**Nathaniel Hawthorne: “Young Goodman Brown”**

10th grade

**Estimated time:** third day of a four-day period

**Day three:** 60 minutes

**Goal:** Is to develop a better understanding of the short story “Young Goodman Brown” by getting a deeper understanding of Nathaniel Hawthorne himself.

**Objectives:** The students will be able to:

* Analyze “Young Goodman Brown”
* Find allegory’s and symbols within the text
* Discover the main theme of “Young Goodman Brown”
* Learn to apply their deeper thinking skills

**Common Core Objectives:** American Romantic, Nathaniel Hawthorne

* Analyze how authors use/transform sources in specific works (American Literature uses the Bible for themes/issues)
* Present information, research, support evidence, clearly, concisely, and logically so audience follows reasoning.
* Evaluate a speaker’s POV, reasoning, evidence, and rhetoric; identify fallacious reasoning, exaggerations, and distorted evidence.

**Instructional Model:** Lecture-Discussion Model. This model helps students understand organized bodies of knowledge. Organized bodies of knowledge are topics that connect concepts, facts and generalizations. Then it also realizes the relationship among them. This model makes lessons time efficient, flexible, simple, and can be applied to almost any content.

**Materials:**

* Handout sheet: Puritanism- “Young Goodman Brown” – Nathaniel Hawthorne
* Short story: “Young Goodman Brown”

**Engagement:** The first day of teaching before starting the reading of “Young Goodman Brown” the teacher had a writing prompt for them.

* Have you ever questioned yourself or your own faith?
* The teacher gives an example from their own life (For ex. I am not a very religious person and when I am having a hard time I struggle with knowing who or where to look to.)

**Procedures:**

* Preplanning:
  + Home reading sheet “The Puritan Legacy”.
  + In class reading, the short story “Young Goodman Brown”.
  + Video, silent short film about “Young Goodman Brown”.
* Review and Introduction:
  + Present advance organizer.
  + Briefly discuss Puritanism and what stood out to them on the hand out sheet “The Puritan Legacy”.
  + Finish reading “Young Goodman Brown” for 15 minutes and write down 10 points that stood out in the story.
  + Quickly discuss what they think of “Young Goodman Brown”.
* Presentation:
  + Basic introduction of Nathaniel Hawthorn; where he is from, his original name, and his background.
* Comprehension Monitoring:
  + Ask students:
    - Knowing this, how does this information relate to “Young Goodman Brown”? and give examples.
    - What about the ancestral quilt? Example
* Integration:
  + Second cycle:
    - **Lecture:** Go deeper into Nathaniel Hawthorn
      * Family background (great-great grandfather).
      * Ancestry guilt and pride
    - **Comprehension:**
      * How does that information relate to what you know about the puritans?
      * What is he offering us about Puritanism by writing “Young Goodman Brown”? Give examples from the story
      * How did you like the end of the story? Discuss
  + Third cycle:
    - **Lecture:**
      * Discussing “Young Goodman Brown”, Nathaniel Hawthorn, Puritanism and how they connect.
    - **Comprehension:**
      * Is it a dream or reality? Write down what they think, explain why by using the story and then share with the class.
      * While sharing the teacher will ask them to explain and analyze their own answers.
      * Is “Young Goodman Brown” Nathaniel Hawthorn?
* Closure:
  + Think-pair-share what the major theme is of the story while keeping in mind Puritanism and Nathaniel Hawthorns background.
* Assessment:
  + Teacher will evaluate student’s participation and comprehension in discussion.
  + While students are working, teacher will observe, monitor and guide students.
  + Students will go home find another source; story, movie or book that has similar allegories as “Young Goodman Brown”, write a half a page explaining why they picked it. This will show they know how to apply their new knowledge.