



Practice and enrich ELA skills
through **models** of American
ART, CULTURE & *History.*

UNIT TWO:
Conquerors & *Colonists*



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Welcome to the Art of English, Unit Two: Conquerors and Colonists
This unit introduces you to a new way of learning English through activities based on the art, culture and traditions of the first European people to settle what is now the United States.

Art of English is a multi-layered approach to learning language. It connects models of art, music, poetry, drama and historical writings to learning reading, vocabulary, pronunciation, writing and comprehension skills.

Art of English uses three little verbs: *Model, Practice, Enrich* to guide you into learning a second language the way you learned your first. It engages your senses and evokes feelings. Our first activity will demonstrate...

MODEL: WRITE. Study the picture on the front of this unit. Write down as many words as you can to describe what you see! These are literal descriptions. *Examples: sailing ship, man with mustache.* Second, Study the picture again and write down as many ideas as you can that come to mind. *Examples: stormy seas, mariners.* These are interpretations.

LITERAL DESCRIPTIONS

INTERPRETATIONS

PRACTICE: WRITE. READ. SPEAK. LISTEN. Write down your favorite description and interpretation on the board. Listen to the instructor pronounce each word/phrase and repeat what you hear. After all the students have written on the board, discuss the similarities and differences in the descriptions and interpretations.

ENRICH: READ. WRITE. Choose *three* descriptions or interpretations you like best from the list on the board. Add a verb to the description or interpretation and arrange the three into a three line stanza to make an original *poem* inspired by the painting. Write the *poem* here then read it to the class. Example: *stormy seas frighten / mariners want to go home / sailing ship lands.*

SPEAK. LISTEN: Read your *poem* to the class. Listen to others read their poems.
Discuss: What makes your writing a poem. What new vocabulary words did you learn from listening to others? What language skills did you learn from this lesson?



CHAPTER TWO: CONQUERORS AND COLONISTS

Historic Time Line: Historic events, Arts & Letters

North America++++++1492-1690++++ Western Europe

1492 Columbus discovers New World!

1501 First black slaves brought to Santo Domingo

1504

1509

1513 Balboa discovers Pacific Ocean

1520 Magellan reaches Pacific in world voyage

1524 Verrazano explores coast of New England
& New York bay for France.

1535

1539 DeSoto explores North America

1553

1558

1581

1582

1588

1605

1607 Jamestown, Virginia – 1st English colony
on North American mainland.

Pocahontas saves life of John Smith.

1618

1619 Dutch ships brings first African slaves
to British North America

1620 Pilgrims sail from England, land on
New England coast: Plymouth Rock

1630 Massachusetts Bay colony established

1632 Maryland founded by Lord Baltimore

1642-1660

1665-1666

1667

1682 Pennsylvania founded by William Penn

1689 Beginning of French-Indian wars (to 1763) connected to French-English wars for control of Europe.

Moors conquered in Spain

Leonardo Da Vinci paints *Mona Lisa*

Michelangelo completes *The David*

Henry VIII ascends English throne

Michelangelo paints Sistine Chapel

Martin Luther excommunicated
from Roman Catholic Church.

Reformation begins in England,
Henry VIII becomes head of church.

Roman Catholicism restored-England

Protestantism restored-England,

Rule of Elizabeth I (Henry's daughter)

Shakespeare writes plays.

Persecution of Huguenots-France

Pope Gregory XIII – Gregorian calendar

England defeats Spanish Armada

Cervantes writes *Don Quixote* – 1st novel

Start of 30 years war in Europe:
Catholics vs. Protestants

Inquisition forces Galileo to recant his
belief in the Copernican theory.

Puritan commonwealth rules England

Great Plague-Great Fire of London

Milton writes *Paradise Lost* -greatest epic

MODEL: LISTEN, READ: Listen while the instructor reads the following essay out loud. Follow the words by mouthing them silently. Underline all unfamiliar words.

The first voyage of Christopher Columbus in 1492 is a decisive event in world history. It shocked Europe into realizing that the Americas existed. Columbus's daring style of adventure is one that would serve as a model for centuries to come: explore, conquer and settle the "new" land. He believed he was doing the will of his Creator.

Columbus was a true adventurer, secure enough to go against the popular superstition that the world was flat, and obsessive enough to convince others to go along with him. It took him over a decade to get the money. He was a master **mariner** and a born leader: six feet tall. The average height of European male was five feet, four inches. Columbus was a **fast-talker** and an **egomaniac**. As we will read in his journals, he also had the support of the Almighty with whom he communicated on a regular basis.

A true man of the world, the Italian born, Portugese trained Columbus **convinced** Spain's King Ferdinand and Queen Isabel to fund his voyage. But there were "*strings attached*" to the bargain: the money had to be paid back and any "new world" souls saved for Christ. One of the three ships Columbus needed for the trip was already in port, the 100 ton, 75 feet long Santa Maria; the Nina and the Pinta were built especially for him. Forty men were **recruited** for his crew: one Portugese, one Italian and 38 Spanish.

Columbus's **flotilla** set sail on August 3, 1492 and went more than two months without seeing land; he had **miscalculated** the width of the Ocean Sea by 50%. On the night of October 11, 1492, Columbus wrote in his log, "I prayed mightily to The Lord." When land was **sighted** the following day, he thought it was the **mainland** of Asia, but it was San Salvador. On later trips when he explored Haiti and Cuba, he thought they were the Japanese islands.

To the day he died, Columbus never knew that he had not found the Orient. A loyal **subject** and **devout** Christian, he obediently followed the orders of his European **patrons** to: "round up the natives, **prohibit** their religion, **enslave** them, **exhaust** their gold and move on." After Columbus's first voyage, the Pope, a Spaniard, **decreed** that "everything beyond 100 leagues from the Azores (in the middle of the Ocean Sea) ...shall belong to Spain." The "new world", the Americas, was now at the mercy of the "old".

Columbus enjoyed wealth and celebrity for a short time only. He died in **debt**, but those he led to the western hemisphere "*moved on*". It took only fifty years for the Spanish conquistadors to conquer and **plunder** the whole of central America and Peru.

PRACTICE: READ. SPEAK. LISTEN. Re-read the essay one student reading a paragraph at a time. Circle the words that you have difficulty pronouncing.

PRACTICE: READ, WRITE. Answer the following questions about the essay.

1. Why was Columbus's voyage a decisive event in world history? _____
2. How long did it take Columbus to get the money for his voyage? _____
3. Who did Columbus convince to fund his voyage? _____
4. Where was Columbus born? _____
5. When did Columbus's flotilla set sail for the new world? _____
6. What were the "*strings attached*" to Columbus's bargain with the King and Queen? _____
7. Where did Columbus think he had landed? _____
8. Where did he actually land? _____

GRAMMAR (CHECK: WRITE.SPEAK.LISTEN. Create your own questions on information found in the essay. Ask your classmates to answer and you answer theirs.

1. Who _____
2. Where _____
3. When _____
4. What _____

PRACTICE: READ. SPEAK. LISTEN. WRITE. Define each word, use in a new sentence. Write new sentences on the board. Practice pronouncing each word.

1. mariner (n) _____
2. fast-talker (n.) _____
3. egomaniac (n) _____
4. convinced (v.) _____
5. recruited (v) _____
6. flotilla (n) _____
7. miscalculated (v) _____
8. sighted (v) _____
9. mainland (n) _____
10. subject (n) _____
11. devout (adj) _____
12. patrons (n) _____
13. prohibit (v) _____
14. enslave (v) _____
15. exhaust (v) _____
16. decreed (v) _____
18. debt (n) _____
19. plunder (v) _____
20. *strings attached* _____

How many of the above words are Latin-based? _____

PRACTICE: WRITE, READ: Write an imaginary **first person** account in the **voice** of one

GRAMMAR CHECK: READ. WRITE. Complete the following using the pronoun indicated.

Second person singular _____have been at sea for two months.

Third person singular feminine _____has been at sea for two months.

Second person plural _____have been at sea for two months.

In which person, does the auxiliary verb change? _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

1. Give your account to a classmate to read, then you read his/hers. Share suggestions.
2. Ask your classmate to underline the part of your account he/she likes the best.
3. Read all or part of your account to the class.
4. Listen to your classmates as they read their accounts.
5. Discuss similarities/differences.

ENRICH: READ, LISTEN, SPEAK: Read the following accounts by former ESL students out loud for pronunciation practice and appreciation of their originality. Discuss each one.

From the logs of Columbus's crew

I was assigned to the Santa Maria. It was a sunny day at Puerto de Palos. I did not know what was worse, the trip or the jail or seeing how everyone behaved there. I was not really a sailor. I was in jail because I could not pay the taxes to the Government and they came one day telling us that if we became sailors we could get freedom. I said yes because for me to be in jail means to be dead.

There were a lot of meals and wine and the kinds of people you can find in jails. The first days were quiet and everybody was talking about what they would do with the gold they expected to find. I was sick most of the time, not from the trip but from the meals and the wine and I felt like I was at sea, not for two months, but 200 years. S.H.

We have been on the Ocean Sea for sixty nine days. We have no sight of land in all these days. I'm afraid to get sick because we are running out of water and food, only the wine is my consolation.

How could I believe in that man? When he hired me he told me it would be a month long voyage and we would get to India and everybody would have gold, food and good fights.

You know, I'm crazy for a fight.

What will be my destiny? Am I going to be fish food? No. A guy like me can't die like fish food. I wish I could die in a fight after killing lots of people. I'm positive that I'm going to die like a hero. If we don't find land by tomorrow, I'm going to start a rebellion and the master will be the first one whose head I will cut off. Well, now I drink more wine to fill my emptiness and tomorrow will be history, you'll see. C.B.

I AM FRIGHTENED AND DIZZY. I IMAGINE ONLY WATER AND SKY AND ALSO NO FOOD. I THINK WE WILL DIE. THERE IS NO MORE HOPE. I WILL PRAY MIGHTILY TO HAVE A MIRACLE. ONLY THEN I WILL THINK TO SAVE MY LIFE. I.V.

MODEL: READ. LISTEN. Listen to the instructor read these words from Columbus's log that describe his **first impressions** of the people of the "new world". Mouth the words as

they are being read. *Log* is the name used for the handwritten ship's journal. Columbus apparently dictated his log to someone under his command.



These are the words of the admiral

“As I saw that they were very friendly to us, and **perceived** that they could be much more **easily converted** to our holy faith by gentle means than by force, I presented them with some red **caps** and strings of beads to wear upon the neck and many other **trifles** of small value...they were much delighted, and became **wonderfully attached** to us. Afterwards they came swimming to the boats, bringing parrots, balls of cotton **thread**, **javelins** and many other things which they exchanged for articles we gave them, such as glass beads and **hawk's** bells; which trade was carried on with the **utmost** good will. But they seemed on the whole to me, to be a very poor people. They all go completely naked, even the women, though I saw but one girl. All whom I saw were young, not above thirty years of age, well made, with fine shapes and faces; their hair short, and **coarse** like that of a horse's tail, **combed** toward the forehead, except a small portion of which they suffer to hang down behind and never cut.

Some paint themselves with black which makes them seem like those of the *Canaries (the Canary Islands)*, neither black nor white; others with white, others with red and others with such colors as they can find. Some paint the face, and some the whole body; others only the eyes, and others the nose. Weapons they have none, nor are acquainted with them, for I showed them swords which they **grasped** by the **blades**, and cut themselves through ignorance. They have no iron, their **javelins** being without it, and nothing more than sticks, though some have fish-bones or other things at the ends.

They are all of a good size and **stature** and **handsomely formed**. I saw some with **scars** of **wounds** upon their bodies, and demanded by signs the origins of them; they answered me in the same way, that there came people from the other islands in the neighborhood who **endeavored** to make prisoners of them, and they defended themselves. I thought then, and still believe that these were from the continent. It appears to me, that the people are **ingenious** and would be good servants and I am of opinion that they would very **readily** become Christians, as they appear to have no religion. They very **quickly** learn such words as are spoken to them. If it please our Lord, I intend at my return to carry home six of them to your Highnesses, that they may learn our language. I saw no beasts in the island, nor any sort of animals except parrots ”

.....These are the words of the admiral

PRACTICE: READ. WRITE. SPEAK. LISTEN: Listen to the instructor pronounce these words from Columbus's log and repeat them. Define the words and them in new sentences.

1. perceived (v)_____

2. easily (adv) _____
3. converted (v) _____
4. caps (n.) _____
5. trifles (n) _____
6. wonderfully (adv) _____
7. attached to (v) _____
8. thread (n) _____
9. javelins (n) _____
10. hawk (n) _____
11. coarse (adj) _____
12. combed (v) _____
13. grasped (v) _____
14. blades (n) _____
15. stature (n) _____
16. handsomely (adv) _____
17. formed (v) _____
18. scars (n) _____
19. wounds (n) _____
20. ingenious (adj) _____
21. readily (adv) _____
22. quickly (adv) _____

PRACTICE: READ, WRITE: Re-read Columbus's log that describes his first day in the "new world" one student at a time. Notice the log ends with "*These are the words of the Admiral*" Columbus dictated his first impressions. Many were sense impressions: **sight, sound, touch, taste, smell : sense memories.**

Identify **three** of Columbus's sense impressions and write them below:

1. **sight** _____
2. **sound** _____
3. **touch** _____

GRAMMAR CHECK: READ. WRITE.

ADVERBS

An adverb is a descriptor; it tells you about a verb. There are **four** adverbs used in Columbus's log. Explain the use of each one and then use it in an original sentence.

1. _____
2. _____
3. _____
4. _____

ENRICH: READ, WRITE:

DISCOVERING A NEW WORLD

Now, think about the day you first came to your “new world” – the United States - and write about your first impressions in your native language. In the style of Columbus, include as many sense impressions as you can. Then translate your writing into English

ENGLISH TRANSLATION:

EDIT: After you finish writing, ask your teacher to correct any spelling or grammatical mistakes. List the mistakes at the end of this unit in the section marked ***OOPS, I DID IT AGAIN.*** Then rewrite what you wrote and include the corrected spelling and grammar.

MODEL:

The Colonists

LISTEN, READ: Listen while the instructor reads the following two selections written in 17th century English. Mouth the words as they are being read out loud. They were written to encourage Englishmen to cross the ocean to settle the new colonies.

1. *A whole country of English is there, man...they have married with the Indians who are so in love with 'hem that all the treasure they lay at their feete...I tell thee, golde is more plentiful there than copper is with us...why, man, all their dripping pans and their chamber pottes are pure golde...and for rubies and diamonds, they goe forth on holydayes and gather 'hem by the seashore, to hang on their children's coates and stick in their caps...And then you shall live freely, there, without sergeants or courtiers or lawyers...*

2. *Virginia,
Earth's onely paradise.
Where Nature hath in store
Fowle, Venison and Fish,
And the Fruitfull'st Soyle,
Without your Toyle,
Three harvests more,
All greater than your Wish,
And the ambitious Vine,
Crownes with his purple Masse,
The cedar reaching hie
To kisse the Sky,
The Cypresse, Pine
And use-full Sassafras.*

PRACTICE: READ, WRITE. SPEAK. LISTEN: Work with a partner and re-read both passages. Circle the words that you think are spelled incorrectly or are unfamiliar. Re-write the words on the lines provided in their modern day form. Write the correct forms on the board, then compare your work to that of others in the class. *You will find the correct answers on the next page.*

GRAMMAR CHECK: READ. SPEAK. LISTEN

SPELL CHECK

Read the "corrected" paragraph and poem. Compare them to those on the previous page.

1. A whole country of English **is** there, man...they have married with the Indians who are so in love with **them** that all the treasure they lay at their **feet**...I tell thee, **gold** is more plentiful there than copper is with us...why, man, all their dripping pans and their chamber **pots** are pure **gold**...and for rubies and diamonds, they **go** forth on **holidays** and gather **them** by the seashore, to hang on their children's **coats** and stick in their caps...And then you shall live freely, there, without sergeants or courtiers or lawyers...

2. Virginia,
Earth's **only** paradise.
Where Nature hath in store
Fowl, Venison and Fish,
And the **fruitful Soil**
Without your **Toil**
Three harvests more,
All greater than your Wish,
And the ambitious Vine,
Crowns with his purple **Mass**,
The cedar reaching **high**
To **kiss** the Sky,
The **Cypress**, Pine
And **useful** Sassafras.

1. What spelling rule for nouns has changed since the 17th century?

2. Which pronoun was spelled differently 400 years ago? _____

3. Which two adjectives are spelled differently today? _____

a. Add the suffix -ful the following nouns:

(1) plenty _____ (2) wonder _____ (3) beauty _____

(4) care _____ (5) thought _____ (6) help _____

b. Based on "a", create a rule for making nouns into adjectives by adding a suffix:

ENRICH: READ, SPEAK, LISTEN: Look through a magazine to find an advertisement that asks people to travel or to attend a concert, movie, play. Read the "copy" (**words of the advertisement**) out loud to everyone and discuss how the words are chosen to appeal to the reader. Compare modern advertisement with these 17th century "advertisement" writings.

MODEL: READ, WRITE: Read the following about two different English colonies.

THE LOST COLONY

In April 1587 about 170 men, women and children left England for the New World. Although their destination was the Chesapeake Bay region, they stopped at Roanoke Island, Virginia. Their captain refused to take them any further, he left them stranded there. Virginia Dare, the granddaughter of John White who later helped establish the Jamestown settlement, was born on August 18, 1587. She was the first English child born in America. Although he did not wish to leave his family, John White set sail for England on August 25th to get more food and supplies. He told the colonists to leave a sign: the word **CROATAN** if they went to live in another place or with friendly natives. The distress sign was to be a cross carved into the tree. Because of England's war with Spain, it took White three years to return. He found the word **CROATAN** written on a wooden post, but it was the only thing anyone ever found of the "lost colony".

The Mayflower

"we whose names are under-written...covenant and combine ourselves together into a civil body politick, for our better ordering and preservation...enacte, constitute and frame such just and equal laws, ordinances, acts, constitutions and offices, as shall be thought most meete for the generall good of the Colonie, unto which we promise all due submission and obedience." This is part of the Mayflower

Compact, the first set of laws made by colonists in North America. The underwritten were the men who were members of the 102 immigrants who arrived on the ship Mayflower in December of 1620 in a place they called Plymouth Rock (they had sailed from Plymouth, England). Half of the people on board the ship were pilgrims (**travelers on a religious journey**) looking for a new land where they could practice their religion, Puritanism, without persecution. The Pilgrims thought it was a blessing from God that the local native people finally came in the person of Squanto who came to help them in March after their first long terrible winter in which more than half of them died. The following fall, the new colonists and the natives gathered in Thanksgiving.

PRACTICE: READ, WRITE: Re-read the above paragraphs and write five questions for each one using the five W question words.

THE LOST COLONY:

1. Who _____?
2. What _____?
3. When _____?
4. Where _____?
5. Why _____?

THE MAYFLOWER:

1. Who _____?
2. What _____?
3. When _____?
4. Where _____?
5. Why _____?

PRACTICE: SPEAK. LISTEN. Ask one of your questions to the person next to you. Listen to the answer, repeat it if it is misunderstood.

ENRICH: WRITE. READ: Study the painting below. With the instructor as facilitator, **brainstorm** descriptive words (*adjectives*) naming words (*nouns*) and action words (*verbs*) that apply to the painting. Write them on the board under their appropriate categories.



Adjectives

Nouns

Verbs

WRITE: The Lost Colony or Plymouth? I think this scene takes place in _____
because _____

WRITE: Write a three line poem using adjective/noun/ verb combination from your list.

MODEL: READ. SPEAK. LISTEN. WRITE. This painting shows the first successful, **treaty** (*legal agreement*) with the natives in North America. It took place on the land that is now Pennsylvania and it was negotiated by William Penn 62 years after the landing of the Mayflower. As a class, list only what you see : **Literal** details.



LITERAL DETAILS: _____

PRACTICE: SPEAK. LISTEN: Students will choose who they want to be: European settlers or native people. As a settler or a native, each person will speak about his/her feelings about taking part in the meeting shown in the painting. Use the **TALKING CIRCLE** technique:

1. Everyone sits in a circle. This is so you can see the facial expressions and read the body language of the person talking.
2. Instructor chooses an object which each person will hold in his/her hand while talking. Pass it to the next person when he/she is finished.
3. One person at a time talks until he/she says everything he/she wants to say on the subject. No interruptions. No questions.
4. Everyone is entitled to the respect of the others. No one's opinion is considered more important than another's. All are equal.

ENRICH: SPEAK. LISTEN. Listen to the instructor as he/she explains how to create improvised dramatic scenes shown in the painting. Instructor becomes director at first.



INSTRUCTIONS:

THEATER HISTORY: "YOU ARE THERE!"

Everyone is an actor. You are either a 17th century settler or a native.

1. Actors physically become their characters in the scene and get into their character's position forming a **tableau, a live version of the painting.**

2. After all the actors are in their respective places, the instructor (director) gives the following instructions:

a. **Scene #1 "Action!"** Focusing on only 2-4 actors, at a time. The director says "**action**" and the actors start to improvise a dialogue. *For example: The young settler kneeling in front of the native man whose hand is reaching out to him. They start to improvise on "action!"*

b. **"Cut!"** When the director says "cut", the dialogue stops and other actors in a different part of the painting "come alive" and improvise dialogue with each other.

c. **Scene #2. "Action!"** Focusing on a different set of actors. The director says "**action**" and a second set of actors start to improvise a dialogue.

d. This sequence is repeated until the different scenes are improvised and everyone has a chance to participate.



ACTOR'S JOURNAL: WRITE: Answer the questions about your role in the **ACTING**.

1. What role did you play in the improvisation? _____
2. Did you understand what was happening in the scene? _____
3. Where did this scene take place? _____
4. When did this scene take place? _____
5. What problem did the improvisation express? _____

JOURNAL: How do you feel about taking part in classroom improvisations? Explain yourself by answering the following questions in a single paragraph: Were you nervous before participating in the improvisation? Did you feel better once you started to act your part? Did you feel free to express yourself in the character you were playing? What was the best part of the experience? How did you feel when the improvisation was over?

SPEAK, LISTEN: Share your JOURNAL writing with a classmate or with the class.

MODEL & PRACTICE: READ. SPEAK. LISTEN. WRITE: Read the following synopsis and dramatized scene from Nathaniel Hawthorne's American classic *THE SCARLET LETTER*.

1. **Cold** reading: Read Act Two, Scene One out loud. Each student reads a part. During this reading, note unfamiliar words and definitions provided within the script.

2. **Dramatic** reading: Discuss the characters and the **plot** (*what happens*). Read the scene a second time (omit directions and definitions) and interpret (*act out*) the different characters.



THE SCARLET LETTER

by Nathaniel Hawthorne

Adapted by Camille Linen

Synopsis

As the story opens, a young woman, Hester Prynne, is standing on a **scaffold** (*a platform on which criminals are punished*) in front of a crowd of Puritan townspeople. The time is mid-17th century and the place is colonial Boston. Hester is holding her infant daughter, Pearl, in her arms. The **magistrates** (*leaders*) of the colony are standing on the balcony of Governor Winthrop's palace. The magistrates are Governor Winthrop, Reverend Wilson, the head of the Puritan community and Reverend Arthur Dimmesdale, the pastor of the local church. The men demand that Hester tell them the name of her child's father. The townspeople **mock** (*verbally abuse*) her.

Hester has just been released after many months in prison. She is accused of the crime of adultery because she recently gave birth to a baby girl she has named Pearl. Hester has no husband. In Puritan Boston, adultery is a crime punishable by death. If Hester tells the name of the child's father, both will be sentenced to death. The magistrates punish her silence further by making her wear the letter A on the front of her dress. This makes her an **outcast** (*unwelcome person*) in the community. After standing in shame on the scaffold for three hours, Hester goes home to her **cottage** (*small house*) outside the city.

Although Hester and Pearl live as **outcasts**, some of the women bring her **needlework** (*sewing*) to do and pay her for her labors. One of the women who **befriends** (*makes friends with*) Hester is Mistress Hibbins, the sister of Governor Winthrop. Mistress Hibbins is also a woman alone who many believe to have magic powers. Over the years, Hester **embroiders** (*sews artistically*) her letter A with scarlet (red) and gold and never reveals the identity of Pearl's father.

The dramatized scene that follows takes place seven years after Pearl's birth. Once again, the **magistrates** have called Hester to meet with them. This time she is asked to answer questions about Pearl's religious **upbringing**.

THE SCARLET LETTER

Act Two, Scene One

The Boston marketplace, seven years later.

*PEARL runs onto the scaffold. She is dressed in red velvet in contrast to the colors of brown and black worn by the Puritan townspeople. Pearl **mimes** (acts out without words) the procession of the ministers and **magistrates** which appeared in the first scene. She is mockingly solemn. MISTRESS HIBBINS enters from Governor's Palace and watches the action. PEARL, "the magistrate", points. PEARL then becomes "the prisoner" and is pushed to the **scaffold** for punishment. She is "put in" imaginary **stocks** (a wooden structure that imprisons a person from the waist up). She **mimes** the discomfort wildly. Finally, PEARL becomes "the others" who shake their fingers at the prisoner in the imaginary **stocks**. At this point MISTRESS HIBBINS joins PEARL.*

HIBBINS:

Imp (*little devil*), daughter of the Scarlet Letter, does your mother know you play on this **scaffold**?

PEARL:

My mother knows everything, Mistress Witch.

HIBBINS:

Devil child, has no one taught you not to address your elders **rudely** (*badly behaved*). Where is your mother?

PEARL:

Where is my father? Mistress Witch! Mistress Witch!

HESTER enters. She pulls PEARL away from MISTRESS HIBBINS. They sit on a bench.

HESTER:

(*Settles her down firmly*) Child, who are you? Why must you **behave** (*act*) so?

PEARL:

I am your little Pearl.

HIBBINS:

She is **your** child, Hester Prynne. (*Laughs & exits (Leaves the stage)*)

HESTER:

(*laughs nervously*) Oh yes, Pearl, you are my child. That is certain. Now, tell me, before we meet the others...who sent you to me?

PEARL:

Tell me again, mother. You tell me.

HESTER:

(By rote (without thinking)) Your Heavenly Father sent you.

PEARL:

He did not. I have no Heavenly Father.

HESTER:

Hush, Pearl. You must not talk so. He sent us all into the world, even me, your mother. If not, you little **elf** *(magical woodland creature)*, where did you come from?

PEARL:

Tell me, mother, please tell me.

HESTER:

Enough, my little jewel. The Governor has requested an interview with us. We must wait here. *PURITAN enters, crosses the stage and exits during speech.*

PURITAN:

Oho, the darling **elf**-child and her mother.

PEARL:

Dull *(without interest)*, **drab** *(without color)*, you wear mousey clothes. **Dull, drab.**

PURITAN:

Devil-child. You have no father. Devil...

PEARL:

You have no Heavenly Father. My mother does and so do I.

PURITAN:

Heathen *(non-Christian)*, devil-child!

GOVERNOR WINTHROP), *WILSON*, *DIMMESDALE* enter. *DIMMESDALE* is shockingly older. *MISTRESS HIBBINS* goes onto the balcony to observe.

GOVERNOR:

What have we here? What have we here? I profess I have never seen anything like it since King James times. Then there used to be a **swarm** *(lots)* of these small **apparitions** *(visions)* at holiday times. We used to call them children.
(Men laugh nervously)

WILSON:

(to PEARL) What little bird of **scarlet plumage** (*feathers*) might this be? (PEARL tries to **curtsy**(*bow*) but is **awkward**(*clumsy*) and trips) What ails your mother to dress you in this strange fashion? Are you a Christian child? Do you know your catechism? Or are you one of the naughty little **elves** we thought we left behind in merry old England?



The real GOVERNOR WINTHROP



PEARL:

I am mother's child and my name is Pearl.

WILSON:

Pearl, eh? Ruby rather or Coral or red rose, judging from your **hue** (*color*).
(He notices HESTER finally) Ah, I see, your mother is Mistress Prynne, the wearer of the Scarlet Letter.

GOVERNOR:

Hester Prynne, I asked you here today for there has been a question concerning you and your child. Whether your child's immortal soul should be left to one who has stumbled and fallen already. Speak! Is it not for your little one's welfare that she be taken out of your charge, dressed soberly, disciplined properly and instructed in the truths of heaven and earth?

HESTER:

I can teach her what I have learned from this (*indicating the Scarlet Letter*) This badge has taught me, daily it teaches me. At this very moment it teaches me lessons from which my child may become wiser, better even though they **profit**(*help*) me little.

GOVERNOR:

We will judge carefully. Good Master Wilson, pray see whether this Pearl has had Christian **upbringing** (*bringing up, raising*) as **befits** (*suits, fits*) a child of her age.

WILSON:

(In a kind and grandfatherly way) Can you tell me, child, who made you? *(No answer, PEARL moves away from him)* Tell me, child, who made you? *(Still no answer, PEARL puts her finger in her mouth)* Who made you, child? From **whence** *(where)* did you come, child?

PEARL:

(Runs to rosebush and points to it) My mother **plucked***(picked)* me from this rosebush.

GOVERNOR is **aghast** *(horrified)*, WILSON is *confused*. MISTRESS HIBBINS is *happy*. HESTER runs to child protectively.

GOVERNOR:

This is awful. Here is a child of more than seven years and she cannot tell us who made her. Without question she is equally in the dark as to the **depravity** *(sinfulness)* of her soul. I think we need inquire no further, gentlemen.

HESTER:

(Clasping(holding) PEARL to her) God gave me this child. He gave her in payment for all else he took from me. She is my happiness. She is my **torture***(severe punishment)* too. You will not take her. I will die first. *(to DIMMESDALE)* Speak for me. You were my pastor and had charge of my soul. You know me better than these men. I will not lose this child. Speak for me. You know what a mother's rights are when she has only her child and the Scarlet Letter. I will not lose this child. God gave me this child. Speak for me!!

DIMMESDALE:

(Deeply moved) There is truth in what this woman says and in the feeling that inspires her. God gave her this child and a knowledge of her nature that no other mortal can possess. Is there not an awful sacredness between this mother and child?

GOVERNOR:

How is that? Good Master Dimmesdale, make it **plain** *(clear)*, I pray you.

DIMMESDALE:

This child was meant as a blessing, the one blessing of her mother's life. She is also a **torture**, a sting in the midst of troubled joy. She was meant to keep her mother's soul alive, to preserve her from the blacker depths of sin. If she brings this child to heaven, the child will also bring the parent. Herein is the sinful mother happier than the sinful father. For her sake, gentlemen, leave them as Providence has seen fit to place them.

WILSON:

Yet there is import in what my young brother has spoken.

*PEARL goes to DIMMESDALE who has walked away from the others. She takes his hand in hers. She gently rubs her cheek against it. DIMMESDALE **pats**(touches gently) her on the head, then gently bends down and kisses the spot he **patted**. HESTER observes silently.*

GOVERNOR:

He has pleaded well. We will leave the matter as it now stands. Care must be had, nevertheless, that the child go to school and to meeting regularly.

PEARL runs from DIMMESDALE towards MISTRESS HIBBINS, bumps into her as the men exit into the palace. HESTER hurries to assist MISTRESS HIBBINS.

PEARL:

Mistress Witch, the bad men are gone.

HIBBINS:

Hush, devil child, they can hear you.

WILSON:

(Observing PEARL) That little baggage has witchcraft in her, I profess.

GOVERNOR:

A strange child! It is easy to see her mother's part in her...would it be beyond our research to guess at the father?

WILSON:

It would be sinful. Better to leave the mystery as we find it unless Providence reveals it. *(The men exit leaving Hester, Pearl and Mistress Hibbins)*

HIBBINS:

(Sees the men are gone) Ah, Hester Prynne, there will be a merry company in the forest. I promised the Dark One that the **comely** Mistress Prynne would join us

PEARL:

(happy) A merry company, mistress Witch! Mistress witch!

HIBBINS:

(laughing) Devil child. *(to Hester)* Will you join our merry company, Hester Prynne?

HESTER:

(good natured) Make my excuse to him, so please you, Mistress Hibbins. I must watch Pearl at home. Had they taken Pearl from me, I would willingly have gone with you into the forest and signed my name in the Dark One's book with my own blood.

HIBBINS:

We shall have **thee** (*you*), my sweet one, we shall have **thee anon** (*soon*).

PEARL:

(*Runs off, followed by Hester*) You can't catch me, Mistress Witch! You can't catch me!

Blackout as Mistress Hibbins cackles (laughs like a witch) over Pearl's laughter.

PRACTICE: READ, WRITE: Answer the following questions about the synopsis and the scene from Nathaniel Hawthorne's ***THE SCARLET LETTER***

1. Who is Hester Prynne? _____
2. Where and when did she live? _____
3. For what crime was Hester punished? _____
4. In what way was Hester punished? _____
5. How do the Puritan townspeople treat Hester? _____
6. Who are the magistrates? _____
7. What do the magistrates want Hester to tell them? _____
8. What will happen to Hester if she tells the magistrates what they want to know?

9. How old is Pearl in the dramatized scene? _____
10. Why do the magistrates question Pearl? _____
11. What do the magistrates want to do with Pearl? _____
12. Which one of the magistrates is the most critical of Hester? _____
13. Which one of the magistrates is kindest to Hester? _____
14. Why does Mistress Hibbins ask Hester to join her "merry company" in the forest?

15. What do you think is going to happen to Hester and Pearl at the end of the story?

PRACTICE: READ. WRITE. Choose new vocabulary words from **The Scarlet Letter** and use them in sentences to describe the following characters

Nouns: *outcast, magistrate, imp, elf, heathen, witch, adulterer, embroiderer*

Adjectives: *tortured, sinful, comely, protective, awkward, dull, drab, hypocritical*

- a. Pearl _____
- b. Governor Winthrop _____
- c. Mistress Hibbins _____
- d. Reverend Dimmesdale _____
- e. Hester Prynne _____

PRACTICE: SPEAK, LISTEN:

WHO IS A MODERN HESTER PRYNNE?

We no longer have scaffolds for people to stand on in every marketplace, but we have a more efficient way of condemning people for wrong doing in 21st century America: the media.

Choose a modern celebrity and discuss how she/he has suffered the same kind of humiliation in the media as Hester did on a Boston scaffold in the mid-17th century.

ENRICH: READ, SPEAK, LISTEN: Nathaniel Hawthorne, the celebrated author of *The Scarlet Letter*, used a real life Puritan woman as a model for Hester Prynne. Her name was Anne Hutchinson who was tried by 40 male judges in the Massachusetts General Court for heresy and sedition. Read this short biography of her life and a transcript of her trial. Then answer questions about the readings.



ANNE HUTCHINSON: THE REAL HESTER PRYNNE 1591-1643

Anne Hutchinson, a Puritan woman born in England to a religious, but independent thinking family, came to the Massachusetts Bay colony in search of a place where she could worship freely. She discovered that the colony's rules were extremely intolerant. Her idea that people could directly communicate with God without the help of the ministers or the Bible quickly landed her in trouble with the colony's **theocracy** (*government led by religious leaders*).

As Anne's popularity with the people grew, more and more of them attended her "meetings". The magistrates, led by Governor John Winthrop (recognize the name?) took action. First they stopped Anne's brother-in-law from becoming a minister, then they banished him from the colony.

Anne, a respected **midwife**, continued to hold meetings at her house until the magistrates convicted and punished all those who stood by her. Then in 1637 at age 46 and pregnant with her sixteenth child, Anne Hutchinson faced a panel of 40 male judges who accused her of holding meetings that were "not tolerable"* in the sight of God. In addition to **heresy** (*going against church law*), she was also accused of **sedition** which means trying to overthrow the government.

Anne skillfully defended herself* by insisting that holding meetings to discuss religion in your home was a common practice in England, and that since God spoke to her directly, only God could judge her. But in the end, the panel found her guilty as charged and banished her. She and her family left the colony after the birth of her child in spring of 1638. At first she followed Roger Williams, another popular advocate of religious freedom, to Rhode Island. Later she moved to East Chester, New York (now the Bronx). There she and members of her family were killed during an attack by native Americans.

The courage of people like Anne Hutchinson was not enough to change the laws in her time. The intolerance of the Puritan **theocracy** which condemned her would result in more terrible trials and punishments: persecution of Quakers from 1658 to 1661 and the hangings of four Quakers. Finally in 1692, in Salem, Massachusetts, the **fanaticism** of men and women like those who persecuted Anne Hutchinson resulted in the infamous Witch trials during which time many innocent women and one man were condemned as witches and put to death.

****Partial Transcript of trial of Anne Hutchinson (1637)***

Governor Winthrop

Why do you keep such a meeting at your house as you do every week upon a set day?

Anne Hutchinson

*It is lawful for me to do so, as it is all your practices, and can you find a **warrant** for yourself and condemn me for the same thing? The ground of my taking it up was, when I first came to this land because I did not go to such meetings as those were, it was presently reported that I did not allow of such meetings, but held them unlawful and therefore, in that regard, they said I was proud and did despise all **ordinances**...but it was in practice before I came. Therefore I was not the first.*

Governor Winthrop

*By what **warrant** do you continue such a course?*

Anne Hutchinson

*I conceive there lies a clear rule in Titus (the Bible) that the elder women should instruct the younger and then I must have a time **wherein** I must do it.*

Governor Winthrop

*All this **I grant you**, but what is this to the purpose that you, Mrs. Hutchinson, must call a company together to come to be taught of you?*

Anne Hutchinson

*If you look upon the rule in Titus, it is a rule to me. If you convince me that it is no rule, I shall **yield**.*

Governor Winthrop

*You know there is no rule that crosses another, but this rule crosses that in Corinthians. You must take it in this sense: that elder women instruct the younger about their business and to love their husbands and not to make them **clash**.*

Anne Hutchinson:

If any come to my house to be instructed in the ways of God what rule have I to put them away? Do you think it not lawful for me to teach women and why do you call me to teach the court?

Governor Winthrop:

*We do not call you to teach the court. Those who have frequented your meetings have **flown off** from magistrates and ministers...since they have come to you. It will not stand well with the **commonwealth** that families should be neglected for so many neighbors and **dames** and so much time spent. We see no rule of God for this. We see not than any should have authority to set up any other exercises besides what authority hath already set up and so what hurt comes of this you will be guilty of and we for **suffering** you.*

Anne Hutchinson:

Sir, I do not believe that to be so.

Governor Winthrop:

*Well, we see how it is. We must therefore put it away from you or **restrain** you from **maintaining** this course.*

Anne Hutchinson:

If you have a rule for it from God's word you may.

Governor Winthrop:

*We are your judges and not you ours and we must **compel** you to it.*

Anne Hutchinson:

If it please you by authority to put it down I will freely let you for I am subject to your authority.

READ, WRITE, SPEAK, LISTEN: List all unfamiliar vocabulary from the transcript of *Anne Hutchinson's Trial*. Practice pronouncing each word, identify its part of speech and use each one in a new sentence.

Example: **compel** (v) **force**. Governor Winthrop **compels** Anne to leave Boston.

*The Hutchinson River Parkway in Westchester County, N.Y. is named after Anne.

MODEL: LISTEN, SPEAK: Listen to the instructor speak the words of this Puritan hymn. Repeat the words after each line. then act out the words in sign language.
***Thee & Thy** are old forms of the pronouns **You & your**.

THANKSGIVING HYMN

Father, we thank **Thee*** for sunshine so bright.
Thy* loving care that protects us by night.
For creatures small, for work and play.
Father, we thank **Thee** day after day.
Father, we thank **Thee** day after day.

PRACTICE: LISTEN, SPEAK, SING:

1. Practice speaking the words in rhythm for good pronunciation.
2. Add gestures (*native American sign language*) to the words for emphasis.
3. Learn the melody of this hymn, practice singing together.

ENRICH: WRITE: This is an artist's interpretation of the first Thanksgiving. Write a short story or a poem about someone in this picture. Make it appeal to the senses.



MODEL, PRACTICE, ENRICH

READ. WRITE, SPEAK, LISTEN:

This painting “The Trial for Witchcraft of George Jacobs” was painted by American artist T.H. Matteson in 1855. It is the property of the Essex Institute in Salem, Massachusetts. Study it carefully and then write either as a (1) **Monologue** : A dramatic speech that expresses the character’s ideas and feelings. Written in “I” ,the first person. or as (2) **A dramatic scene** using one or more of the characters from the painting. Ask teacher to correct mistakes. Read your monologue or scene aloud to the class. Practice reading it with others until you are happy with the results.

AT THE SALEM WITCH TRIALS - 17TH CENTURY NEW ENGLAND.

[illegible]

REVIEW...ENRICH: WRITE, SPEAK, LISTEN:

HISTORIC HEADLINES

Write a newspaper headline and a lead paragraph for each picture below. The lead paragraph includes answers to Who? When? Where? What? Why?

1. _____

2. _____



1



2



3. _____

CONQUERORS & COLONISTS:

FACT OR FICTION

Read each of the following sentences. Decide if it is *FACT* or *FICTION* (not true)

If it is true, write the word *FACT* next to it. If it is *FICTION*, change the sentence so that it becomes *FACT*.

1. Columbus promised the Spanish King and Queen that he would pay back the money they gave him for his voyage. _____
2. Historians have described Columbus as being shorter than average height. _____
3. Columbus never knew that he had discovered a “new” continent, not India. _____
4. Columbus enjoyed wealth and celebrity his whole life. _____
5. “These are the words of the Admiral” were words taken from the journal Columbus wrote when he was in jail. _____
6. The first native people that Columbus found worshipped many gods. _____
7. Both the Spanish and the English found most native people in the new world to be warlike and dangerous. _____
8. The Lost Colony was in Virginia and no one knows what happened to it. _____
9. The name of the ship that took the first colonists to Virginia was the Mayflower. _____
10. 102 immigrants arrived in Plymouth, Massachusetts in December 1620, but only half of them survived the first winter. _____
11. The first successful treaty with the natives took place the following year during the first Thanksgiving with the Puritans and the Indians. _____
12. The main character in *The Scarlet Letter* is a young woman who is accused of adultery. _____
13. *The Scarlet Letter* takes place in colonial Boston and one of the characters is a man who was the real leader of the colony at the time, Governor John Winthrop. _____
14. The real-life woman who inspired the character of Hester Prynne of *The Scarlet Letter* is Anne Hutchinson. _____
15. Anne Hutchinson was accused of heresy and burned at the stake. _____
16. Both Penn’s Treaty with the Indians and The Salem Witch Trials were subjects of famous American paintings from later centuries. _____
17. The first English colony to be established in the new world was a theocracy. _____
18. The Spanish arrived in the new world before the English, but had very different reasons for doing so. _____
19. Native Americans willingly sold their land to the English settlers. _____
20. Women were leaders in the Puritan communities. _____

WORDS, WORDS, WORDS

Unit Two Vocabulary list

READ, WRITE. SPEAK. LISTEN.

1. **Pronunciation Practice:** Listen to the instructor pronounce each word, repeat the proper pronunciation until it feels comfortable.
2. **Grammar Check:** Note the part of speech for each word. * words can be used as more than one part of speech. Be sure you understand how that words.
3. **Writing Practice:** Use each new word in a sentence.

Example: subject (noun) In 1600 New England colonists were still subjects of the British king.

ADJECTIVES

1. devout
2. easily (adverb)
3. wonderfully (adverb)
4. coarse
5. handsomely (adverb)
6. ingenious
7. readily (adverb)
8. quickly (adverb)
9. dull
10. drab
11. awkward
12. aghast

NOUNS

1. timeline
2. mariner
3. fast talker
4. egomaniac
5. flotilla
6. mainland
7. subject *
8. patrons
9. debt
10. strings attached
11. caps
12. trifles *
13. thread *
14. javelin
15. hawk
16. blades
17. stature
18. scars *
19. wounds *
20. improvisation
21. magistrate
22. outcast
23. cottage
24. scaffold
25. needlework
26. upbringing
27. apparitions
28. swarm *
29. hue
30. profit *
31. depravity
32. torture *
33. pats *
34. theocracy
35. heresy
36. commonwealth
37. transcript
38. midwife

VERBS

1. convinced
2. recruited
3. miscalculated
4. sighted
5. subject*
6. prohibit
7. enslave
8. exhaust
9. decreed
10. plunder
11. perceived
12. converted
13. attached to
14. combed
15. grasped
16. formed
17. action!
18. cut!
19. embroiders
20. swarm *
21. torture *
22. pats *
23. profit *
24. yield
25. compel

WORD STRUCTURE UNIT TWO

PREFIXES, ROOTS, SUFFIXES

1. List ten regular past tense verbs from the list _____

a. How do you know the verbs are regular? _____

b. How do you know the verbs are in the past tense? _____

2. List eight compound nouns from the list _____

a. Write the two words that are combined in each compound noun:

(1) _____ (2) _____

(3) _____ (4) _____

(5) _____ (6) _____

(7) _____ (8) _____

3. List four adverbs that use the suffix -ly _____

4. List two nouns that have the same prefix? (1) _____ (2) _____

a. What do you think the prefix means? _____

5. List two verbs that have the same suffix? (1) _____ (2) _____

a. What do you think the suffix means? _____

6. List the ten words that can be used as either verbs or nouns:

a. Use five in sentences together and dictate them to your classmates.

Example: *Hester used thread to thread her needle.*

b. Sentences: _____

7. Analyze the structure of the word “theocracy” by answering the following questions:

a. Two roots are combined in this word; what do you think the root “theo” means?

Think of the words theology, atheist _____

b. What do you think the root “cracy” means? _____

Think of the words democracy, bureaucracy _____

c. Put the two ideas together and define the word _____

New sentences: Use one adjective, one noun and one verb together in five new sentences;

1. _____

2. _____

3. _____

4. _____

5. _____

