

Teacher: Patrick Jones
 Title: Colonial America

FLVS Course: American History 2.03
 Enrichment or MJ U.S. History 3.2

Topic: Salem Witch Trials

Grade level: High School

FLVS Turning Points Grant Lesson/ Activity/Content																									
<p>Summary: <i>(A short 3-5 sentence summary of the Activity and how it will be delivered)</i></p>	<p>Using the Salem Witch Trial Free Online Videos (Discovery Education) and other online resources the students will evaluate, synthesize, and process information about the panic created in Salem, MA. Through this enrichment activity, students will visualize what it was like to live in that time period through primary and secondary sources.</p>																								
<p>National Standards for History Era: Link</p>	<p>Era 2 Colonization and Settlement (1585-1763) Standard 2 How political, religious, and social institutions emerged in the English colonies</p>																								
<p>State Standard(s): Link to SSS Link to Next Gen SSS</p>	<p>Standard 1: The student understands historical chronology and the historical perspective. (SS.A.1.4) 2. identifies and understands themes in history that cross scientific, economic, and cultural boundaries. 3. evaluates conflicting sources and materials in the interpretation of a historical event or episode. Standard 4: The student understands U.S. history to 1880. (SS.A.4.4) 2. understands how religious, social, political, and economic developments shaped the settlement patterns of the North American colonies.</p> <p>Next Gen SSS</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Benchmark Number:</td> <td>SS.912.A.1.2</td> </tr> <tr> <td>Benchmark Description:</td> <td>Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.</td> </tr> <tr> <td>Subject Area:</td> <td>Social Studies</td> </tr> <tr> <td>Grade Level:</td> <td>912</td> </tr> <tr> <td>Strand:</td> <td>American History</td> </tr> <tr> <td>Standard:</td> <td>Use research and inquiry skills to analyze American history using primary and secondary sources. -</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Benchmark Number:</td> <td>SS.8.A.1.7</td> </tr> <tr> <td>Benchmark Description:</td> <td>View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.</td> </tr> <tr> <td>Subject Area:</td> <td>Social Studies</td> </tr> <tr> <td>Grade Level:</td> <td>8</td> </tr> <tr> <td>Strand:</td> <td>American History</td> </tr> <tr> <td>Standard:</td> <td>Use research and inquiry skills to analyze American History using primary and secondary sources. -</td> </tr> </table>	Benchmark Number:	SS.912.A.1.2	Benchmark Description:	Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.	Subject Area:	Social Studies	Grade Level:	912	Strand:	American History	Standard:	Use research and inquiry skills to analyze American history using primary and secondary sources. -	Benchmark Number:	SS.8.A.1.7	Benchmark Description:	View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.	Subject Area:	Social Studies	Grade Level:	8	Strand:	American History	Standard:	Use research and inquiry skills to analyze American History using primary and secondary sources. -
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<p>Themes/Concept:</p>	<p>Salem Witch Trials/ Colonial Life</p>																								
<p>Essential questions (2-5 questions) <i>(What you want the students to know)</i></p>	<p>What happened in Salem Massachusetts to cause the Witch Trials and mass panic? What was the outcome of the trials? How would you react if you had been a member of the community? Someone accused of Witchcraft?</p>																								
<p>Learning Goal(s): <i>(What you want</i></p>	<p>- <i>Students will understand:</i> - That there are multiple perspectives to historical events and they may be</p>																								

<i>students to understand)</i>	<p>interpreted differently based on evidence</p> <ul style="list-style-type: none"> - That the religious and economic nature of the New England colonies contributed to the hysteria in Salem
Launch Activity (Hook)	<p>On first page of lesson student will be exposed to different verbiage concerning the Witch Trials in Salem as well as any drawings including re-enacted photographs/video</p> <p>http://itunes.apple.com/us/podcast/witches-in-the-colonies/id73907438?i=80927273</p>
<p>Knowledge & Skills</p> <p><i>(People, Places, times and vocabulary-what the student should be able to do. What skills will they use?)</i></p>	<ul style="list-style-type: none"> - Students will know: - <i>Students will be able to</i> - Discern potential biases in primary resources and how they may affect historical interpretation - Utilize historical inquiry to make their own decisions and theories about historical people, events and periods - Create their own theories/hypothesis and use historical evidence to support them
<p>Lesson <i>(The lesson itself; Procedure)</i></p> <p>-Background: The Salem Witch Trials are documented through primary resources including: court case records, letters from townspeople, maps, diaries, interviews and first person accounts. There are four major theories about the Salem witch trials including: a theory regarding the social/economic status of the village and town, a theory that examines the affects of religion, a theory that looks at the repression of children and a theory that looks at how fungus in wheat could have affected the population</p> <ol style="list-style-type: none"> 1. After watching the videos, reviewing source material and taking Cornell notes, students will create a review sheet (work file) about the background about the Salem Witch Trials. 2. Now the student will be directed to resource #3 where there are six real Salem Witch Trial participants' biographies as well as a large amount of primary source documents that provide a first-hand account of the events. The student will pick one of the six participants and create a webpage, power-point, or any other web tool describing the person and their overall role. 3. The student will complete the presentation with a reflection about the person and the events. The student will then submit the Work File and Participant Presentation for Assessment. 	
<p>Assessment Evidence: <i>What evidence will show that students met the learning goal?</i> The student will submit a Work File and Salem Witch Trial Participant Presentation for Assessment.</p>	
<p>Resources and instructional tools: <i>(Including Video Sources, Text Resources, Research Strategy)</i></p> <ol style="list-style-type: none"> 1. http://school.discovereducation.com/schooladventures/salemwitchtrials/story/ 2. http://school.discovereducation.com/schooladventures/salemwitchtrials/life/ 3. http://school.discovereducation.com/schooladventures/salemwitchtrials/people/ 4. http://www.smithsonianmag.com/history-archaeology/brief-salem.html 5. http://itunes.apple.com/us/podcast/witches-in-the-colonies/id73907438?i=80927273 	

6. <http://etext.virginia.edu/salem/witchcraft/texts/>
7. [http://www.teachertube.com/viewVideo.php?video_id=57864&title= 1 Salem Witch Trials](http://www.teachertube.com/viewVideo.php?video_id=57864&title=1+Salem+Witch+Trials)