

# Teacher's Guide

From Cricket Media



# cobblestone®

Discover American History

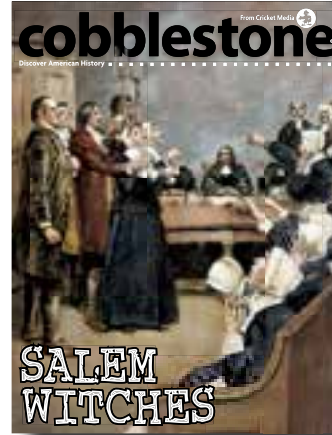
## MAGAZINE ARTICLES

|   |    |
|---|----|
| Before Salem. . . . .   | 3  |
| Expository Nonfiction 1040L   |    |
| Stressed Out . . . . .  | 6  |
| Expository Nonfiction 1210L   |    |
| The Witch Scare Begins . . . . .  | 11 |
| Expository Nonfiction 940L  |    |
| Young Puritans . . . . .  | 14 |
| Expository Nonfiction 950L  |    |
| Order in the Court! . . . . .   | 16 |
| Expository Nonfiction 1060L   |    |
| The "Late Troubles at Salem" . . . . .                                    | 21 |
| Expository Nonfiction 1070L   |    |
| Never Forget . . . . .  | 26 |
| Expository Nonfiction 960L  |    |
| Examining the Evidence:<br>An Interview with Marilynne K. Roach . . . . . | 30 |
| Interview 990L  |    |
| Modern Witch-Hunts . . . . .  | 32 |
| Expository Nonfiction 1250L   |    |
| Witchy Characters . . . . .   | 34 |
| Expository Nonfiction 1260L   |    |

# WITCHES

## Teacher's Guide for *Cobblestone: Salem Witches*

|   |    |
|---|----|
| Using This Guide . . . . .                                  | 2  |
| Skills and Standards Overview . . . . .                     | 3  |
| Article Guides . . . . .                                    | 5  |
| Cross-Text Connections . . . . .                            | 15 |
| Mini-Unit . . . . .   | 16 |
| Graphic Organizers . . . . .                                | 19 |
| Appendix: Meeting State and<br>National Standards . . . . . | 22 |



## OVERVIEW

*In this magazine, readers will learn about depictions of witches through time and modern witch-hunts.*

### ***Cobblestone: Salem Witches***

*includes information about the potential causes of the witch scare as well as its outcomes and legacy.*

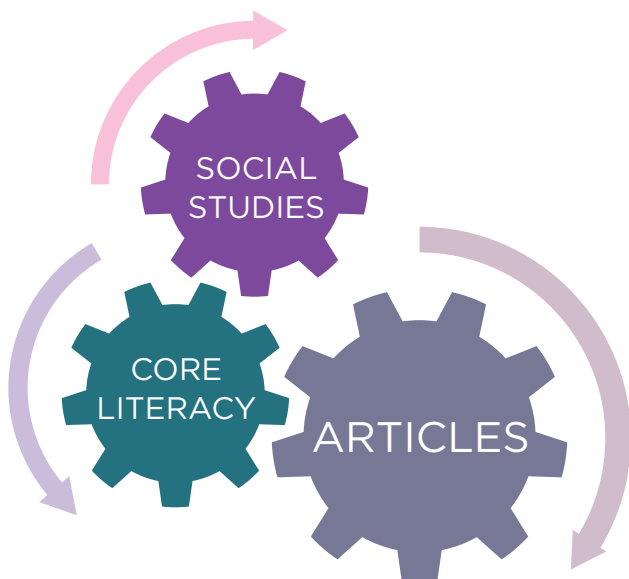
## ESSENTIAL QUESTION:

***Why did the Salem witch trials occur?***

We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles, or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

## READ INDIVIDUAL ARTICLES PAGES 4 - 14

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## TEACH A MINI-UNIT PAGES 16 - 18

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).

**Essential Question:** Why did the Salem witch trials occur?

| MAGAZINE ARTICLES  | CORE CONTENT CONCEPT   | LITERACY SKILLS   | CORRESPONDING CCSS ANCHOR STANDARDS   |
|--|--|---|---|
| <b>Before Salem</b><br>Expository Nonfiction                 | Changes in beliefs are examples of historical change.                        | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Evaluate Word Choice</li> <li>Analyze Text Structure</li> <li>Research and Write</li> </ul>                   | <i>Reading 1, 3, 4, &amp; 5</i><br><i>Writing 2 &amp; 10</i>                    |
| <b>Stressed Out</b><br>Expository Nonfiction                 | Historical events may have multiple causes.                                  | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Text Features</li> <li>Evaluate Tone</li> <li>Research and Write</li> </ul>                           | <i>Reading 1, 2, 3, 4, &amp; 5</i><br><i>Writing 3 &amp; 10</i>                 |
| <b>The Witch Scare Begins</b><br>Expository Nonfiction       | Historical events may have multiple causes.                                  | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Point of View</li> <li>Analyze Text Structure</li> <li>Write Plays</li> </ul>                         | <i>Reading 3, 4 &amp; 6</i><br><i>Writing 3</i>                                 |
| <b>Young Puritans</b><br>Expository Nonfiction               | People's perspectives are shaped by the times in which they live.            | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Visualize Imagery</li> <li>Analyze Text Features</li> <li>Present an Opinion</li> </ul>                       | <i>Reading 1, 3, 5 &amp; 7</i><br><i>Speaking &amp; Listening 1 &amp; 4</i>     |
| <b>Order in the Court!</b><br>Expository Nonfiction          | People's perspectives are shaped by the times in which they live.            | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Genre</li> <li>Evaluate Tone</li> <li>Write Persuasive Texts</li> </ul>                               | <i>Reading 1, 2, 4 &amp; 5</i><br><i>Writing 1</i>                              |
| <b>The "Late Troubles at Salem"</b><br>Expository Nonfiction | People's perspectives shape the historical sources they create.              | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Literary Devices</li> <li>Analyze Multiple Perspectives</li> <li>Write Informative Texts</li> </ul>   | <i>Reading 1, 3, 5 &amp; 9</i><br><i>Writing 2</i>                              |
| <b>Never Forget</b><br>Expository Nonfiction                 | People's perspectives shape the memorials they create.                       | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Evaluate Tone</li> <li>Visualize Imagery</li> </ul>   | <i>Reading 1, 2, 3, &amp; 4</i><br><i>Speaking &amp; Listening 1, 2 &amp; 4</i> |
| <b>Evaluating the Evidence</b><br>Expository Nonfiction      | People's perspectives shape the historical sources they create.              | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Analyze Interview</li> <li>Evaluate Tone</li> <li>Conduct a Survey</li> </ul>                                 | <i>Reading 1, 2, 3, 4 &amp; 5</i><br><i>Speaking &amp; Listening 1 &amp; 4</i>  |
| <b>Modern Witch-Hunts</b><br>Expository Nonfiction           | Changes in government offices and rulings are examples of historical change. | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Determine Author's Purpose</li> <li>Analyze Text Structure</li> <li>Debate a Topic</li> </ul>                 | <i>Reading 1, 3, 5 &amp; 6</i><br><i>Speaking and Listening 1 &amp; 2</i>       |
| <b>Witchy Characters</b><br>Expository Nonfiction            | People's perspectives shape the texts they create.                           | <ul style="list-style-type: none"> <li>Close Reading</li> <li>Interpret Visual Information</li> <li>Interpret Figurative Language</li> <li>Write Narrative Texts</li> </ul> | <i>Reading 1, 3, 4, &amp; 7</i><br><i>Writing 3</i>                             |

**Comparing Texts:** CCSS Reading 9

**Mini-Unit:** CCSS Reading 1, Reading 7, Writing 2, Writing 3, Writing 9, Writing 10




# ARTICLE: Before Salem

Magazine pages 2 - 5, Expository Nonfiction



The Salem witch trials grew out of an atmosphere of fear that had spread across Europe and into the New World.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** Changes in beliefs are examples of historical change.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Read myths about the ancient goddesses mentioned. Note any ties to witchcraft in the myths.

## KEY VOCABULARY

**delusions (p. 3)** a belief that is not true

**hysteria (p. 5)** a situation in which many people behave or react in an extreme or uncontrolled way because of fear, anger, etc.

**means (p. 3)** a way of doing something or of achieving a desired result

**scale (p. 4)** the size or level of something, especially in comparison to something else

## PREPARE TO READ

Ask the students to draw witches. Compare their illustrations and discuss what a witch is. Ask them where they developed their understanding of the word.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does the title suggest about the topic of the article? Highlight details from the text that support your analysis. *CCSS Reading 1*
- Cite details from the text that explain the differences between how witchcraft was treated in the colonies and Europe. *CCSS Reading 1 & 3*

### Craft and Structure

- **Evaluate Word Choice** Underline words in the text that indicate that witches aren't real but were merely believed to be real. Note other devices the author uses to create this distinction. *CCSS Reading 4*
- **Analyze Text Structure** How did the author choose to structure this article? How does this structure impact your understanding of the topic and theme? *CCSS Reading 5*

## WRITING

**Research and Write** Research the methods of punishing witches and write an essay explaining each method.

# ARTICLE: Stressed Out

Magazine pages 6 - 10, Expository Nonfiction



Many factors, including strained relationships with neighbors and England, caused stress for the Puritans in Salem, leading them to eventually blame the Devil and those who followed him.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** Historical events may have multiple causes.

## CROSS-CURRICULAR EXTENSION

**Science** Research the environment around the communities of Salem. What natural resources were available? How have humans impacted the environment?

## KEY VOCABULARY

**corrupt (p. 6)** to cause (someone or something) to become dishonest, immoral, etc.

**irrelevant (p. 9)** not important or relating to what is being discussed right now

**straggle (p. 8)** to walk slowly in a way that is not continuous or organized

## PREPARE TO READ

Discuss the things that stress you out and allow the students to do the same. Then have them brainstorm what may have stressed out the people of Salem, Massachusetts in the 1600s.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Cite details in the text that show how the relationships between the people of the town of Salem and other groups created tension within the community. *CCSS Reading 1 & 3*
- Highlight details in the text that support the statement that the villagers were not in complete agreement about their new church. *CCSS Reading 2 & 3*

### Craft and Structure

- Analyze Text Features** Underline the title of each section of the text and details within the sections that elaborate on the title. How do these titles aid in your understanding of the text? *CCSS Reading 5*
- Evaluate Tone** What is the tone of this text? How does the author establish the tone? List specific words or phrases that helped you determine the tone. *CCSS Reading 4*

## WRITING / SPEAKING AND LISTENING

**Write Narrative Texts** You are new to Salem. Write a letter to a friend or family member explaining what it's like to live in Salem Village. Include information about why you came as well as aspects of the political and religious life of your community. Use your imagination as well as details from the article.

# ARTICLE: The Witch Scare Begins

Magazine pages 11 - 13, Expository Nonfiction

Lexile Score: 940



When Betty Parris and Abigail Williams began to behave strangely, all possible explanations were explored, until only bewitching remained. The girls accused three women as others began to exhibit the symptoms, starting the panic.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** Historical events may have multiple causes.

## CROSS-CURRICULAR EXTENSION

**Science** Research how our bodies react to stress to determine whether this is a reasonable explanation for the girls' behavior.

## KEY VOCABULARY

**charm (p. 12)** something that is believed to have magic powers and prevent bad luck

**contort (p. 13)** to twist into an unusual appearance or shape

**malady (p. 12)** a disease or illness

## PREPARE TO READ

Study the illustrations that accompany the text. What do they suggest about the content of the article? Read to determine whether your predictions are accurate.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Create a chart showing how the author characterizes the afflicted girls, Tituba, and the other women accused of witchcraft. Use specific words and phrases from the text with your own explanations of their meanings. (See chart on page 19.) *CCSS Reading 3*
- Highlight details from the text that indicate how the setting may have impacted the girls. *CCSS Reading 3*

### Craft and Structure

- Analyze Text Structure** Compare the first and last sentences of the article. How does the structure of the remainder of the article lead from one sentence to the other? How does it impact your understanding of the topic? *CCSS Reading 4*
- Analyze Point of View** Search the text for indications that the author isn't certain about some of the information included. Why might the author have included this supposition? What impact does it have on your understanding of the topic? *CCSS Reading 6*

## WRITING

**Write Plays** Imagine a scene in the Parris household during this time. Establish characters and write a sketch that elaborates on events depicted in the article.

# ARTICLE: Young Puritans

Magazine pages 14 - 15, Expository Nonfiction



Puritan children worked alongside their families. Girls learned to maintain a home while boys managed outdoor chores. All learned to read and write because literacy meant the ability to understand the Bible and other religious teachings.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives are shaped by the times in which they live.

## CROSS-CURRICULAR EXTENSION

**Family and Consumer Science** Make butter from fresh cream.

## KEY VOCABULARY

**broken (p. 15)** without hope or strength after having suffered very much

**devout (p. 15)** deeply religious

## PREPARE TO READ

Show paintings of life in the seventeenth century. Try to include images of children at a variety of activities. Discuss the images and the lifestyle of the time with your students.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Create a T-chart showing how the lives and expectations for boys and girls differed in the seventeenth century. (See chart on page 20.) *CCSS Reading 3*
- How might the values mentioned in the article have led to the witch scare? Cite details from the text to support your inferences. *CCSS Reading 1*

### Craft and Structure

- **Visualize Imagery** Create simple sketches to illustrate the material described in the article. Write captions to accompany each sketch. *CCSS Reading 7*
- **Analyze Text Features** Read the “Did You Know?” fact that accompanies the main text. What information does this add? How does it help you understand Puritan values and life in Salem? *CCSS Reading 5*

## SPEAKING AND LISTENING

**Present an Opinion** Would you have wanted to live as a Puritan child? Why or why not? Create a presentation to explain and justify your opinion to the class.



# ARTICLE: Order in the Court!

Magazine pages 16 - 20, Expository Nonfiction



A new governor arrived and arranged trials for the men and women who had been imprisoned. Spectral evidence supported the accusers, leading to twenty deaths by execution as well as deaths in prisons.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives are shaped by the times in which they live.

## CROSS-CURRICULAR EXTENSION

**Geography and Math** Locate the communities affected by the witch scare on a map. Use the map scale to determine their distance from Salem.

## KEY VOCABULARY

**confiscate (p. 18)** to take (something) away from someone, especially as punishment or to enforce the law or rules

**valid (p. 16)** acceptable according to the law

## PREPARE TO READ

Discuss the structure and procedures of a modern criminal trial.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Cite details in the text that indicate that the court officials were biased toward finding witches and proving their guilt. How did these biases affect the court proceedings? *CCSS Reading 1*
- Reread each paragraph and underline its main idea. How do the main ideas relate to each other? What do they suggest is the main idea for the article as a whole? *CCSS Reading 2*

### Craft and Structure

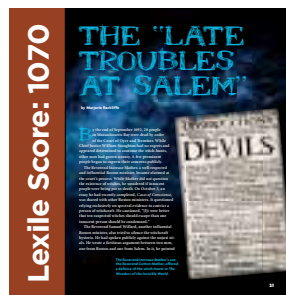
- Analyze Genre** What characterizes the genre of expository nonfiction? Which features of this text help you determine that it fits this genre? What elements would have to be added or changed to make it a biography or historical fiction? *CCSS Reading 5*
- Evaluate Tone** What is the tone of this article, and how does the author establish that tone? Cite details from the text to support your answer. *CCSS Reading 4*

## WRITING

**Write Persuasive Texts** Write an essay to persuade the court to discontinue these trials. Cite details from the text to support your argument. You may pretend to know the individuals involved, but be careful not to give the court reason to believe you are a witch.

# ARTICLE: The “Late Troubles at Salem”

Magazine pages 21 - 23, Expository Nonfiction



As the trials continued, many began to question the procedures, forcing the governor to change the court charged with hearing the cases and to change the rules it followed until the fervor died out and the accused returned home. Some of the judges and jurors felt guilty afterward.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the historical sources they create.

## CROSS-CURRICULAR EXTENSION

**English Language and History** Study how written English has evolved since the seventeenth century.

## KEY VOCABULARY

**irony (p. 21)** a situation in which things happen in a way opposite of what is expected

**scorn (p. 22)** a feeling that someone or something is not worthy of respect or approval

**transpire (p. 21)** happen

## PREPARE TO READ

Have the students read a skit or scene in which someone reacts out of anger or fear in a way they wouldn't normally act. Discuss how the person and the victim feel afterward.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Underline details in the text that support the idea that “Salem, it would seem, was sick of witch-hunts.” *CCSS Reading 1*
- What can you infer about the relationships between religious men and the community at large? Cite details from the text to support your answer. *CCSS Reading 1*

### Craft and Structure

- Analyze Literary Devices** The author uses a number of quotes in the text. Underline each and decide its purpose. How does it accomplish this purpose? *CCSS Reading 5*
- Analyze Multiple Perspectives** The article shows how perspectives on the trials were changing. Use the main text and the texts in the illustrations to compare these perspectives. *CCSS Reading 3 & 9*

## WRITING

**Write Informative Texts** Write a newspaper article explaining the changes Governor Phips made to the witch trials and why. Use details from the text to inform your answer.

# ARTICLE: Never Forget

Magazine pages 26 - 29, Expository Nonfiction



Over time, the city of Salem, Massachusetts has come to terms with its past. Official apologies have been issued to families and a memorial and award stand to help people remember the lessons of the trials.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the memorials they create.

## CROSS-CURRICULAR EXTENSION

### Art and English Language Arts

Draw plans for a memorial of an event important to your community or school. Write an essay explaining your memorial.

## KEY VOCABULARY

**oppression (p. 28)** ) cruel or unfair treatment (of a person or group of people)

**procession (p. 29)** an organized group or line of people or vehicles that move together slowly as part of a ceremony

## PREPARE TO READ

Show pictures of memorials of other important events in American history. Discuss why each was constructed.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

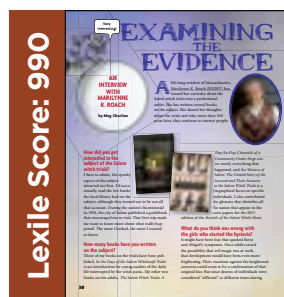
- How did the events in 1692 impact the community of Salem, Massachusetts that exists today? *CCSS Reading 3*
- What is the theme of this article? Cite details in the text that helped you determine the theme. *CCSS Reading 1*

### Craft and Structure

- **Evaluate Tone** What is the tone of the text? Which specific words and phrases does the author use to convey that tone? *CCSS Reading 4*
- **Visualize Imagery** Close your eyes and listen to the description of the memorial. Imagine yourself in the space. What do you notice? What are your feelings? *CCSS Speaking & Listening 2*

## SPEAKING AND LISTENING

**Conduct an Interview** Some things should never be forgotten. Interview a family member or older member of your community to learn about events in their lives or broader historical events that they believe should never be forgotten. Ask them why these events are so important. Present your findings to your class.



The Salem witch trials have fascinated many people for a long time, including Marilynne K. Roach. She has researched and written about the topic for children and adults.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the historical sources they create.

## CROSS-CURRICULAR EXTENSION

**Technology** Learn how digital mapping techniques are being used.

## KEY VOCABULARY

**heighten** (p. 30) to increase the amount, degree, or extent of (something)

**intrigue** (p. 31) to make someone want to know more about something

## PREPARE TO READ

Complete the first two sections of a KWLS chart with the students on the topic of the Salem witch trials. (See chart on page 22.)

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What character traits does Ms. Roach have? Cite details from the text to support your answer. *CCSS Reading 1 & 3*
- What is the main idea of this interview? Highlight specific details that helped you determine the main idea. *CCSS Reading 2*

### Craft and Structure

- **Analyze Interview** What features, besides the subtitle, establish this text as an interview? *CCSS Reading 5*
- **Evaluate Tone** What is Marilynne K. Roach's attitude toward the Salem witch trials? How has her attitude changed over time? *CCSS Reading 4*

## SPEAKING AND LISTENING

**Conduct a Survey** Survey other students in your school to determine whether they would like to go to Salem. Provide a brief description of the events that occurred there and the current response to them before beginning. Be sure to tabulate your survey results.

# ARTICLE: Modern Witch-Hunts

Magazine pages 32 - 33, Expository Nonfiction



More modern witch-hunts have been waged against religious groups, the LGBTQ community, immigrants from nations we were at war with and communists.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** Changes in government offices and rulings are examples of historical change.

## CROSS-CURRICULAR EXTENSION

**Economics** Use a T-chart to compare capitalism and communism from an economic perspective.

## KEY VOCABULARY

**scapegoat (p. 32)** a person who is unfairly blamed for something that others have done

**sympathy (p. 32)** a feeling of support for something

## PREPARE TO READ

Discuss the definition of witch-hunts given on page 32 and decide whether there are any witch-hunts happening today.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you conclude about the current status of each group that had previously been persecuted? Cite details from the text that helped you determine your conclusions. *CCSS Reading 1*
- What is the relationship between fear and witch-hunts? Highlight details in the text that show this relationship. *CCSS Reading 3*

### Craft and Structure

- Determine Author's Purpose** What is the author's purpose in writing this article? Cite specific details in the text that point toward that purpose. *CCSS Reading 6*
- Analyze Text Structure** What is the overall structure of this text? How does the author link the sections to create a cohesive article? *CCSS Reading 5*

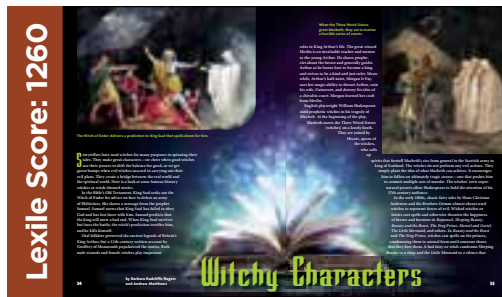
## SPEAKING AND LISTENING

**Debate a Topic** Is it ever appropriate to conduct a witch-hunt? Debate this with a partner until you have come to a conclusion. Use your arguments in a debate against a pair that has reached the opposite conclusion.



# ARTICLE: Witchy Characters

Magazine pages 34 - 37, Expository Nonfiction



Witches have appeared as characters in literary works since the Bible. They continue to bring drama to stories today.

## ESSENTIAL QUESTION

**Why did the Salem witch trials occur?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the texts they create.

## CROSS-CURRICULAR EXTENSION

**Art** Illustrate a scene from a story containing witches. Consider the mood and characters in your depiction.

## KEY VOCABULARY

**culminate** (p. 36) to reach the end or the final result of something

**heath** (p. 35) an area of land that is covered with grass and small shrubs

**thwart** (p. 35) to prevent (someone) from doing something or to stop (something) from happening

## PREPARE TO READ

Set a timer for two minutes and have students name as many witches as they can in the short time allotted. Discuss each witch mentioned.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Create a chart listing each witch mentioned and the role he/she plays in the story. Highlight those who serve similar roles with the same color. (See sample chart on page 19.) *CCSS Reading 1 & 3*
- How likely is it that witches will continue to appear in works of fiction? Underline elements of the text that lead you to your conclusion. *CCSS Reading 1*

### Craft and Structure

- Interpret Visual Information** Study the illustrations that accompany the text. What portion of the text does each illustrate? How does each add to your understanding of the topic? What mood is conveyed, and how does the artist create that mood? *CCSS Reading 7*
- Interpret Figurative Language** The author states that witches create a bridge between the real world and the spirit world. What is meant by this statement? What form of figurative language is used here? *CCSS Reading 4*

## WRITING

**Write Narrative Texts** What do you think a witch should be like? Are they heroes or villains, ugly or beautiful? Write a short story or scene depicting your witch. Remember to include a story problem or conflict.



### CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple texts. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- Read “Before Salem” and “Young Puritans” to learn the role gender played in the early days of witch-hunts.
- Refer to a variety of articles to learn the role religion played in starting and concluding the Salem witch scare.
- Gather information from a variety of texts to create a timeline of events leading to and through the Salem witch trials.
- Use information from “Order in the Court!” and “The ‘Late Troubles at Salem’” to determine how one court found many of the accused guilty while the later court found many innocent.
- “Examining the Evidence” and “Witchy Characters” contain information about books that use the trials as part of their subject matter. Compare the titles and descriptions of these nonfictional and fictional works.



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

ENGAGE

READ FOR A  
PURPOSE

APPLY

The Salem witch trials have long been the subject of study and story. In this Mini-Unit, your students will put those two things together by writing historical fiction about the events depicted in the issue. They'll add an author's note so you know what the facts were.

**ENGAGE:** Engage students in the topic of the Salem witch-hunt by using the concept map below to focus a discussion of its causes, events, and results. Transfer elements from your discussion to the KWLS chart on page 21 of this guide. Have students add to the KWLS chart as they read the issue.



**READ FOR A PURPOSE****INTRODUCE THE ACTIVITY: Salem Stories**

Read excerpts of historical fiction or entire picture books along with any portions of the author's notes that relate to the excerpts you read. Discuss the factual elements and how the authors integrated those elements into their narratives. Discuss the elements of historical fiction, including what separates it from general fiction.

Tell the students that they will be writing their own historical fiction based on the Salem witch trials. Each story must be accompanied by an author's note, so you'll know which facts formed the bases for their narratives. Decide if you'll allow them to use resources other than the magazine.

**RETURN TO THE TEXT:**

Explain to students that before they can write their stories they must gather information that will form the factual backbone of their texts. Have students use the KWLS chart created during the Engage activity to help them focus their reading. They may want to learn about individuals involved or set their stories before the trials began. They may also want to focus on the aftermath or the possible causes of stress that may have led to the hysteria. Some students may even want to write a narrative encompassing the entire time period or focusing on a more modern witch-hunt. The following information will help you guide the students toward specific articles.

**ISSUE GUIDE**

| TOPIC:          | ARTICLES:  |
|-----------------|--|
| CHARACTERS      | <b>The Witch Scare Begins (p. 11)</b><br><b>Order in the Court! (p. 16)</b><br><b>The "Late Troubles at Salem" (p. 21)</b><br><b>Never Forget (p. 26)</b><br><b>Modern Witch-Hunts (p. 32)</b> |
| LIFE BEFORE     | <b>Stressed Out (p. 6)</b><br><b>Young Puritans (p. 14)</b>  |
| AFTERMATH       | <b>The "Late Troubles at Salem" (p. 21)</b><br><b>Never Forget (p. 26)</b>   |
| IN MODERN TIMES | <b>Never Forget (p. 26)</b><br><b>Modern Witch-Hunts (p. 32)</b><br><b>Examining the Evidence (p. 30)</b>  |
| WITCHES         | <b>Before Salem (p. 2)</b><br><b>Witchy Characters (p. 34)</b>   |



**APPLY: SALEM STORIES****STEP 1: Take Notes**

Assist students as they take notes on the articles and begin to come up with story ideas. The students may use the Facts and Story Concepts organizer on the next page to record facts they read and any story ideas they think would work with those facts. Students may use as many copies as needed.

**STEP 2: Plan**

Once the students have gathered facts and brainstormed story ideas, they can plan their stories using the Story Map on page 19. Remind them to keep the issue's essential question in mind as they plan their stories. Keep the issue available because students may need to verify their facts or conduct further research as they plan and write.

**STEP 3: Writing Workshop**

Have the students complete rough drafts of their stories. Completed stories can be checked for grammar, spelling, and punctuation as well as flow, clarity, and use of facts by peer reviewers.

**Questions for Peer Review:**

**Do all details fit the setting?**

**Does the solution flow from the problem?**

**Are the characters' actions logical?**

**Does the story have good flow?**

**Is emotion clear?**

**Are grammar, spelling, and punctuation correct?**

**Is there a story problem?**

**Is the use of facts clear and accurate?**

**STEP 4: Write Final Copy**

Students will complete final copies of their stories and then work on author's notes to accompany them. Students should ensure that all of the facts mentioned in the story are in the note with an explanation of how they were adapted or used in the story. They should also double check that the note doesn't contain facts they decided not to use in their stories. You may choose to workshop the author's notes along with the story drafts, but remind students to make changes in the note to coincide with changes to their stories.

**Extension Ideas**

Allow the students to illustrate their stories. Share them on a bulletin board, in a booklet, or out loud.

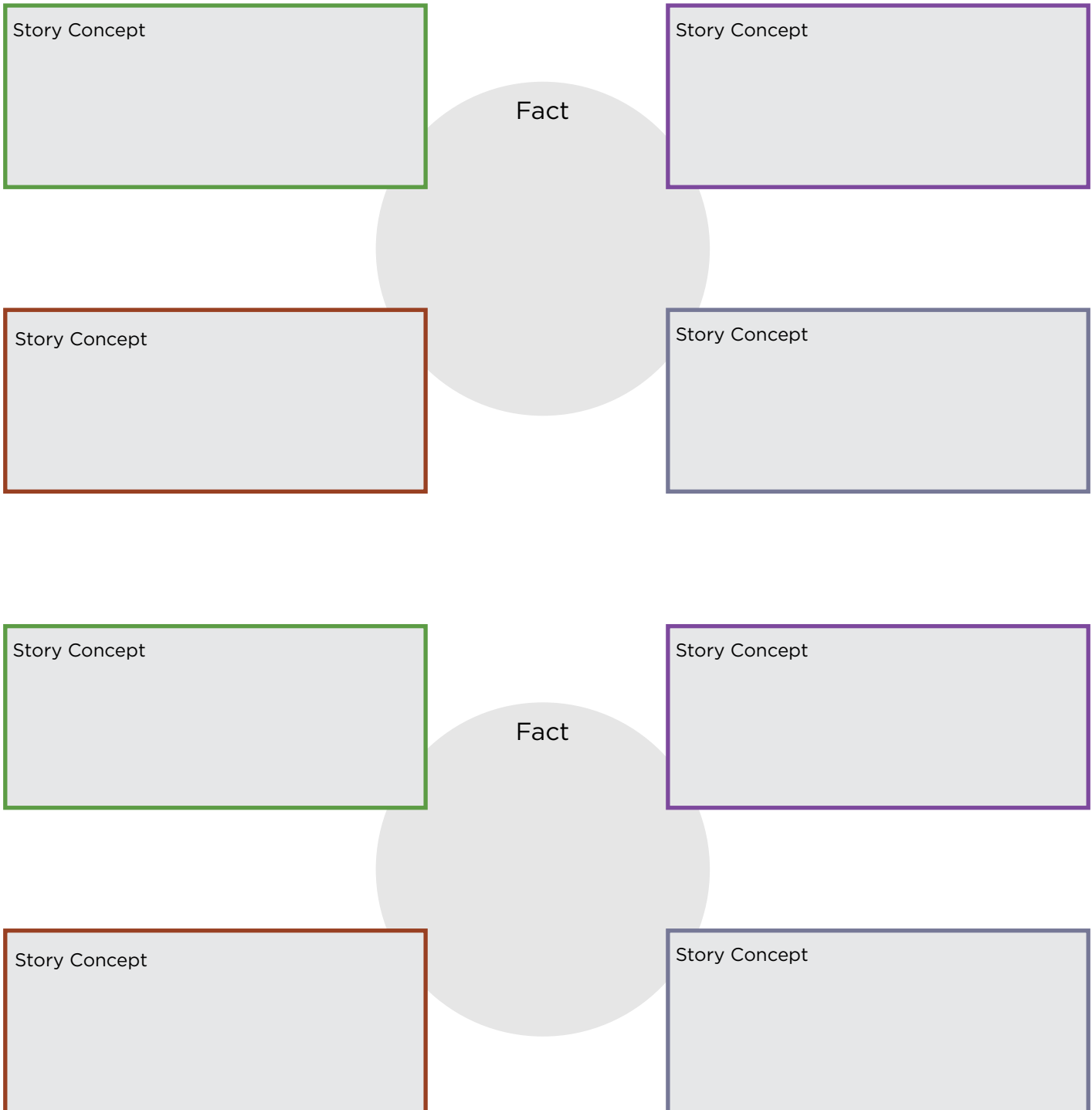






GRAPHIC ORGANIZERS

FACTS AND STORY CONCEPTS



## GRAPHIC ORGANIZERS

### CHARACTERIZATIONS

| NAME | CHARACTERIZATION |
|------|------------------|
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |
|      |                  |

## GRAPHIC ORGANIZERS

### T-CHART

#### LIVES AND EXPECTATIONS IN THE SEVENTEENTH CENTURY

| BOYS: | GIRLS: |
|-------|--------|
|       |        |

## GRAPHIC ORGANIZERS

### KWLS

| K<br>What I Know | W<br>What I Want to Know | L<br>What I Learned | S<br>What I Still Want to Know |
|------------------|--------------------------|---------------------|--------------------------------|
|                  |                          |                     |                                |



## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.





# CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

| SKILLS AND CONCEPTS | CCSS ANCHOR STANDARD | CORRESPONDING STANDARD |
|---------------------|----------------------|------------------------|
|---------------------|----------------------|------------------------|

## KEY IDEAS AND DETAILS

|   |           |  |
|---|-----------|--|
| <b>Read closely to determine what a text says explicitly.</b>                                     | Reading 1 |  |
| <b>Make logical inferences</b> to determine what the text communicates implicitly.                | Reading 1 |  |
| <b>Cite specific textual evidence to support conclusions</b> drawn from the text.                 | Reading 1 |  |
| <b>Determine central ideas or themes</b> of a text and analyze their development.                 | Reading 2 |  |
| <b>Summarize key supporting details and ideas.</b>  | Reading 2 |  |
| Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text. | Reading 3 |  |

## CRAFT AND STRUCTURE

|  |           |  |
|--|-----------|--|
| <b>Interpret words and phrases</b> as they are used in a text.                                     | Reading 4 |  |
| <b>Determine technical, connotative, and figurative meanings.</b>                                  | Reading 4 |  |
| Analyze how specific <b>word choices</b> shape meaning or tone.                                    | Reading 4 |  |
| Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution) | Reading 5 |  |
| Recognize the <b>genre, key elements, and characteristics</b> of literary texts.                   | Reading 5 |  |
| Assess how <b>point of view or purpose</b> shapes the content and style of a text.                 | Reading 6 |  |
| Analyze how an <b>author's style and tone</b> affects meaning.                                     | Reading 6 |  |

## INTEGRATION OF KNOWLEDGE AND IDEAS

|   |           |  |
|---|-----------|--|
| <b>Integrate and evaluate content</b> presented in diverse media and formats. | Reading 7 |  |
| <b>Identify and evaluate the argument and claims</b> in a text.               | Reading 8 |  |
| <b>Analyze how two or more texts address similar themes or topics.</b>        | Reading 9 |  |

## WRITING

|  |            |  |
|--|------------|--|
| Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.                  | Writing 1  |  |
| Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately. | Writing 2  |  |
| Write <b>narratives</b> to develop real or imagined experiences or events.   | Writing 3  |  |
| <b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.               | Writing 9  |  |
| Conduct short as well as more sustained <b>research projects</b> .   | Writing 10 |  |



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

|  |  |
|--|--|
| Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions. |  |
| Summarize core <b>civic virtues and democratic principles</b> .  |  |
| Evaluate <b>policies</b> intended to address social issues.  |  |

### ECONOMICS

|   |  |
|---|--|
| Evaluate the <b>benefits and costs of individual economic choices</b> .   |  |
| Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.  |  |
| Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .                                |  |
| <b>Explain</b> the <b>functions of money</b> in a market economy.   |  |
| <b>Explain</b> the importance of <b>competition</b> in a market economy.  |  |
| Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> . |  |
| <b>Analyze economic patterns</b> , including activity and interactions between and within nations.  |  |

### GEOGRAPHY

|   |  |
|---|--|
| <b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.   |  |
| <b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.   |  |
| <b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.                                    |  |
| Analyze <b>movement of people, goods, and ideas</b> .   |  |
| <b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective. |  |

### HISTORY

|   |  |
|---|--|
| Interpret historical context to <b>understand relationships among historical events or developments</b> .                 |  |
| Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .  |  |
| <b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones. |  |
| <b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.                    |  |
| <b>Analyze causes and effects</b> , both intended and unintended, of historical developments.                             |  |



# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## **DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES**

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## **DIMENSION 2: CROSSCUTTING CONCEPTS**

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## **DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS**

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

| <b>LIFE SCIENCE</b>   | <b>PHYSICAL SCIENCE</b>  | <b>EARTH SCIENCE</b>   | <b>SPACE SYSTEMS</b>  |
|---|--|--|---|
| <ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul> | <ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/ Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul> | <ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul> | <ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul> |

