

The Witch of Blackbird Pond Unit Resources

Student Resource	Location
Section 1: Lessons 1-4	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Text: The Road Not Taken by: Robert Frost	Page 2
Lesson handouts	Pages 3-5
Section 2: Lessons 5-8	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Text: Puritans by: Michael Kaufman	The Witch of Blackbird Pond Unit Reader
Lesson handouts	Pages 6-9
Section 3: Lessons 9-14	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Text: Puritan Laws and Character by: Henry Williams Elson	Pages 10-13
Lesson handouts	Pages 14-20
Section 4: Lessons 15-18	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Lesson handouts	Page 21
Section 5: Lessons 19-22	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Text: The Story of the Witch Hunt	Digital Access
Section 6: Lessons 23-32	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Text: Title and last page of "Confession of Salem Jurors"	The Witch of Blackbird Pond Unit Reader
Text: Choices by: Nikki Giovanni	The Witch of Blackbird Pond Unit Reader
Lesson handouts	Pages 22-28
Section 7: Lessons 33 (Cold Read Task)	
Section 8: Lessons 34-37 (Culminating Writing Task)	
Text: The Witch of Blackbird Pond by: Elizabeth George Speare	Purchased text
Lesson handouts	Pages 29-31
Section 9: Lessons 38-43 (Extension Task)	
Lesson handouts	Pages 32-34

“The Road Not Taken”

Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth; 5

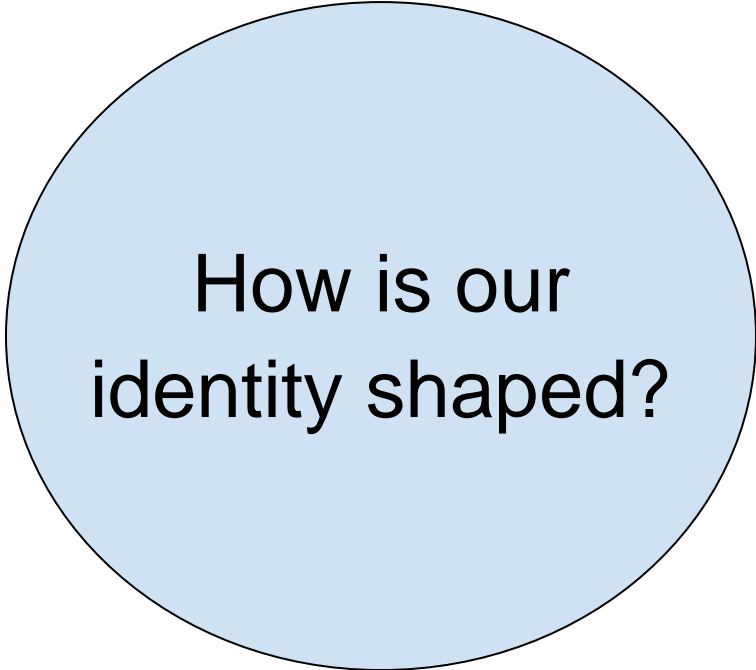
Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same, 10

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back. 15

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference. 20

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Unit Question Handout



How is our
identity shaped?

Setting Handout: Chapter 1

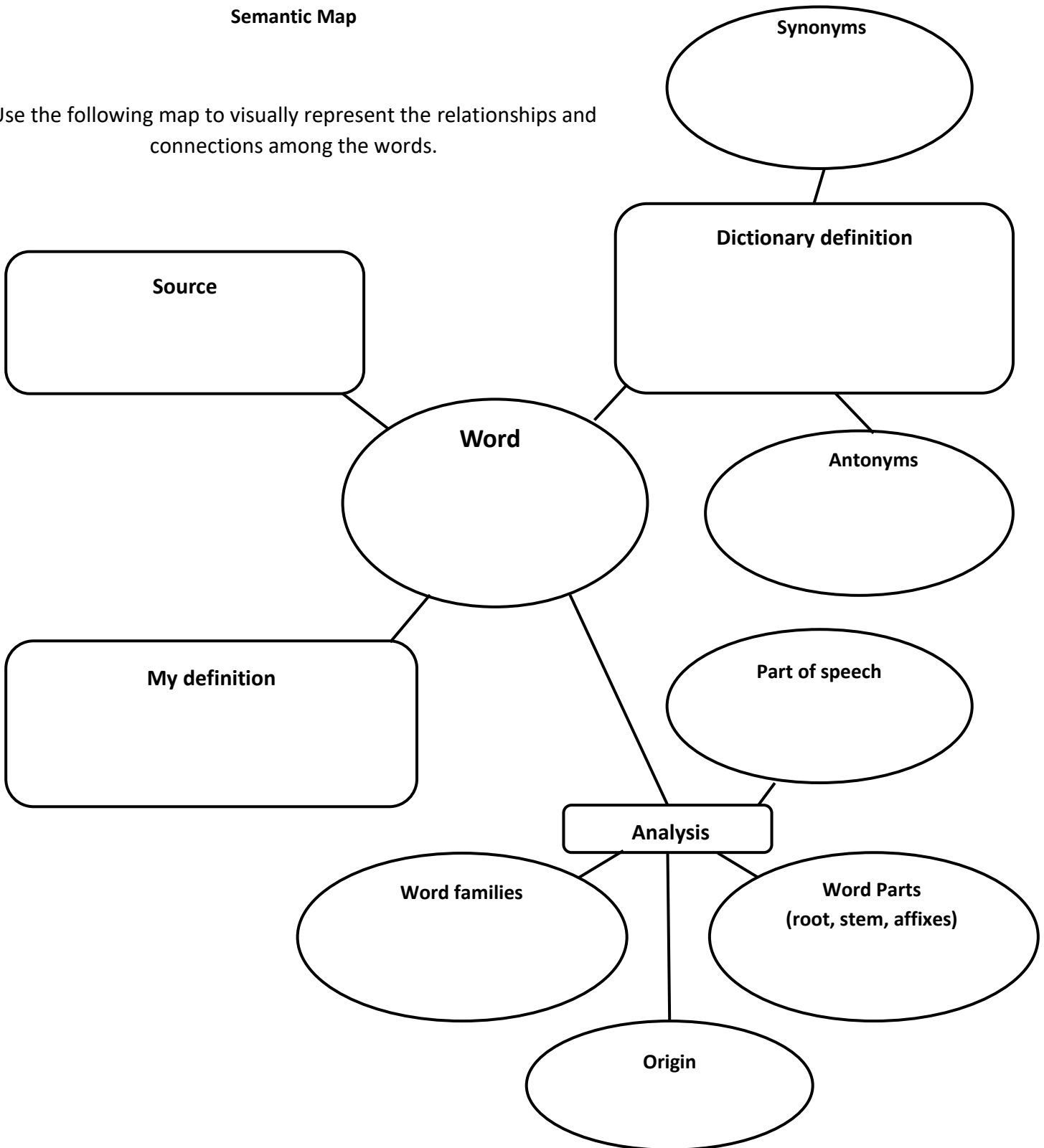
Setting	What do we know about this part of the setting?	Evidence (direct quotation from the text)

Plot Episodes & Character Response Handout

Episode Series (sequenced)	Character(s) Response/Change?	Evidence (direct quotation from the text)
1.		
2.		
3.		
1.		
2.		
3.		
1.		
2.		
3.		

Semantic Map

Use the following map to visually represent the relationships and connections among the words.



Charting Kit's Choices

Throughout the novel *The Witch of Blackbird Pond*, track Kit's loyalty and what guided her decisions throughout the book in the chart below.

Challenging Events or Situations	Kit's Decision about That Event	Who Kit Was Loyal to and How She Felt

Conversation Stems¹

Clarifying

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

Agreeing

- I agree with ____ because...
- ____'s point about ____ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- The reasons and details ____ provided better support ____ because...
- There is no evidence to suggest that is true.
- I agree that ____, but we also have to consider that...
- We see ____ differently.

Elaborating

- ____ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

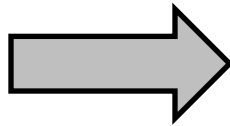
¹ Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

Historical Context Graphic Organizer

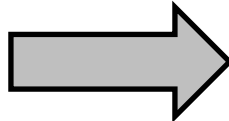
Information from “Puritans”

Impact on the characters and plot of *The Witch of Blackbird Pond*

The Puritans held strict religious beliefs that eliminated frivolity.



The Puritans were persecuted for their religious beliefs by the monarchy in England.



Puritans judged those who did not follow their religious beliefs, and even accused those who were different of witchcraft.



“Puritan Laws and Character”
from *History of the United States of America*

Henry William Elson

During the seventeenth century the combined New England colonies formed practically, if we except Rhode Island, one great Puritan commonwealth. They were under separate governments; but their aims and hopes, their laws, for the most part, and their past history were the same.

The people as a whole were liberty-loving in the extreme, but the individual was restrained at every step by laws that no free people of today would tolerate for an hour. Paternalism in government was the rule in the other colonies and in Europe, but nowhere was it carried to such an extreme as in New England.

Here the civil law laid its hand upon the citizen in his business and social relations; it regulated his religious affairs, it dictated his dress, and even invaded the home circle and directed his family relations. One law forbade the wearing of lace, another of "slashed cloaths other than one slash in each sleeve and another in the back." The length and width of a lady's sleeve was solemnly decided by law. It was a penal offense for a man to wear long hair, or to smoke in the street, or for a youth to court a maid without the consent of her parents. A man was not permitted to kiss his wife in public. Captain Kimble, returning from a three-years' ocean voyage, kissed his wife on his own doorstep and spent two hours in the stocks for his "lewed and unseemly behavior."

In the matter of education the Puritans stood in the forefront. Many of the clergy were men of classical education, and through their efforts Harvard College was founded but six years after the great exodus began. Before the middle of the century Massachusetts required every township of fifty families to employ a teacher to educate the young in reading and writing, while every township of one hundred families must maintain a grammar school. The other colonies soon followed with similar requirements.

But the most striking feature in the life of New England is found in its religion. The State was founded on religion, and religion was its life. The entire political, social, and industrial fabric was built on religion. Puritanism was painfully stern and somber; it was founded on the strictest, unmollified Calvinism; it breathed the air of legalism rather than of free grace, and received its inspiration from the Old Testament rather than the New.

There was a gleam of truth in the charge of Mrs. Hutchinson that the Puritans lived under a covenant of works. This was because they had not yet fully grasped the whole truth of divine revelation. No further proof of the legalistic tendencies of Puritan worship is needed than a glance at their own laws. A man, for example, was fined, imprisoned, or whipped for non-attendance at church services. He was dealt with still more harshly if he spoke against religion or denied the divine origin of any book of the Bible.² Laws were made that tended to force the conscience, to curb the freedom of the will, and to suppress the natural exuberance of youth -- laws that could not have been enacted and enforced by a people who comprehended the full meaning of Gospel liberty, or had caught that keynote of religious freedom sounded by the ancient prophet and resounded by St. Paul and Luther, "The just shall live by faith."

Nevertheless there is no more admirable character in history than the New England Puritan of the seventeenth century. His unswerving devotion to duty, his unlimited courage based on the fear of God, his love of liberty and hatred of tyranny -- these are the qualities that have enthroned him in the memory of the American people. We deplore the narrowness and intolerance of the puritans; but they were less narrow and intolerant than the English and most of the Europeans of that day. They committed errors, but they were willing to confess them when they saw them. They banished Roger Williams as a disturber of the peace, not for his opinions; but they bore witness to his spotless character. They executed a few Quakers, but confessed their error by repealing their own law. They fell into the witchcraft delusion, which was prevalent throughout Christendom at the time; but they were first to see the dreadful blunder they had made

and they were not too proud to publicly confess it. Judge Sewall made, before a large congregation, a confession of his error as only a hero could have done; and he begged the people to pray "that God might not visit his sin upon him, his family, or upon the land." Such was a trait of the Puritan character that leads us to forget his faults and to admire rather than censure him.

New England developed steadily throughout the colonial era. The people were chiefly of the stanch yeomanry, the great middle class, of England. Many of them were men of fortune and standing in their native land. The people of Massachusetts were slow in reaching out from the seaboard; not till about 1725 did they begin to colonize the Berkshire Hills. The Connecticut Valley was more productive than other parts of New England, and the people of Connecticut were more purely agricultural in their pursuits than were those of any other portion, except New Hampshire. The chief industry of Rhode Island was trade, while Massachusetts was divided, agriculture and commerce holding about equal sway. Six hundred vessels plied between Boston and foreign ports, while the number of coasting vessels was still greater.

Manufacturing was carried on, but not on any great scale. Sawmills and gristmills were numerous along the rivers, and they did a large business in preparing timber and grain for transportation. Hats and paper and other commodities were made on a small scale; but the most extensive manufacturing was carried on by the farmers and their families, who made many of the utensils for their own home use, as will be noticed in a subsequent chapter.

The stern Puritan customs were gradually softened, more rapidly in Massachusetts than in Connecticut, owing to the many Crown officers residing in Boston. The first attempts to introduce the Episcopal form of religion were sternly resisted, but at length it found a footing, though not in Connecticut till well into the eighteenth century. About 1734 a religious revival, started by Jonathan Edwards and carried on by George

Whitefield, the evangelist, spread over parts of New England, and to some extent revived the waning Puritan religious fervor.

The population at the opening of the Revolution reached nearly 700,000, about 300,000 of which was in Massachusetts, including Maine. Connecticut contained about 200,000 people, New Hampshire some 75,000 and Rhode Island some 50,000.

All colonies had negro slaves, but very few in comparison with the southern colonies. Probably there were not more than 15,000 slaves in all New England, of whom Massachusetts and Connecticut had the majority. Indentured servants were slow in coming to New England, and when they came, their rights were guarded by salutary laws.

This text is in the public domain.

Comparing/Contrasting Puritan Life

Compare and contrast the description of the Puritan way of life in Colonial America from “Puritan Laws and Character” to how *The Witch of Blackbird Pond* portrays life in a Puritan Community. Give evidence for each similarity and difference.

The Puritan way of life in “Puritan Laws and Character”	Both Texts		The Puritan way of life in <i>The Witch of Blackbird Pond</i>
Difference:	Similarity:		Difference:
Evidence:	Evidence:	Evidence:	Evidence:
Difference:	Similarity:		Difference:
Evidence:	Evidence:	Evidence:	Evidence:
Difference:	Similarity:		Difference:

Evidence:	Evidence:	Evidence:	Evidence:
	Similarity:		
Evidence:	Evidence:	Evidence:	Evidence:

CER Handout

Choose one of the scenes from *The Witch of Blackbird Pond* and write a paragraph analyzing how the scene contributes to the reader's understanding of Kit and the setting of the novel.

Scenes:

- Matthew telling Kit in Chapter 4, "You will fit yourself to our ways and do no more to interrupt the work of the household or to turn the heads of my daughter with your vanity"
- Kit declining to go to Meeting and causing an uproar in Chapter 5

Use the CER paragraph structure and include direct text evidence to support your claim.

	Question to Prompt My Thinking	Sentence Frame
<u>Claim</u>	<ul style="list-style-type: none"> What do I know, based on the text? What is my response to the question? 	<ul style="list-style-type: none"> Flip the question into a statement.
<u>Evidence</u>	<ul style="list-style-type: none"> How do I know this? What in the text tells me this? 	<ul style="list-style-type: none"> In the text it says, “_____.” For example, _____.
<u>Reasoning</u>	<ul style="list-style-type: none"> Why does the evidence support the claim? 	<ul style="list-style-type: none"> This shows that _____. This means that _____. From this, I can conclude _____.

Example

Model

The scene I chose is:

	Response
<u>C</u> laim	
<u>E</u> vidence	
<u>R</u> easoning	

My Response

The scene I chose is:



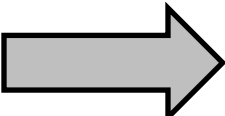

	Response
<u>C</u> laim	
<u>E</u> vidence	
<u>R</u> easoning	

Evidence Chart

As a prewriting activity, complete this chart to organize your thoughts.

Evidence: Quote or Paraphrase	Page Number	Elaboration/Explanation of How This Evidence Supports Ideas or Arguments

Historical Context Influence

Information from "The Story of the Witch Hunt"	Influence on <i>The Witch of Blackbird Pond</i>
	
	
	
	

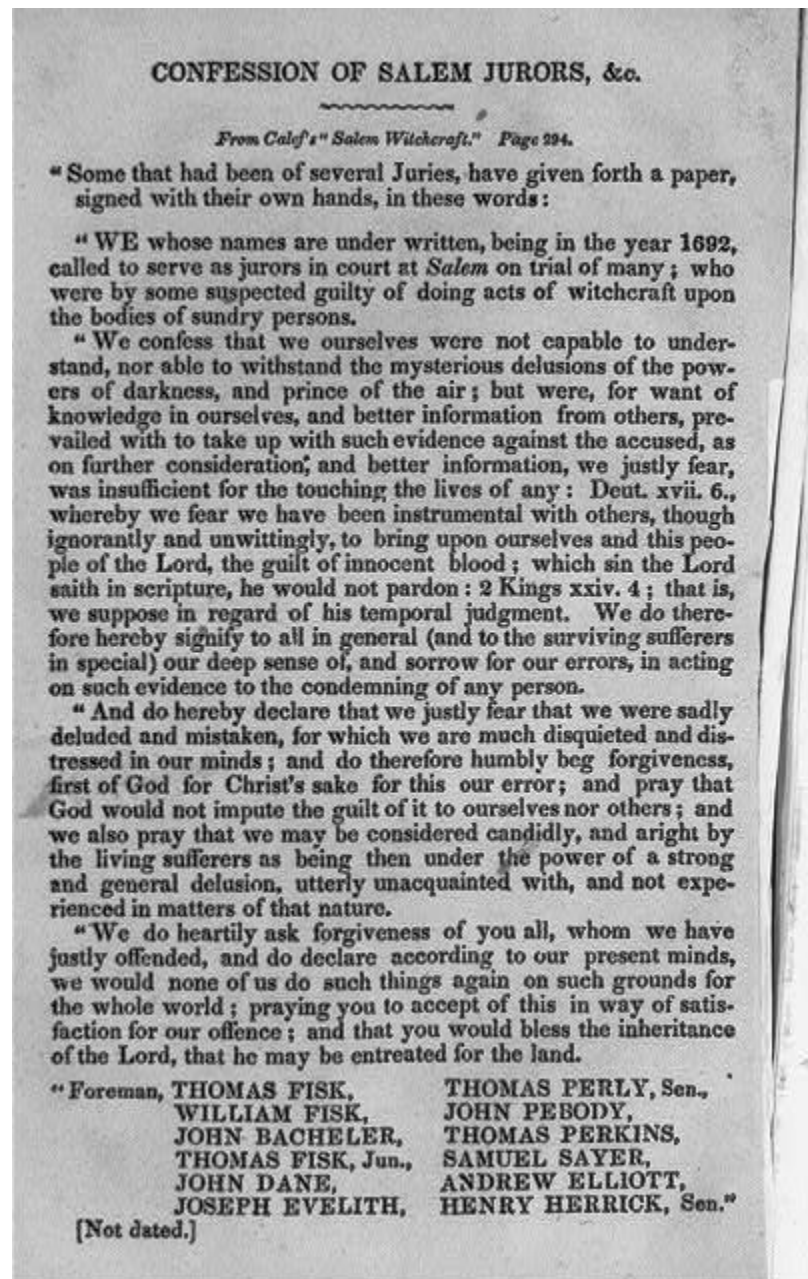
Somebody-Wanted-But-So Chart

Complete the chart below to summarize the text.

Somebody	Wanted	But	So	Then (optional)

Title and last page of Strange Phenomenon of New England in the 17th Century including the "Salem Witchcraft, 1692," from the writing of Cotton Mather, New York, 1846

Source: Library of Congress, <http://www.loc.gov/pictures/item/2004677365/>



List of Latin roots in English (adapted)

Root/Affix	Meaning in English	Origin Language	English Examples
ac-	movement to or toward	Latin	accept, accurate
accognitus	to make known	Latin	acquainted, acquaintance
causa	reason, motive	Latin	accuse, accusation
con-	expressing intensive force	Latin	construct, contrary, contraband
condemnare	to sentence, doom, blame	Latin	condemn, condemnation
de-	down, away from, removing	Latin	decay, decline, decompose, delude, depress, destroy
evidentia	proof	Latin	evidence, evident
lus-	play	Latin	elusive, delusion, illusion
in-	not, un-(negation)	Latin	insufficient, insubordinate, insatiable
instrumentum	serviceable, useful	Latin	instrument, instrumental
jus-	law, justice	Latin	jury, just, justice, justify

Source: adapted from https://en.wikipedia.org/wiki/List_of_Greek_and_Latin_roots_in_English and https://en.wikipedia.org/wiki/List_of_medical_roots,_suffixes_and_prefixes

Narrative Writing Task – Student Directions

Compose a letter of confession similar to the “Confession of Salem Jurors”.

- Select a character from *The Witch of Blackbird Pond* and identify the confession that character will make. Consider the character’s interactions with and treatment of Kit.
- Use the evidence chart handout to gather and record thoughts, information, and evidence about the character’s confession from class notes on the time period and *The Witch of Blackbird Pond*.
- The letter should be written in first person and represent the viewpoint of the chosen character, given what you know about him/her and the historical setting.
- Use descriptive details and sensory language to develop the point of view of the character.

Possible character choices include:

- Uncle Matthew
- Aunt Rachel
- Judith
- Mercy
- Reverend Bulkeley
- William Ashby
- John Holbrook
- The constable

The character my group chose is _____.

The confession this character will make is _____.

Grades 6-8 Narrative Writing Rubric

	3	2	1	0
Written Expression	<ul style="list-style-type: none"> • Clearly establishes a context and point of view and introduces a narrator and/or characters • Effectively organizes and develops a coherent event sequence with narrative elements¹ and a conclusion • Uses grade-level language and descriptive and sensory details to achieve an effect 	<ul style="list-style-type: none"> • Establishes a context and point of view and introduces a narrator and/or characters • Organizes and develops a mostly coherent event sequence with some narrative elements and a conclusion • Uses grade-level language and descriptive and sensory details 	<ul style="list-style-type: none"> • Establishes a context or point of view, narrator, and/or characters • Organizes and minimally develops an event sequence with few narrative elements • Uses some grade-level language and descriptive and sensory details 	<ul style="list-style-type: none"> • Introduces a context, point of view, narrator, or characters • Lacks an organized and developed event sequence • Language is below grade level
Knowledge of Language and Conventions: Command of conventions and mechanics/clarity	<ul style="list-style-type: none"> • Full command of the conventions indicated by grade-level standards • Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> • Some command of the conventions indicated by grade-level standards • May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> • Limited command of the conventions indicated by grade-level standards • Errors often interfere with meaning 	<ul style="list-style-type: none"> • No command of the conventions indicated by grade-level standards • Frequent and varied errors interfere with meaning

¹ Narrative elements include dialogue, pacing, and description to develop experiences, events, and/or characters and a variety of transition words to signal shifts in time and place.

Evidence Chart

Text Evidence (Quote or Paraphrase)	Page Number	Elaboration/Explanation of How Evidence Supports Confession

TP-CASTT Poetry Analysis

T	Title: Before reading the poem, make a prediction about what the poem is about based on the title.
P	Paraphrase: Translate the poem line by line into your own words. Look for complete thoughts and look up unfamiliar words.
C	Connotation: What words or phrases stick out to you? Look for patterns and figurative language, imagery, and sound elements.
A	Attitude/Tone: Notice the speaker's attitude toward the subject of the poem. This is the author's tone.
S	Shifts: As you look for patterns, also look for contrasts or shifts/changes in poem. Look for changes in language, attitude, setting/imagery, mood, punctuation, other literary devices.
T	Title: Examine the title again. What does it mean now that you've read the poem? Did the meaning of the title change?
T	Theme: State what the poem is about (subject) and what the poet is trying to say about subject (theme).

Culminating Writing Task Directions

Who is Kit most loyal to in *The Witch of Blackbird Pond*?

Write an argumentative essay to support your claim with clear reasons. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of textual evidence, including direct quotations and page numbers.

To answer this question:

- Identify the major events or episodes in *The Witch of Blackbird Pond* and with whom Kit aligns during those various events.
- Describe how Kit responds and/or changes over the course of the various events, including the impact Kit's family's expectations and religious values have on her loyalty.
- Locate relevant evidence to support each change.
- Determine to whom Kit is most loyal based on the information gathered from the text.

Planning

Claim:

Example 1:

Text Evidence:

Example 2:

Text Evidence:

Example 3:

Text Evidence:

Grade 6 Rubric for Analytical, Argumentative, and Informative Writing

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces either claim(s) or a topic Organization is clear and cohesive with relevant support¹ Language clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Organization has development with some support and cohesion Language links ideas Style demonstrates an awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Organization has minimal development and support Language and style demonstrate limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
Language Conventions	<ul style="list-style-type: none"> Full command of conventions indicated by grade-level standards Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> Some command of conventions indicated by grade-level standards May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> Limited command of conventions indicated by grade-level standards Errors often interfere with meaning 	<ul style="list-style-type: none"> No command of conventions indicated by grade-level standards Frequent and varied errors interfere with meaning

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

Extension Task

Student Prompt

Working in groups of two or three students, complete a research project on a selected historical figure who took action to overcome obstacles when his or her individual values and beliefs conflicted with family, religious, or social norms. As a group, write a report detailing:

- an overview of the person you researched (e.g., who was he or she, where did he or she live);
- an overview of the context in which the person lived (what were the challenges or beliefs surrounding the person);
- the actions the person took in relation to his/her situation;
- how those actions illustrate his/her values and beliefs; and
- the impact of his/her actions on today's society.

Gather relevant information from several sources, including first- and secondhand accounts, through library or Internet research, assessing the credibility of each source. In your report, be sure to cite evidence from your research by quoting or paraphrasing conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Possible examples of historical figures are:

- Oskar Schindler
- Malala Yousafzai
- Mahatma Gandhi
- Nelson Mandela
- Janusz Korczak
- Chief Joseph
- Susan B. Anthony
- Martin Luther King, Jr.
- Iqbal Masih

The historical figure I choose is _____.

My sources are:

1. _____
2. _____
3. _____

Cornell Notes

Key Points/Questions	Notes
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Summary	
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Grade 6 Rubric for Analytical, Argumentative, and Informative Writing

	3	2	1	0
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Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces either claim(s) or a topic Organization is clear and cohesive with relevant support¹ Language clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Organization has development with some support and cohesion Language links ideas Style demonstrates an awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Organization has minimal development and support Language and style demonstrate limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience
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