

# Minister's black veil assessment



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While Mr. Hooper gives a sermon on concealed sin, the parishioners \_\_\_\_\_.

- \* A. feel he is looking into their souls
- B. strain to hear his muffled voice
- C. wonder what sin he has committed
- D. think about their neighbors' sins

Read the following quotation. What does it reveal about the symbol of the black veil? But even amid his grief, Mr. Hooper smiled to think that only a material emblem had separated him from happiness, though the horrors which it shadowed forth must be drawn darkly between the fondest of lovers.

- \* A. The veil has power because it symbolizes something darker.
- B. The veil, and not sin, separates him from his happiness.
- C. The veil symbolizes the sins that fill Elizabeth's soul.
- D. All lovers keep secrets, and the veil is a symbol of Mr. Hooper's secret love.

What does this quotation about Mr. Hooper reveal about the possible social constraints of Puritan culture? . . . a man apart from men, shunned in their health and joy, but ever summoned to their aid in moral anguish.

- A. Sins are ignored during celebrations.
- B. Men will not admit when they are sick.

\* C. Anguish causes people to turn to ministers.

D. Secrets are present in both happy and sad times.

How does Mr. Hooper's veil affect the wedding?

A. It makes everyone leave.

\* B. It ruins the event.

C. It makes the event more fun, like a costume party.

D. It causes a fight.

Why does Mr. Hooper leave the wedding party early?

\* A. He catches sight of himself in a mirror.

B. The wedding has become too wild.

C. It is time for him to go home and pray.

D. The bride and groom ask him to leave.

What characteristic of Puritan culture do these lines most likely suggest?

Beloved and respected as you are, there may be whispers that you hide your face under the consciousness of secret sin.

A. Secret sins were the only topic of conversation.

B. People are interested in only the minister.

C. Ministers are considered beyond discussion.

\* D. People discuss the private lives of everyone.

What meaning does the following quotation most likely reveal about the symbol of the black veil? All through life that piece of crepe had hung between him and the world: it had separated him from cheerful brotherhood and woman's love, and kept him in that saddest of all prisons, his own heart. . . .

A. Some people have an everlasting sadness in them.

B. Puritans have happy relationships.

C. People spend time only with happy people.

\* D. Sin can stop relationships from forming.

Mr. Hooper most likely says that everyone wears a black veil because he \_\_\_\_\_.

\* A. believes that everyone is sinful

B. wishes people could be more honest

C. thinks people are beyond redemption

D. wants to encourage suspicion

Which is a value that the Puritans held.

A. They understood that no one is sinless.

\* B. They tried to be sinless.

C. They believed ministers were sinners too.

D. They were forgiving of all, even ministers.

Symbols often reveal the theme of a short story. What does the black veil represent?

A. Love for all humans, even when they are imperfect.

B. Respect for ministers, even when they are sinful.

\* C. Sin that separates a person from others and God.

D. Hatred in everyone.

Table 1

Table of Test Specifications

Standard: RL3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story.

Title of Unit of Study: The Minister’s Black Veil

Grade Level: 11

Content Area: Language Arts

Total Points: 10

Type of Items: Multiple Choice

Bloom’s Taxonomy Cognitive Levels Number/ Percent of Items Per Level

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## Objectives

### Multiple-Choice

Level: Remembering

Level: Understand

Level: Analyzing

Total/Percent

When presented with a story, imagine what it would be like to live in that setting with those activities taking place alongside those characters by providing three accurate examples.

2 (20%)

2 (20%)

When presented with a story, identify the correct meaning of the author's words and plot development with 80% accuracy.

3 (30%)

3 (30%)

When presented with a story, analyze the word choices and techniques that build plot development, and use the conclusions to make correct inferences with 80% accuracy.

2 (20%)

3 (30%)

5 (50%)

Total:

3 (30%)

4 (40%)

3 (30%)

10/100%

Table 2

Curriculum Map

Standard: RL3 – Analyze the impact of the author’s choices regarding how to develop and relate elements of a story.

Learning Objectives:

1) When presented with a story, imagine what it would be like to live in that setting with those activities taking place alongside those characters by providing three examples.

2) When presented with a story, identify the correct meaning of the author’s words and plot development with 80% accuracy.

3) When presented with a story, analyze the word choices and techniques that build plot development, and use the conclusions to make correct inferences with 80% accuracy.

Grade Level: 11

Content Area: Language Arts

Unit Title: The Minister's Black Veil

Length of Unit: 1 week

Description of Unit of Study: Students will study a one-week unit on Nathaniel Hawthorne's *The Minister's Black Veil* and will analyze the impact of the author's choices regarding how to develop and relate elements of his story. Students will build upon pre-assessment knowledge, new vocabulary, and knowledge of symbol use before reading the short story. During the story, students will imagine what it was like to live as a character in the story and analyze the impact of the use of symbols and other word choices/techniques.

Content and/or Essential Questions

Knowledge and Skills

Suggested Assessments

Activities

Resources

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- 1) What word choices and techniques build the plot?
- 2) What do the author's words mean and how can I relate them to myself?
- 3) What knowledge and skills do I need in order to see how these words are developing the plot?
- 4) How will my knowledge of the use of a symbol in Hawthorne's writing affect my perceptions of symbols used today?
- 5) What would it be like to live in this story's setting, with these activities happening around these characters?
- 6) What inferences can I make about the impact of these word choices? How can I apply this new literature knowledge today? – Self-knowledge

Cultural traits of Puritans

Vocabulary

Plot development

Symbolism

Unity of effect

Ways to make inferences

Pre-test: Day 1

Formative assessment: Days 2 & 4

Performance task: Symbolism/Inferences stations

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Summative, end-of-unit assessment: Day 5

Student Reflection: Day 5

Open with How does someone become a stranger? presentation. Quickwrite about personal experience.

Symbolism, unity of effect, Puritan life, and new vocabulary review.

Symbolism examination activity at stations, inferring then matching symbols with abstract ideas.

Read first half of story.

Symbolism/making inferences modeling at midpoint.

Read second half of story.

Discussion and Quickwrite: What word choices and techniques built the plot and what inferences did you make about the impact of these choices?

Holt McDougal Powernotes presentation

Google Classroom

Quizlet. com

Symbolism matching game cards

Holt McDougal American Literature book