**Expert Pack: Salem Witchcraft Trials (upper)**

Lexile Range: 780-1430

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| **Topic/ Subject:** Salem Witch Trials |
| **Text/ Resources**  **Encyclopedia Entry**   1. “Salem Witch Trials”   **Articles**   1. “The Witches of Salem; Diabolical doings in a Puritan Village” 2. “How Satan Came to Salem; The real story of the witch trials” 3. “The Truth Behind the Salem Witch Trials”   **Other Media**   1. Salem Witch Trials: Timeline |
| **Rationale and Suggested Sequence for Reading**  This text set begins with Salem Witch Trials: Timeline which provides a brief history and timeline of the years 1629 -1706 in Salem, Massachusetts. This timeline allows students to understand broadly that these trials were complex, and that there were a lot of key players that impacted the accusations; students will become interested in the trials through this text, and have many questions about what actually happened. This text is very accessible, and can serve as an anchor for events as the text complexity rises in the series. In “Salem Witch Trials,” students will read an encyclopedia excerpt to get a clear idea of recorded facts related to the trials. Although the Lexile level of this entry is difficult, with the knowledge gained through the timeline, students will be able to piece together a coherent history of events. Then, in “The Witches of Salem; Diabolical doings in a Puritan Village,” students will begin to see that the history may not be as clear-cut as one might think. This article starts to challenge some of the assumptions about the trials, and questions human interactions and motives behind the events. This is further explored in “How Satan Came to Salem; The real story of the witch trials.” In this article, many different explanations for the panic are explored, all of which leave the reader to think about how history may be more than what meets the eyes. The detailed recounts of the trials and history books reveal that there were many social, economic, and government factors that might have led to this crisis. Finally, in “The Truth Behind the Salem Witch Trials,” students are challenged to think about the lessons that can be learned from history. This text argues that women were being mostly crucified, and that perhaps history hasn’t changed as much as it need to for this to be a better world. |
| **The Common Core Shifts for ELA/Literacy**   1. Regular practice with *complex* text and its academic language 2. Reading, writing and speaking grounded in *evidence* from text, both literary and informational 3. Building *knowledge* through content-rich nonfiction |
| **College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts**   1. *Read closely to determine what the text says explicitly and to make logical inferences from it*; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. *Determine central ideas or themes of a tex*t and analyze their development; summarize the key supporting details and ideas. 3. *Read and comprehend complex literary and informational texts independently and proficiently.* |
| **Annotated Bibliography**  **780L The Salem Witch Trials: Timeline**  Author: Jeoming Dunn, Cynthia Martin  Genre: Timeline  Length: 32; use only page 4 for text set.  Synopsis: This timeline shows an overview of the years 1629-1706 in Salem Massachusetts. The timeline makes clear that between girls becoming ill, a new minister, a doctor’s suggestion that witchcraft was at play, and the appointment of new judges, something terrible must have happened since by the end of the timeline anyone associated with witchcraft had been pardoned.  Citation: Dunn, J. & Martin, C. (2009). *The Salem Witch Trials.* Full Book. Magic Wagon, ABDO Publishing. Minnesota, United States.  Suggested Activities: Rolling Knowledge Journal, Fabulous Five, Wonderings 1430L “Salem Witch Trials” (use the first section as well as sections titled “Origin of Trials,” “formal charges and trials,” and “legal procedures” for this text set)Author: New World EncyclopediaGenre: Informational TextLength: 4 pages total; use only sections labeled above for a total of 4 pages Synopsis: There is a long and diabolical history associated with the Salem witch trials, and it began long before the people of Salem accused 3 women of bewitching a child. In England, similar types of accusations had been happening for many years; in the early colonies, though, the illnesses and fear that was spreading was dangerous. Many people were hurt, but also the process for trials became clear as the law was written in this trying time. Citation: New World Encyclopedia. (n.d.). *Salem Witch Trials.* Retrieved on Dec. 22, 2016 from <http://www.newworldencyclopedia.org/entry/Salem_Witch_Trials> Suggested Activities: Rolling Knowledge Journal, Fabulous Five, A Picture of Knowledge  **1110L “The Witches of Salem; Diabolical doings in a Puritan Village”**  Author: Stacy Schiff  Genre: Article  Length: 21 pages  Synopsis: The history of the Salem Witch Trials must be seen in a larger picture of Puritans coming to the United States and suffering, both because of the trials it took to come, but also because of disease, illness, harsh weather conditions, and the lack of established law and government. This collision of events may help to explain the perplexities of the trials. For example, the first legal code established, in this order, the crimes that would be charged: idolatry, witchcraft, blasphemy, murder, poisoning, and bestiality.  Citation: Schiff, S. (Sept. 27, 2015). *The Witches of Salem; Diabolical doings in a Puritan Village.* Retrieved on December 22, 2016 from <http://www.newyorker.com/magazine/2015/09/07/the-witches-of-salem>. The New Yorker. United States.  Suggested Activities: Rolling Knowledge Journal, Fabulous Five, Quiz Maker  **1300L “ How Satan Came to Salem; The real story of the witch trials”**  Author: Adam Goodheart  Genre: Article - Book Summary and Review  Length: 7 pages  Synopsis: The Salem Witch Trials came to a sudden end in 1693, leaving many people, including historians, to wonder what actually happened. There have been many theories and ideas about what caused the hysteria, and this article delves into the history, which includes feminist, Marxist, and even Freudian explanations for what actually happened.  Citation: Goodheart, A. (Nov. 2015). *“How Satan Came to Salem; The real story of the witch trials.”* Retrieved on December 22, 2016 from <http://www.theatlantic.com/magazine/archive/2015/11/how-satan-came-to-salem/407866/>. The Atlantic. United States.  Suggested Activities: Rolling Knowledge Journal, Fabulous Five, Wonderings  **1320L “The Truth Behind the Salem Witch Trials”**  Author: Katherine Howe  Genre: Opinion Article  Length: 3 pages  Synopsis: Children’s author, Katherine Howe, who wrote a book inspired by the Salem witch trials shares her beliefs that the trials were about more than witches. In her opinion pieces, she shares her beliefs that the trials were happening during a time when drug-use was common. More than that, the time-period led to people looking for ways to oppress people based on gender, power, and class.  Citation: <https://www.theguardian.com/childrens-books-site/2015/jun/18/the-truth-behind-the-salem-witch-trials>  Suggested Activities: Rolling Knowledge Journal, Fabulous Five, A Picture of Knowledge |

**Supports for Struggling Students**

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

* Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
* Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words: <http://www.wordsmyth.net/?mode=widget>
* Provide brief **student-friendly explanations** of essential background knowledge not easily learned from the text
* Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
* Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
* Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
* **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
* Pre-reading activities that focus on the **structure and graphic elements** of the text
* Provide **volunteer helpers** from the school community during independent reading time
* Use Expert Packs as the **resources for Guided Reading** with a small group of students

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

* Providing brief, engaging texts that provide a high volume of reading on a topic.
* Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
* Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
* Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
* Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

**Step one: Build knowledge and vocabulary.**

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

*Options for this step include:*

* Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
* Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](https://achievethecore.org/content/upload/Selecting%20and%20Using%20Academic%20Vocabulary%20in%20Instruction.pdf).)
* Provide the student-friendly glossary included in the text set prior to reading each text.
* When possible, allow students to read texts in their home language about the topic under study.

**Step two: Read text orally.**

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

*Options for this step include:*

* Have a fluent reader model the first read of a text or resource.
* Have students engage in a buddy/partner read.
* Use recordings of the text to provide additional opportunities to hear expert reading.

**Step three: Engage in group discussion about the content.**

Allow students time in partnerships or small groups to discuss the content of the resource.

*Options for this step include:*

* + Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
  + Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

**Step four: Write about what was read.**

*Options for this step include:*

* Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
* Provide students with several supports to help students engage in writing/drawing about what they read:
  + Use mentor texts about which students can pattern their writing.
  + Allow them to write collaboratively.
  + Show students visual resources as prompts, etc.
  + Provide language supports such as strategically chosen sentence starters.

**Repeat steps one through four with each resource in the text set as appropriate.**

**Expert Pack: Salem Witch Trials**

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| **Learning Worth Remembering**  **Cumulative Activities**- The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are* ***required*** *to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.* |

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write or list what you learned from the text.
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Response:**

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| **Title** | **Write or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
| Salem Witch Trials: Timeline | Surprisingly, the history of the Salem Witchcraft trials lasted 75 years; many people were responsible for the accusation of witchcraft, but many of the events that led up to this included the convulsions that girls were having, and a doctor’s recommendation that it might be caused by witchcraft. |  |
| “Salem Witch Trials” | Witchcraft trials were not new or unique in Europe, but when they began in Salem they were new to the colonies. There is a long and interesting history associated with witchcraft, including formal trials in which people were sentenced for “bewitching” others, legal procedures and a legacy that lives on today. | There were many things that happened during the time of the Salem Witch trials, all which seem to have had a profound impact on the situation. From religious freedom to religious persecution, disease, harsh climates, and a need for a stable government, it seemed that all odds were against those being accused of witchcraft in the 1600s. |
| “The Witches of Salem; Diabolical doings in a Puritan Village” | The population of the colonies was miniscule during the Salem Witch Trials. The small population makes the number of people hanged and accused of witchcraft all the more surprising.  People charged with witchcraft ranged in age from 5 years old to 80 years old. Most surprising – even 2 dogs had been executed for witchcraft! | The people that lived in them were mostly puritans, who were here to escape religious persecution; this makes it all the more interesting that they were the people that were being afflicted, (or you could say persecuted) by witchcraft. |
| “How Satan Came to Salem; The real story of the witch trials” | The long and confusing history of the Salem witch trials make many wonder what actually happened, and what caused the panic that led to 24 people being killed for witchcraft. Some argue that it was actually a town that was suffering from the religious restraints, or even lack of government that led to the trials, some blame plagues and illness. Many of the “facts” were actually opinions that were told and acted out during the trials and recorded as truth from the actions and words of an 11-year-old girl. | The accounts of the events that happened in Salem during the witch trials do not leave a clear understanding of how the events actually happened. The history is convoluted and perplexing, even though history books and encyclopedias can spell out many of the facts. |
| “The Truth Behind the Salem Witch Trials” | Gender, power, and class are at the forefront of the Salem Witch Trials. It is clear from the people, most of whom were women, were accused that the society of Salem was looking for a reason to oust those that did not fit their criteria for purity. | Learning from the mistakes of the past might help us move forward in the future. If women continue to be seen as loud or angry when they speak their mind, we might be in danger of causing similar troubles later on. |

**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the (up to) 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

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| **Title** | **Five Vocabulary Words & Sentences** |
| Salem Witch Trials: Timeline | Words: bewitching, minister, convulsions, witchcraft, pardoned   1. Goody Glover was arrested and tried for bewitching the Goodwin children. 2. Samuel Parris was named the new minister of Salem. 3. Betty Parris began having convulsions and acting strangely. 4. A doctor suggested that witchcraft may have been the cause of the strange behavior. 5. Governor Phips pardoned and forgave those still in prison on witchcraft charges. |
| “Salem Witch Trials” | Words: bizarre, inexplicable, rendered, religious zealotry, commonplace   1. The trials began as a result of the bizarre and weird behavior of two young girls. 2. The girls were afflicted by inexplicable violent convulsions and strange fits, no one could figure out why. 3. The convulsions and fits that seemingly rendered them unable to hear, speak, or see were odd. 4. Although the Salem Witch Trials are conventionally cited as an example of religious zealotry in New England, the trials were exceptional in the American colonies. 5. Charges of witchcraft were far more commonplace in Europe. |
| “The Witches of Salem; Diabolical doings in a Puritan Village” | Words: malicious, colluding, purity, peril, precarious   1. There were many accused of wicked, malicious, and feloniously activities in witchcraft. 2. Having suffered for their faith, the Puritans had sailed to North America to worship with more purity and less wickedness. 3. They also wanted to worship with less peril and danger than they could do in their home countries. 4. The Puritans were in a precarious position when the colony teetered between government and no government. 5. Conditions colluded to make them suspicious of unusual behavior. |
| “How Satan Came to Salem; The real story of the witch trials” | Words: exacting, extract, executions, convoluted, preoccupations   1. Standards of behavior for young girls were more exacting in 17th-century New England than they are today. 2. Nineteen people were hanged in a failed attempt to extract a confession. 3. The executions stopped in 1693 and people were no longer killed for being accused of being a witch. 4. Accounts of the events in Salem seem convoluted and contradictory. 5. The accounts were also affected by preoccupations of their era, making the stories not completely true. |
| “The Truth Behind the Salem Witch Trials” | Words: afflicted, preceded, consigned, nexus, status quo   1. Not all the afflicted girls with convulsions lived in the same household. 2. Hallucinations are generally preceded by violent vomiting. 3. It turns out that witchcraft cannot be solved with a simple disease, or be safely consigned and left in the past. 4. Gender, power, and class form a powerful nexus, in the 1600s as today. 5. The status quo prevented people with coming up with new ideas or changing their behaviors. |
| **Fabulous Five** | Words: inexplicable, convulsions, sorcery, executions, convoluted  The Salem Witch trials of the 1600’s in Salem, Massachusetts began as a result of the bizarre and **inexplicable** behavior of two young girls, afflicted by strange fits that made them unable to hear, speak, or see. Although we will never know the exact number of those formally charged with having “wickedly, maliciously, and feloniously” engaged in **sorcery**, somewhere between a hundred and forty-four and a hundred and eighty-five witches and wizards were named in twenty-five villages and towns. Then, suddenly, as 1692 turned into 1693, the **executions** stopped, the accusers fell silent, the jails emptied. Upon further study of the facts, the 17th-century accounts of the events in Salem seem **convoluted**, contradictory, and blinkered by the preoccupations of their era, so too do many of the later explanations. It is important to look beyond the witness statements and history books and think about all that was impacting the people of Salem. Then, we must learn from history. It turns out that witchcraft cannot be solved with a simple disease, nor can it be safely **consigned** to the past. |

**Student Copy**

**1. Rolling Knowledge Journal**

* Read each selection in the set, one at a time.
* After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write or list what you learned from the text.
* Then write or list how this new resource added to what you learned from the last resource(s).

**Sample Response**

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| **Title** | **Write or List** | |
| **New and important learning about the topic** | **How does this resource add to what I learned already?** |
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**2. Rolling Vocabulary: “Fabulous Five”**

* Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
* Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the Expert Pack.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Fabulous Five” words from ALL the word lists.
* Use the “Fabulous Five” words to summarize the most important learning from this Expert Pack.

**Sample Response**

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| **Title:** | **Five Vocabulary Words & Sentences** |
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| **Fabulous Five** | Words: |

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| **Learning Worth Remembering**  **Singular Activities** – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher. |

**1. Quiz Maker** (Recommended for “The Witches of Salem; Diabolical doings in a Puritan Village”)

* Make a list of questions that would make sure that another student understood the information.
* Your classmates should be able to find the answer to the question from the resource.
* Include answers for each question.
* Include where you can find the answer in the resource.

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| **Question** | **Answer** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

**2. A Picture of Knowledge** (Recommended for “Salem Witch Trials,” “The Truth Behind the Salem Witch Trials”)

(see graphic on next page)

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**3. Wonderings** (Recommended for Salem Witch Trials: Timeline and “How Satan Came to Salem; The real story of the witch trials”

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| **I’m a little confused about:** | **This made me wonder:** |
| On the left, track things you don’t understand from the video and the article.  **I am confused about or do not understand….** | On the right side, list some things you still wonder (or wonder now) about this topic.  **I wonder or would like to learn more about….** |

**Expert Pack: Salem Witch Trials**

Expert Pack Glossary

**Salem Witch Trials: Timeline**

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| *Word* | *Student-Friendly Definition* |
| accused | A person or group of people who are charged with or on trial for a crime. |
| admitted | To be allowed or permitted. |
| bewitching | To cast a spell on and gain control over someone. |
| confessed | To admit that you are at fault. |
| convulsions | A sudden, violent movement of the body caused by an involuntary contraction of the muscles. |
| settled | To make a permanent home somewhere. |
| spectral evidence | A testimony that the accused person’s spirit (or the shape/ ghost of that person) appeared in a dream, even though that person’s body was not present in that same location. |
| testimony | Formal spoken statements given under oath in a court of law. |

**“Salem Witch Trials”**

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| *Word* | *Student-Friendly Definition* |
| allegations | A claim that someone has done something illegal or wrong. |
| execution | To carry out a sentence of death on a condemned person (or someone found guilty). |
| hysteria | Exaggerated or uncontrollable emotion, especially within a group of people. |
| magistrate | A civil officer or judge who holds preliminary hearings and advises based on the law. |
| rebuttal | To argue or contradict what has been claimed. |
| rehabilitated | To restore someone to health or to normal life after a time of disfavor. |
| zealotry | Uncompromising pursuit of religious ideals. |

**“The Witches of Salem; Diabolical doings in a Puritan Village”**

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| *Word* | *Student-Friendly Definition* |
| blasphemy | The offense of speaking negatively about God or sacred things. |
| frailty | Weak or delicate. |
| idolatry | Worship of idol; reverence for something or someone. |
| implicate | To show that someone has been involved in a crime. |
| inhospitable | A harsh environment that is difficult to live in. |
| parishioner | Someone that lives at a parish and spreads the word of the church. |
| piety | Being religious or reverent. |
| pulpit | A raised platform in a church from which the preacher delivers sermon. |
| recalcitrant | A person with a terrible attitude who is uncooperative even to authority or discipline. |
| regiments | A unit of the army. |
| sorcery | The use of magic. |
| symbiotic | A relationship where both sides do not necessarily benefit. |
| unequivocal | Without a doubt. |

**“How Satan Came to Salem; The real story of the witch trials”**

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| *Word* | *Student-Friendly Definition* |
| acute | Being very perceptive and understanding a particular insight. |
| deacon | An ordained minister. |
| feminist | Someone who supports the advocacy of women’s rights on the grounds that women should be regarded as equal to men. |
| manifestation | A symptom or sign that alludes to something else. |
| minions | A follower. |
| panorama | A complete understanding of a subject, topic, or sequence of events. |
| paroxysms | A sudden attack or violent expression. |
| satanic | Connected with Satan, or the devil. |
| stolid | Calm and dependable. |
| tumult | Confusion and disorder. |
| vexed | Problematic; difficult and much debated. |

**“The Truth Behind the Salem Witch Trials”**

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| *Word* | *Student-Friendly Definition* |
| absconded | To leave in a rush as secretly as possible. |
| affliction | Something that causes pain or suffering. |
| archaic | Very old or old-fashioned. |
| conspicuous | Someone who stands out or attracts attention. Obvious. |
| destitute | Not having the basic necessities for life. |
| indentured servant | A person under contract work for another person for a definite period of time, usually without pay but in exchange for free passage into a new country. |
| quaint | Cute and old-fashioned. |
| scarcity | To be in short supply; to have very little. |

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