

Instructional Planning Form

For each video, follow the directions below. Pages exceeding the maximums indicated will not be scored.

- 1. Respond to the prompts below (no more than 1 single-spaced page in Arial 11-point font) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed.**
- 2. Include a description of your instructional planning and strategies (no more than 2 double-spaced pages in 11-point Arial font with 1" margins on all sides) and rationales for your choice of goals, strategies, and materials. Use the questions in "Writing about Planning" to guide your description.**
- 3. Include no more than 3 pages of instructional materials with this form.**

Video #: [2]

Candidate ID#: [04015028]

1. Indicate the unit of instruction.

[Unit 2- The Power of Persuasion/The Crucible]

2. Indicate the instructional goals for the unit.

[1. Students will be able to interpret texts in consideration of their historical and rhetorical context.2. SWBAT analyze the characteristics and structural elements of argumentative texts. 3. SWBAT create and present a dramatic scene about a societal issue. 4. SWBAT examine and apply syntactic structures in the written and spoken word 5. SWBAT write and present an argumentative speech for a specific audience and purpose with appropriate register and effective vocabulary, tone and voice.]

3. Indicate the goals for the lesson featured in the video.

[At the end of the lesson SWBAT interpret a text in consideration of its historical and rhetorical context, SWBAT analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. SWBAT create and present a dramatic scene about a societal issue and SWBAT write and present for a specific audience and purpose with appropriate register, effective vocabulary, tone and voice,]

4. Indicate the instructional format chosen for the lesson.

[This is a small group lesson. Each group has a different objective to meet based upon student strengths and weaknesses.]

5. Describe the materials or resources used in the lesson.

[Students were supplied with a copy of Arthur Miller's The Crucible. In addition, each group was given a given a different task to complete. Group task labels are Judges, Accusers, The Accused, The Townspeople, and Religious Leaders. Each name fit the task assigned. I have included a copy of the group tasks, google slides, student access to copy paper, post it notes, markers. Some work will be completed using Google others may choose to work using hardcopies. This assignment allows for either]

6. If this video contains 1–2 allowable edits, you must describe the reasons for these edits.

[There are no edits however the camera does trip but the recording is continuous.]

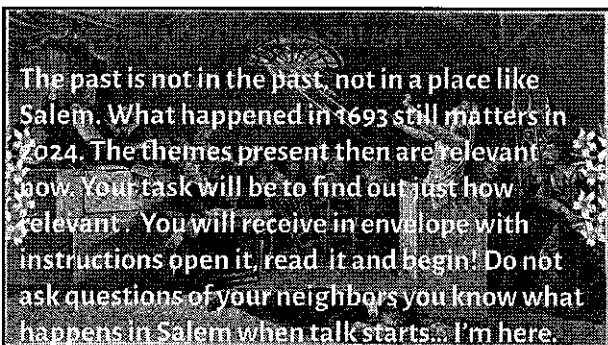
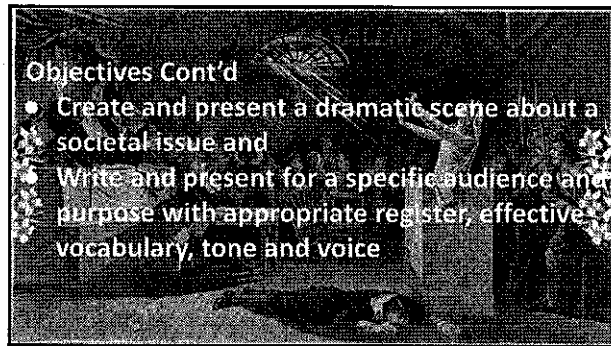
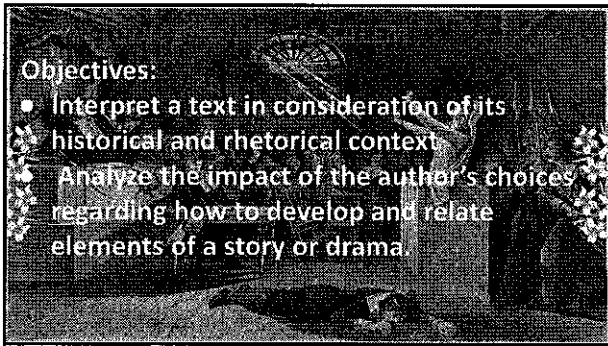
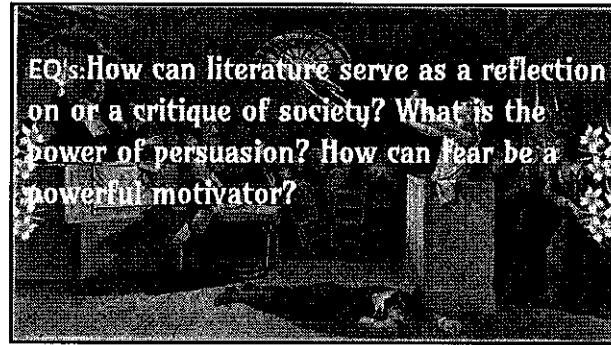
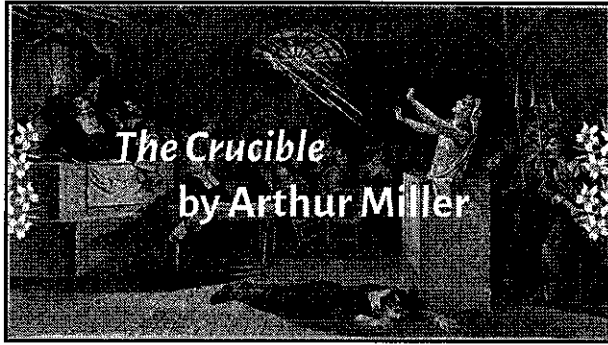
This is our second unit of study. Our units are all based on American people, perspectives, and stories. At this point I have become more knowledgeable of my students personalities, strengths, and challenges. I have 5 students in this class who have been identified as being Academically Gifted. Also among this class 9 students are Hispanic, 13 white and 9 are black. It consists of 18 males and 13 females. This makes for a diverse group. This is due to my school implementing Honors for all in English 3. Prior to that honors course were overwhelmingly white and standard course were predominantly kids of color. The students in this class are very receptive and respectful of each other. They thrive off being allowed to collaborate.

Based on prior assessments of this group I was able to identify opportunities for learning. I know my students and my content, so I know when different students need help mastering different standards, I chose the learning groups. Each group was given a different task to complete based on data collected during our reading of *The Crucible* and the last summative assessment as well as a few of the current formative assessments. Students were either Judges, Religious Leaders, Accusers, Townspeople, or the Accused. Each group knew the role of the judges but were unaware of the tasks assigned to the remaining groups, except for the judges who knew the task of each group. For the judges to meet their goal they needed access to information. I already knew that not providing them with this information would set them up for failure. The judges were my students who showed mastery and would be creating the rubrics for assessing all groups, the RL's showed a solid understanding of the text as a whole and their job was to evaluate the text, the Accusers are my students who demonstrated a basic understanding of plot and would create an alternate ending, the townspeople understood the drama that caused all of the hysteria and would use diary to document the conflict in the story and the character impact. All of the groups will be able to help my students who struggled

the most with the text including my English language learners understand the text in its entirety. These students who struggle are my accused they will write a protest song to be freed from the Salem jail. This will require them to recall basic text evidence and apply vocabulary leading them to become familiar with unfamiliar words and increase their understanding and vocabulary.

This was a way for me to be able to differentiate. My long term goal is that students will be able to analyze how literature can serve as a reflection or a critique of society. The state standard is that by the end grade 11, read and understand literature within the 11-12 text complexity band proficiently and independently for sustained periods of time and be able to connect prior knowledge and experiences to text. This last portion of the state standard aligns with my long-term goal for my students. It continues to support the English 3 curriculum's focus of American literature, and all things America. To be productive and contributing members of society these goals are appropriate. Students are beginning to make decisions about their futures and are in tune with what is happening in their worlds. Prior to beginning this course and at the beginning of each unit it's imperative to me that my students know the why and can see the correlation between what we learn in ELA 3 and society in particular America, so we breakdown the course overview, and "unpack" the units. This means analyzing the Essential Questions(EQ's) & Objectives. For this lesson we paid particular attention to how what happened during a previous time period in America can and still impact us today. Students were able to examine 1692 American Society and understand how it serves as a reflection or critique of society even today.

The novel and related texts used for this unit were purchased and selected by our local school district. The assignment was one I created to not only differentiate but to meet the standards in a way that allowed students to see the relevance to the world in which they reside. Eventually students will compare and contrast how themes of the time period still present themselves today.



Writing
on people
and not
Marking on
assess

Judges- You have decided the fate of the accused based on spectral evidence and the testimony of teenage girls. Your task is to now create a rubric to assess (decide the fate of) your classmates. I have given you sample rubrics along with each group's task, but feel free to search for your own as well. Just don't spend too much time searching and not creating.. The rubric you create must be able to assess each task. This means one rubric should have criteria that can be used to assess any of the tasks. *Tommy, Ramses, Patrick, Katie, Madison, Taylor*

Writing
on people
and not
Marking on
assess

Religious Leaders- You were called in to evaluate those who have been bewitched and need to be freed from the grips of satan. Your task is to evaluate *The Crucible*. This is not a summary of it. This is a critical analysis of it. Think of it as a movie review. Why is it or why isn't it a must read? How would you rate it and why? If you are stuck I am willing to provide you with some Book Talk Brainstorm Stems, but only as a last resort. I think you can handle this. Think about the significant moments. *Calvin, Allison, Camille, Madison, Alex*

Writing
on people
and not
Marking on
assess

Accusers- The nerve, because of your own selfish reasons innocent people were found guilty, lives have forever been changed. Salem will be made a mockery of forever. Time has passed, you're older and you feel some remorse. You wish you had done things differently. Create an alternate ending to *The Crucible*. This is reflective so you will need to include text evidence to show that you are recalling incidents, people and places. *Jerrod, Addie, My, Laura*

Character
Conflict
Focus on
one person
and not
writing on
people

Townpeople- You've been a witness to all the hysteria: drama happening in Salem. You have your thoughts but you dare not voice them or else... Instead you keep a journal in it you talk about it and the characters and the conflicts they are involved in and why. Give your opinion of the characters you choose to talk about. Think who's to blame. *Harmony, Sarah, Kellis, Emma, Irish, Kira*

Writing
on people
and not
Marking on
assess

Accused- Besides John Proctor, we are innocent, especially Rebecca Nurse. We have not committed any serious crimes. And they are right by today's standards they have not. They should be let out of jail immediately. Your job is to write a protest song protesting that they be let out of jail. The song must include textual evidence-this could be quotes, spectral evidence and vocabulary we learned. *Timothy, Mattias, Louis, Dre, Amygd + Giach*

Lesson Plan

Subject/level: HEng3		Dates: 4/8-4/10	Teacher: S.Allison
Unit Title: The Power of Persuasion/ <i>The Crucible</i>		Key Concept: perspectives, communication and creativity	Related Concepts: audience, theme, character, context and setting
EQ's How can literature serve as a reflection on (or a critique of) society? What is the power of persuasion? How can fear be a powerful motivator?			
ATL Skills (circle or underline all that apply):		Global Contexts (circle or underline all that apply):	
① Communication ② Collaboration ③ Organization 4. Affective ⑤ Reflection	6. Information Literacy 7. Media Literacy ⑧ Critical Thinking ⑨ Creative Thinking ⑩ Transfer	① Identities & Relationships ② Orientation in Space & Time ③ Personal & Cultural Expression ④ Scientific & Technical Innovation ⑤ Globalization & Sustainability ⑥ Fairness & Development	
Lesson Components	Description of Activities		
Purpose/ Objs. TSWBATD:	Interpret a text in consideration of its historical and rhetorical context, analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, create and present a dramatic scene about a societal issue and write and present for a specific audience and purpose with appropriate register, effective vocabulary, tone and voice. Depending on the student groups each has a different objective to focus on. One group will have the same objective but at a different level. It is scaffolded for one group (the accusers) but meant to challenge the judges., writing for a specific audience...		
Guided Practice	Besides instructions and allowing time for students to understand the task none is needed for this assignment <i>and students are used to working in groups</i>		Literacy Strategy (Circle all that apply)
Independent Practice Small group work	Differentiated Strategy (Underline all that apply) Text Task Assessment Grouping Other:		Close Reading Graphic Organizer Leveled Text Think Aloud Vocabulary Instruction Other:
Formative Assessment <i>Progress checks for understanding exit tickets check for understanding peer review</i>	Summative Assessment Lit. Analysis Essay		

* Don't forget confidential peer review. Evaluation for group participation may have missed. About 10% need to be filled in figure how to make sure they aren't jumping in and not credit.