

LEARNING PLAN

STUDENT TEACHER Amy Norton

DATE ##/##

MENTOR SIGNATURE _____

DATE _____

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

TOPIC Fear in The Crucible STANDARDS CC.1.3.9–10.A, CC.1.3.9–10.H, CC.1.5.9–10.D

ENDURING UNDERSTANDINGS

- Lying may be an unnecessary evil sometimes, but as with all things, it has its consequences
- Fear causes us to reveal our true nature and feelings.

SPECIFIC LEARNING OUTCOMES

Students will:

- Perform pages 42 – 47 of *the Crucible*
- Discuss the nature of fear in *the Crucible* and what it reveals about humankind.

ESSENTIAL QUESTIONS

- How does fear affect our actions, decisions, and relationships?
- What are the consequences of finding a scapegoat for our mistakes?
- Is it ever okay to lie?

ASSESSMENT/EVALUATION OF SLOS

Diagnostic

- None

Formative

- Morning Journal
- Plickers

Summative

- Write research paper connecting one of the characters in *the Crucible* to the historical context.

MATERIALS & RESOURCES

Teacher Provides

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

Student Provides

- Pen or Pencil
- Notebooks
- Crucible Books
- Quotes Log

ACTIVITIES AND PROCEDURES

Warm Up:	Time
<ul style="list-style-type: none">• T: Put up the slide show with the Date, Main Idea, EQs, SLOs, and Journal Prompt.	8:23-8:40

<ul style="list-style-type: none"> • 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. 	
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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 your books."	8:41

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

Activity I: Focused Reading	Time
<ul style="list-style-type: none"> • T: Tell students that today I need to hear everyone's voice for everyone to get full credit for the day. Ask students to fill in roles for focused reading if they are nervous about participating in the discussion. <ul style="list-style-type: none"> ◦ S: Fill in roles for focused reading. • T: Have students stand in the middle of the circle and act out pages 42 – 47. <ul style="list-style-type: none"> ◦ S: Act out pages 42 – 47. 	8:41-8:55
(T connects EU/EQ to SLO): Mention that we will be using this section as a basis to answer the EQs and reach the EUs, but students may use the rest.	8:55-8:56
Transition: "Actors sit down and audience close your books. Everyone look up at the board for instructions for our next activity."	8:56

Activity II: Discussion	Time
<ul style="list-style-type: none"> • T: Ask a student to become the group's discussion moderator. His or her job will be to make sure everyone's voice is being heard and to call on to the people and make sure no one is dominating the conversation. <ul style="list-style-type: none"> ◦ S: Volunteer (or don't volunteer) to be the group's discussion moderator. • T: Ask a student to be the group scribe who writes the group's notes on the chalk board. <ul style="list-style-type: none"> ◦ S: Volunteer (or don't volunteer) to be the group's discussion scribe. • T: Place the discussion questions on the board. Tell students that by the end of class each question should be addressed, but they don't need to be discussed in order. Direct the moderator to start the discussion. <ul style="list-style-type: none"> ◦ How the different characters deal with fear and attacks? How do we deal with fear similarly? <ul style="list-style-type: none"> ▪ Parris ▪ Abigail ▪ Tituba ▪ Someone else? ◦ Is one way to deal with fear and attacks better than the other? ◦ Who do we (the people sitting in the classroom or America or humanity) look to blame as a scapegoat? Use <i>the Crucible</i> as evidence. ◦ Is it scientific the way he flushes out the devil? ◦ To what extent do people believe what they want to believe even if it scares them? 	8:56-9:15

○ S: Discuss the questions on the board	
(T connects EU/EQ to SLO): Mention that we have just asked the day's essential questions as well as some other questions.	9:15
Transition: "Thank you <u>moderator</u> and <u>scribe</u> . Everyone turn to the back board to see everything that we have learned today."	9:15-9:16

Closure:	Time
<ul style="list-style-type: none"> Direct students to look at notes and draw enduring understandings from the responses. Make sure the day's two enduring understandings are among them. 	9:16-9:21

Independent Practice/Homework

Work on Double-Journal.

SPLED EDUCATION ACCOMMODATIONS

- *Not available for online viewing*