**https://www.nationalgeographic.org/interactive/salem-interactive/Expert Pack: Salem Witch Trials**

Lexile Range: 720-1020

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| **Topic/ Subject:** Salem Witch Trials |
| **Text/ Resources**Books1. *I Walk in Dread*  by Lisa Rowe Fraustino
2. *Salem Witch Trials: Graphic History* by Jeoming Dunn, Cynthia Martin

Article1. “Never Forget”

Other Media1. Salem Witch Trials: Timeline
2. “Salem Witchcraft Hysteria” virtual trial
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| **Rationale and Suggested Sequence for Reading**This text set begins with an excerpt from *I Walk in Dread*, a historical fiction novel recounting the life of one young girl as she lives through the Salem Witch Trials. This excerpt will leave young readers with a curiosity about the time period that many historians still have today. Although this excerpt will not touch on the topic of witchcraft much, it will give students a clear idea of the time period, the illnesses that impacted families, and the deep impact religion had on families of the time. Then in Salem Witch Trials: Timeline, students will be provided with 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. Kids will become interested in the trials through this text and have many questions about what actually happened. Then, in *Salem Witch Trials: Graphic History*, some of the gaps in the history will be filled with a full summary of the years covered in the timeline. Students will be introduced to the girls who became ill, those that were accused of witchcraft, and the men that were in power at the time, including ministers, the governor of Salem, and judges. Then students will use their background knowledge to navigate through an online interactive National Geographic “Salem Witchcraft Hysteria” virtual trial. In this interactive website, kids will explore their own trail and make decisions based on the information they are given on the page. Finally, in the article, “Never Forget,” some of the same details are covered but we get a look into the memorial set up for the victims in Salem.  |
| **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
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| **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 text* and analyze their development; summarize the key supporting details and ideas.
3. *Read and comprehend complex literary and informational texts independently and proficiently.*
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| **Annotated Bibliography**910L *I Walk in Dread: The Diary of Deliverance Trembly, Witness to the Salem Witch Trials, Massachusetts Bay Colony 1691* (Dear America Series)Author: Lisa Rowe FraustinoGenre: Historical Fiction Book Length: 206 pages; Use only pages 3-7 for this text setSynopsis: In this short excerpt, we learn of 2 young girls in 1691 living in Salem Village. Their family has been affected by terribly cold weather and disease; with no parents left, and the older sister suffering of illness, they are living with an uncle when Deliverance surprisingly comes across a book that is hidden in the home. Citation: Fraustino, L.W. (October 1, 2004). I Walk in Dread: The Diary of Deliverance Trembly, Witness to the Salem Witch Trials, Massachusetts Bay Colony 1691. Pages 3-7. (Dear America Series). Scholastic Inc. Canada.Suggested Activities: Rolling Knowledge Journal, Fabulous Five, Wonderings**780L** **The Salem Witch Trials: Timeline**Author: Jeoming Dunn, Cynthia Martin Genre: TimelineLength: 32; use only pages 4 for text set.Synopsis: This timeline shows an overview of the years 1629-1706 in Salem Massachusettes. 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, A Picture of Knowledge**720L *The Salem Witch Trials: Graphic History***Author: Jeoming Dunn, Cynthia Martin Genre: Book - Graphic History Length: 32; use only pages 6-31 for text set.Synopsis: This graphic history tells the story of the Salem witch trials, beginning with the trials and tribulations of the new Minister in Salem, whose daughter became ill with fever that caused her to behave strangely; perhaps she was the first to be overcome by a witch!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, Quiz Maker**1010L “Salem Witchcraft Hysteria”**Author: National Geographic SocietyGenre: Website (Interactive)Length: N/ASynopsis: Students will experience the 1692 Salem Witch Hunt in a terrifying online trial. How long have students been in the snare of the devil? Will they confess?Citation: National Geographic Society. (2005). Retrieved March 22, 2018, from <https://www.nationalgeographic.org/interactive/salem-interactive/>Recommended Student Activities: Rolling Knowledge Journal, Fabulous Five, Wonderings (Also, the website is interactive)**1020L “Never Forget”**Author: Barbara Brooks SimonsGenre: Nonfiction ArticleLength: 4 pagesSynopsis: This article explains the memorial set of for the victims of the Salem Witch Trails. It also takes a look at a hypothesized cause into wondering if the girls were poisoned. It touches on what bills were passed because of the trials.Citation: Simons, Barbara Brooks. "Never Forget." Cobblestone, vol. 37, no. 7, Sept. 2016, p. 26. EBSCOhost, <http://search.ebscohost.com/login.aspx?direct=true&db=prh&AN=117957330>.Suggested Activities: Rolling Knowledge Journal, Fabulous Five, A Picture of Knowledge  |

### Supports for Struggling Students

* 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 necessary background knowledge
* 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.

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 (lower)**

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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?** |
| 1. *I Walk in Dread: The Diary of Deliverance Trembly* | Salem was a rough place to live in the 1600’s. Many were afflicted with illness, and loved ones were lost to these diseases. There also seemed like there was a lot of work, without a lot of play for the children that lived during the time period. A deep belief in religion is clear in Deliverance’s accounts of finding a bible. |  |
| 2. 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. | Seeing a whole history outlining the time that Deliverance (from I walk in Dread) lived, I begin to wonder about Mem’s sickness, and also about how they will survive with an uncle that is not religious. It seems that during this time period it was important not to be accused of witchcraft, and many people suffered when they were accused. |
| 3. *Salem Witch Trials: Graphic History* | The village of Salem was seeing hard times, and since the settlers didn’t know what to do, they turned to the new minister. When his daughter fell ill with a strange disease, everything began to change. Over time, more and more people were accused of witchcraft, and some were hanged or died in prison. Finally, the law was changed and the people who were accused were released. | It seems interesting that it was only girls that were affected with the strange illness, and also strange that all of the people in power in Salem at the time were men. Additionally, it seems strange that Ann was the only person to publicly apologize when so many people made bad decisions about how they would react to the illness that was spreading in Salem. |
| 4. “Salem Witchcraft Hysteria” | The decision to confess was a difficult one. | If you confess to being a witch, you were more likely to be freed. If you claimed your innocence, you were more likely to be convicted. |
| 5. “Never Forget” | Students will learn about the memorial for the victims of the Salem Witch Trials. They will also read about the bills passed after the events in Salem. | The injustice might have one positive affect; it changed the way that laws are governed in the United States. |

**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

**Sample Response**

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| **Title:** | **Five Vocabulary Words & Sentences** |
| *I Walk in Dread: The Diary of Deliverance Trembly* | Words: faithful, fending, sermon, cleverly, predestined1. She was the Lord’s faithful servant and didn’t stray.
2. With a sickly sister, I am used to fending for myself and doing things on my own.
3. The priest gave sermon, his words inspired everyone there.
4. The secret book was cleverly hidden away.
5. Some believe God already predestined us, which means our future is already decided.
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| Salem Witch Trials: Timeline | Words: bewitching, minister, convulsions, witchcraft, pardoned1. Goody Glover was arrested and tried for bewitching the four 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.
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| *Salem Witch Trials: Graphic History* |  Words: agriculture, midst, influence, governor, seizures1. In the late 1600’s, Salem village was in the midst and middle of change.
2. The village was shifting from an agricultural community with farming to a center for sea trade.
3. At the time, the easiest way to influence and convince the people was through the church.
4. There was no one to keep the peace until the new head of the community, the governor, arrived.
5. Betty became ill with a fever, she also had seizures and convulsions and she would hide underneath the furniture.
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| “Salem Witchcraft Hysteria” | Words: fractions, fits, witchcraft, confessed, hysteria1. The town of Salem was divided into fractions and the people living in Salem were not getting along.
2. Several young girls experienced fits like seizures and convulsions.
3. Many people believed witchcraft was the cause of the young girls’ fits.
4. Some of the accused, confessed to being a witch.
5. At the end of the hysteria, the governor of Massachusetts pardoned everyone in prison on witchcraft charges.
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| “Never Forget” | Words: bouquets, descendants, attainders, bill, hallucinogens 1. She grabbed different flowers, put them together and made a bouquet.
2. The descendants of the victims, like their grandchildren, received money because of how wrong the trials were.
3. The attainders, which made people give up their land, were reversed.
4. The bill passed and made it illegal for people to be executed for being called a witch.
5. Hallucinogens can make people see things that aren’t there.
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| **Fabulous Five** | Words: witchcraft, influence, accursed, hysteria, pardonedThe early Puritan Colonists were going through hard times in Salem in the 1600’s. When children and women fell ill with fevers and convulsions, one doctor suggested that **witchcraft** may have been the cause of the strange behavior. Many in the church were looking for reasons to blame their misfortune on, and many also believed that the devil would come to them through witchcraft. At the time, the easiest way to **influence** the people was through the church, and the church helped to spread the word that people were being **accursed**. As the weather got warmer, the **hysteria** faded. Finally, the governor of Massachusetts **pardoned** everyone in prison on witchcraft charges. |

**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 word
* 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:  |

**Learning Worth Remembering**

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| **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 *Salem Witch Trials: Graphic History*)

* 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: Timeline and “Never Forget”)

(see graphic below)

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**3. Wonderings –** (Recommended for *I Walk in Dread: The Diary of Deliverance Trembly* and “Salem Witchcraft Hysteria”)

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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 (lower)**

Expert Pack Glossary

***I Walk in Dread: The Diary of Deliverance Trembly***

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| *Word* | *Student-Friendly Definition* |
| accounts | Journal entries or memories of something that happened  |
| guardian | The person who is legally responsible for someone who is unable to take care of themselves; often refers to the person who cares for a child whose parents have died. |
| predestined | To determine, in advance, what the outcome will be |
| sickly | Often ill or in poor health *Deliverance’s sister, Mem, is sickly.* |
| sermon | To speak on a religious subject, usually sermons are given during a church service. |

**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: Graphic History***

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| *Word* | *Student-Friendly Definition* |
| agriculture | Farming. Using the land to grow crops and or livestock. |
| governor | An official that was elected or appointed as the authority, often of a specific geographic region or area |
| ill | To be sick |
| influence | To be able to persuade or convince someone |
| midst | In the middle of |
| seizures | A sudden attack that affects your body; often accompanied with convulsions or trembling and a loss of consciousness |

**“Salem Witchcraft Hysteria”**

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| *Word* | *Student-Friendly Definition* |
| adversary | Someone who is competing with, or arguing or fighting against you |
| afflicted | Pain, illness, or disaster that affects you badly and makes you suffer |
| convulsions | Suffering from uncontrollable muscle movements |
| covetous | A person who has a strong desire to possess something, especially something that belongs to another person |
| devoutly | A sincere or deep hope for something or belief in something |
| seethe | Being very, very angry about something but not expressing your feelings about it |

 **“Never Forget”**

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| *Word* | *Student-Friendly Definition* |
| towering | To reach or rise to a great height |
| jutting | To stick out, up, or forward |
| tercentenary  | 300th anniversary |
| attainder | The taking away of a person's rights when that person has been declared an outlaw or sentenced to death |
| oppression | Cruel and unjust treatment |
| procession | A group of individuals moving along in an orderly way |
| deficient | Lacking something necessary |