

LEARNING PLAN

STUDENT TEACHER Amy Norton

DATE 10/20/15

MENTOR SIGNATURE _____

DATE _____

SUBJECT The Crucible GRADE/PERIOD 10th; 2nd Pd.

TOPIC Reading the Crucible STANDARDS CC.1.3.9–10.A, CC.1.3.9–10.H, CC.1.5.9–10.D

ENDURING UNDERSTANDINGS

- Power is addictive and corruptive.
- Power is found in having something others do not have access to.
- People use power to get what they want.

SPECIFIC LEARNING OUTCOMES

Students will:

- Analyze the development of a theme in *The Crucible* by evaluating which characters have power and why.
- Discuss the corrupting nature of power in *the Crucible*

ESSENTIAL QUESTIONS

- How does an obsession with power affect one's relationships and decisions?
- What makes someone more powerful than someone else?

ASSESSMENT/EVALUATION OF SLOS

Diagnostic

- None

Formative

- Morning Journal
- Power Grids

Summative

- Write an argumentative paper that explains how *the Crucible* is a modern day allegory.

MATERIALS & RESOURCES

Teacher Provides

- PowerPoint (Including "Today in English" slides.)
- Paper
- Journals
- Computer Paper

Student Provides

- Pen or Pencil
- Notebooks
- Crucible Books
- Continuums
- Double-Journals

ACTIVITIES AND PROCEDURES

Warm Up:	Time
<ul style="list-style-type: none"> • T: Watch morning announcements • T: Put up the slide show with the Date, Main Idea, EQs, SLOs, and Journal Prompt. • T: Tell students to get out any work they owe me. <ul style="list-style-type: none"> ○ S: Get out any work they owe me. • T: Tell students to copy down the information on the slides into their notebooks and to answer the journal prompt. <ul style="list-style-type: none"> ○ S: Silently copy the information (Date, Main Idea, EQs, SLOs) into their notebooks and answer the journal prompt. ○ T: Check the students' homework for completion and as diagnostic. 	8:23-8:40
Focus:	Time
<ul style="list-style-type: none"> • Engage students in reading EUs and EQs. • Reviews SLOs and reviews them with students. 	8:40-8:41
Transition:	Time
"Time is now up, so please pass your journals to one of the two sides, and take out your Double-Journals and Continuums."	8:41

BODY/PROCESS (What will students and teachers do/how and when?):

Activity I: Continuums	Time
<ul style="list-style-type: none"> • T: Draw the continuums up on the board. Remind students that they should have three continuums ranking the characters in terms of power, fear, and conformity. • T: Ask the students to list the characters we read about so far on the Promethean Board (they don't have to have appeared). <ul style="list-style-type: none"> ○ S: List the characters they read about so far on the Promethean Board. • T: Call up students to write the characters' names on the continuums and discuss why they placed the character where they did. Make sure class agrees on placement. <ul style="list-style-type: none"> ○ S: Write the characters' names on the continuums and discuss why they placed the character where they did ○ S: Move characters around on board as necessary 	8:41:8:50
(T connects EU/EQ to SLO): Point out students have answered the second EQ. Ask students what they can predict about the trials given the continuums on the board. Who will be a target? Who will be a persecutor?	8:50-9:00
Transition: "Pass in your continuums that you draw, and I'll pass out the next activity."	9:00-9:01

Activity II: Power Grid	Time
<ul style="list-style-type: none"> • T: Tell students to work in groups of three in order to create a relationship map. Each connection should not just list the relationship but how one character has power (or doesn't) over another. <ul style="list-style-type: none"> ○ S: Create a relationship map with each connection stating the relationship and how one character has power over another. • T: Lead a discussion about the "Power Grid." How do people relate to one another? Who has power over each other? How does this relate to the witch trials and the 	9:01 – 9:11

novel ? ○ S: Participate in the group discussion about the "Power Grid".	
(T connects EU/EQ to SLO): Mention that the driving force behind accusations is power, and that affects the characters' relationships and decisions. Ask how this relates to McCarthy? And to us?	9:11 – 9:18
Transition: "I want you to pass in your power grids and your double-journals, so we can wrap up class with what we learned today."	9:18-9:19

Closure:	Time
<ul style="list-style-type: none"> Teacher returns to the daily slides and reviews the main idea, EQs, and SLOs. Ask students to answer the EQs or respond to the EUs. 	9:19-9:21

Independent Practice/Homework

Read pages 33 – 49 (*To the end of Act I*) and Double-Journal

SPLLED EDUCATION ACCOMMODATIONS

- Clarify when needed or to re-focus.
- Assist with organization & study skills.
- Verbal & Nonverbal cues to refocus attention to initiate work or when off task.
- Positive encouragement and reinforcement for on-task behavior
- Preferential seating near instruction to maximize on-task behavior
- Strategies for managing anxiety & stress.
- Chunk assignments, directions, and new instructional materials into manageable pieces.
Provide specified deadlines and rubrics for each chunk.
 - Make a checklist of this breakdown with deadlines.
 - Ensure all checkpoints are reached with prompting.
 - Monitor work completion
- Remind to re-check work for accuracy
- Extended time for testing
- Communication between home, school, and MH providers