

20 points = The trials were the climax of the ill will and jealousy between neighbors in the town based on the importance of some of the accused. For example, the Putnams were especially cruel toward the Nurse family. Not only did young Ann Putnam accuse the women of the Nurse family, but her mother joined her. According to the text, the Nurse family was respected, but some people resented their wealth and importance. The behavior of the Putnams shows that people used the witch accusations as an excuse to punish their enemies.

15 points = The trials were the peak of the ill will and jealousy between neighbors in the town based on the importance of some of the accused. The Putnams were cruel toward the Nurse family. Both young Ann and older Ann Putnam accused the women of the Nurse family of witchcraft. The Nurse family was respected, but some people disliked their wealth and importance.

10 points = The behavior of certain families in the town, such as the Putnams, toward the accused shows that a lot of ill will and jealousy had built up in Salem Village.

3. Why does the author of the text include the word civilized in quotation marks on page 141? How does this relate to the important ideas in the text? [MI, CV, AP]

20 points = The quotation marks around the word civilized indicate that the author does not consider the actions of people during the witch hysteria to be enlightened or intelligent. It took very little actual evidence to accuse or find a person guilty of witchcraft. In Salem Village, accusations were likely made because of intolerance, jealousy, or revenge, and the trials required little reason or credible evidence. Therefore, the twenty people executed in Salem were victims of the uncivilized thinking that was common at that time.

15 points = The quotation marks around the word civilized show that the author does not think the actions of people during the witch hysteria were enlightened or intelligent. It took very little proof to accuse or find a person guilty of witchcraft. In Salem Village, accusations were likely made because of narrow-mindedness or jealousy or to get back at enemies, and the trials required little reason or believable evidence.
10 points = The author is showing that she believes that accusations of witchcraft based on family fights or jealousy, declarations of guilt, and executions with little proof are examples of an uncivilized society.

4. On pages 134–140, the author gives background on the study of witchcraft. How does this information help your understanding of the text? [MI, AP]

20 points = The background information describes how people, including those who lived in Salem Village, thought about witchcraft and the work of demons at the time of the witch trials. For example, people believed that demons frequently worked to disrupt the church and steal its followers. The accusations and claims made by the girls in Salem, such as the appearance of a dark man talking to the witches or birds flying around them, match the popular beliefs in demons and familiars that were researched by scholars in the 1500s. This shows that the girls of Salem Village were familiar with the images associated with witchcraft. I think this made their pretending more convincing.

15 points = The background information describes how people thought about witchcraft and the work of demons at the time of the witch trials. People believed that demons often worked to upset the church and steal its followers. The accusations and claims made by the girls in Salem, such as a dark man talking to the witches or birds flying around them, match beliefs in demons and familiars that were studied by scholars in the 1500s.

10 points = The background information shows that the girls living in Salem Village knew about witchcraft and the signs of it because they reported seeing the kinds of things written about in studies of witchcraft.

5. Some scholars believe a fungus might have caused the witch hysteria in Salem Village. Why do you think this theory is rejected by most historians? Support your thinking. [DC, SA]

20 points = The theory that a fungus caused the witch hysteria does not seem to be supported by the evidence available to most historians. There is no evidence that there was a problem with the grain crop in Salem Village. For example, the only people affected were the girls who had gone to visit Tituba. If there had been a problem with the grain, I would think that other residents in the village would have experienced the same hallucinations and sickness. Someone would have written about a whole village suffering from sickness. This shows that historians use available evidence to explain events in the past.

15 points = The idea that a fungus caused the witch excitement does not seem to have any proof. The only people who were sick were the girls who had gone to visit Tituba. If there had been a problem with the grain, I would think that other residents in the village would have had the same sickness. Someone would have written about it if the whole village had been sick.
Part II. Writing (100 points)
Write at least a paragraph to answer the following question:
In 1604, King James I passed a law that witchcraft was punishable by death after the first offense. Describe how the Massachusetts Colony viewed this law after their witch trials in 1692.

After the Salem Village witch trials, Massachusetts sought to end the persecution of witches in its colony. The people of Massachusetts saw the hysteria of the witch trials as a mistake. The judges and jurors involved in the trial publicly recanted their opinions and statements from the trials. For example, all twelve jurors signed a document apologizing to the survivors and family members of the executed witches. At least one judge, Samuel Sewall, felt truly remorseful for his part in the trials and participated in a day of fasting each year for the rest of his life. Although witchcraft was still punishable by death under England’s laws, the courts of Massachusetts made it harder to accuse someone of witchcraft, and executions stopped. England continued to try and execute witches for about a dozen more years, but its colony chose to ignore this law.

The following guide is used to score part II of the cycle test.

<table>
<thead>
<tr>
<th>Writing to Inform or Explain</th>
<th></th>
</tr>
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<td>Ideas</td>
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</tr>
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<td>• Clearly introduces the topic</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>• Develops the topic with relevant details</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td></td>
</tr>
<tr>
<td>• Begins by introducing the topic</td>
<td>0–25 pts.</td>
</tr>
<tr>
<td>• In the middle, provides facts, examples, or events that help a reader understand the information</td>
<td></td>
</tr>
<tr>
<td>• Ends with a closing statement that supports the information</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td></td>
</tr>
<tr>
<td>• Uses words and phrases that help a reader understand how the facts or events are related</td>
<td>0–25 pts.</td>
</tr>
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<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>• Uses correct punctuation, capitalization, spelling, and grammar</td>
<td>0–10 pts.</td>
</tr>
<tr>
<td>Writing Objective</td>
<td></td>
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Part III. Vocabulary (100 points)

1. Write a meaningful sentence using the word tribunal. [CV]

   Accept responses that show that the student knows the meaning of the word and can use it correctly. For example: “Because the soldier committed his crime while in the army, he was put on trial by a military tribunal.”

2. “Sarah Cloyse, sister of Rebecca Nurse, smarting under her sister’s unjust arrest, stood up in meeting, looked for one moment with furious indignation at Mr. Parris in the pulpit, and then turned and marched out of the meeting house, slamming the door behind her.” In this sentence, the word indignation most nearly means—[CV]
   A. righteous disbelief.
   B. displeasure in something unjust.
   C. uncontrollable amusement.
   D. retraction of support.

3. What is a synonym for the word preliminary? What is an antonym for the word preliminary? [CV]

   A synonym for preliminary is initial or beginning. An antonym for preliminary is final or concluding.

4. The vocabulary word matriarch comes from the Latin root matri, meaning mother, and arch, meaning ruler. How do the meanings of these roots relate to the meaning of matriarch? [CV]

   The word matriarch means a female who heads a family. The female head of the family is probably the mother. The head of the family is the ruler of the family, so the matriarch is the mother ruler of the family.

5. In which of the following sentences is the word interpreted used incorrectly? [CV]

   A. I interpreted the directions for my brother by reading them to him in Spanish, much to his annoyance.
   B. None of us were doctors, so a nurse interpreted what the surgeon wrote on the pad for us.
   C. Because the writing was so old and strange, it could not be interpreted by modern people.
   D. Luis interpreted the carved writing on the temple walls because he was an expert in ancient languages.
6. Choose the word that belongs in the blank. [CV]

Because he was the only adult in the room, he was held _______ for the kids’ actions.

A. preliminary
B. tribunal
C. accountable
D. solemnly

7. accountable interpreted

If you interpreted a sign incorrectly, could you be held accountable for it? [CV]

Yes, you could be held accountable, or responsible. For example, if you were driving and interpreted a yield sign incorrectly, you would be at fault if you hit another car that had the right of way. You should be responsible for your mistakes.

8. Which of the following is NOT an example of a din? Explain why. [CV]

A. a chain of severe thunderstorms
B. a fireworks display on Independence Day
C. a crowd of fans cheering at a game
D. a firecracker exploding

A firecracker exploding is not an example of a din because a din is a loud, constant noise. One firecracker exploding just makes a quick loud noise. Several firecrackers going off would be an example of a din because the noise would last a long time.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. [CV]

We explored the word irked, meaning aggravated or annoyed. Monica was irked that her little sister had borrowed her favorite sweater without asking first.
10. As used in the sentence “John Hathorne never conceded that he had been mistaken, and persisted all his life in maintaining that the witches were guilty, and that the part he had acted was honorable” on page 129, conceded most nearly means— [CV]
   A. publicly refuted.
   B. acknowledged as true.
   C. pushed for consideration.
   D. invalidated statements.

   Explain how you figured out the meaning of conceded.

   Students will explain their thinking. For example, I used the context of the sentence. It says that John Hathorne believed that his decisions and verdicts at the time of the trial were correct. If he never conceded that he made a mistake, it means he didn’t acknowledge or admit it.

<table>
<thead>
<tr>
<th>Question Codes</th>
<th>Description</th>
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<tbody>
<tr>
<td>[DC]</td>
<td>Make inferences; interpret data; draw conclusions.</td>
</tr>
<tr>
<td>[SA]</td>
<td>Support an answer; cite supporting evidence.</td>
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<tr>
<td>[MI]</td>
<td>Identify the main idea that is stated or implied.</td>
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<tr>
<td>[CV]</td>
<td>Clarify vocabulary.</td>
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<tr>
<td>[AP]</td>
<td>Identify author’s intent or purpose.</td>
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<tr>
<td>[RE]</td>
<td>Analyze relationships (ideas, story elements, text structures).</td>
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<tr>
<td>[AC]</td>
<td>Author’s craft; literary devices</td>
</tr>
</tbody>
</table>
Lesson 7

**Reading Objective:** Develop an effective summary with relevant supporting details.

**Teacher Background**
During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.

**Active Instruction (20 minutes)**

**Two-Minute Edit**
1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use Random Reporter to check corrections. Award team celebration points.

**Vocabulary**
Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

**Set the Stage**
1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

   Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.
Teamwork
(25 minutes)

Team Discussion
1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.

2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.

3. As you visit teams, take this opportunity to check students’ homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher’s Note:
Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

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<table>
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<tbody>
<tr>
<td>1</td>
<td>Is your selection informational or literature? Summarize your reading. (summary rubric)</td>
</tr>
<tr>
<td>2</td>
<td>Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)</td>
</tr>
<tr>
<td>3</td>
<td>Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)</td>
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<tr>
<td>4</td>
<td>Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)</td>
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<tr>
<td>5</td>
<td>Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)</td>
</tr>
<tr>
<td>6</td>
<td>Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)</td>
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**Class Discussion**

*(15 minutes)*

**Lightning Round**

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

**Celebrate**

1. Tally up this cycle’s points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams’ test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team’s total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students’ Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students’ forms, and record the number on the teacher cycle record form after class.
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council meeting.

Teacher Background
In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.

Active Instruction
(2 minutes)

Two-Minute Edit
1. Display and have students complete the Two-Minute Edit as they arrive for class.

2. Use Random Reporter to check corrections. Award team celebration points.

Celebrate/Set Goals
(20 minutes)

1. Distribute students’ scored cycle tests. Allow a few moments for students to review them.

2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle’s top-scoring teams are determined by their points on the poster and their test scores.

3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members’ cycle scores.

4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss students’ scores.

   What was your team’s highest score?

   What score do you want to improve?

   What can the team do to improve that score?
Use **Random Reporter** to ask:

**What is your team’s goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.

6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.

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**Class Council**

(30 minutes)

1. Share class compliments.

2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?

3. Discuss a class concern, or use the scenario and discussion hints provided.

4. Have teams discuss and then use **Random Reporter** to share responses.

5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.

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**Brain Game**

(5 minutes)

1. Choose a brain game from the card set, and then play the game.

2. Use the following questions to debrief and remind students of self-regulatory strategies:

   **What did this game require your brain to do?**

   **How will use of this skill improve your success in other classes?**
Word Power Journal Sample Entries

Sample Word Map
Cycle 1

distracted

having attention diverted

incapable of behaving in a normal manner; irrational or disturbed

Latin: distractus— to draw apart

to provide a pleasant diversion

Sample Word Map
Cycle 2

vain

excessively proud

Latin root: vanus, meaning empty

without real significance or importance

vanity

excessive pride in one’s appearance, qualities, or achievements
Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

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<th>Level 8 Create a Summary</th>
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<tr>
<td><strong>English Language Arts Standards: History/Social Studies</strong></td>
</tr>
<tr>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</td>
</tr>
<tr>
<td>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</td>
</tr>
<tr>
<td><strong>English Language Arts Standards: Writing</strong></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
</tr>
<tr>
<td>W.8.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</td>
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