

Final Version

Sara A. Barlow

EDU 327: Teaching to the Standards
Learning Experience

April 28, 2009

**New York State Academy for Teaching and Learning
Learning Experience/Information Form**

Please complete the following and return this form with the Learning Experience.

Personal Information:

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Current Teaching Position:

Grade Level:	11
Subject:	English Language Arts
School District Name:	North Tonawanda High School
School Address:	405 Meadow Dr., North Tonawanda, NY 14120
School Phone:	(716) 807-3600

Title of Learning Experience: “*Crucible Connections*”

Standard Area: English Language Arts (ELA)

New York State Learning Standard: ELA

Key Idea: Writing

Standard: (1) – Students will read, write, listen, and speak for information and understanding.

Performance Indicators: (•a) Use both primary and secondary sources of information for research

(•b) Analyze and integrate data, facts, and ideas to communicate information (p. 15 in the *New York Teacher’s Desk Reference and Critical Thinking Guide*- High School Grades 9-12)

Standard: (2) – Students will read, write, listen, and speak for literary response and expression.

Performance Indicators: (•c) Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create, literary, interpretive, and responsive texts

New York State Learning Standard: Social Studies

Standard: (1) History of the United States and New York

Key Idea: (3) Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicators: (•b) research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States) (p. 38 in the *New York Teacher’s Desk Reference and Critical Thinking Guide*- High School Grades 9-12)

Elementary/Beginning Level

Intermediate

Commencement

Peer Reviews: Daemen College Teaching to the Standards

Class: March 2009

I. Learning Context

Goals/Purpose:

- To have students understand McCarthyism.
- To have students understand the connections between McCarthyism and *The Crucible*.
- To have students be able to express the connection between their own experiences and those in *The Crucible* and McCarthyism through structured written response.

Enduring Understanding:

- Students' understanding of both *The Crucible* and McCarthyism can be used as motivation to become an independent thinker, one who thinks for him/herself and is not easily influenced by those around them.

Essential Question:

- How does *The Crucible* relate to both McCarthyism and life today?

Guiding Questions:

- How can your new knowledge of McCarthyism help you to understand why Arthur Miller wrote *The Crucible*?
- What is the importance of making connections with literature?
- Why is it useful to reflect on literature and relate it to our own every day experiences?

Diagnostic/Summative Questions:

- What is McCarthyism?
- What did you learn from *The Crucible*?
- How does *The Crucible* relate to McCarthyism as well as to life today?

Objectives:

Upon completion of these lessons, TLWBAT:

- Explain both orally and compositionally an understanding of McCarthyism
- Explain orally a basic understanding of the purpose for Miller's writing of *The Crucible*
- Express orally a solid understanding of how McCarthyism of the 1950s relates to *The Crucible*, set during the Salem Witch Trials of the 1600s
- Compose a short reflective essay, displaying what he/she has learned from both *The Crucible* and McCarthyism; thus showing personal reflection.

Grade Level/Ability:

This Learning Experience is designed for students in 11th grade. The students in this specific 11th grade ELA course are working at the Regents level. The students do their English work in their notes or on handouts provided by the teacher. All literature that students read is provided by the school in either individual paperback book form or in the 11th grade literature textbook. For this particular unit on *The Crucible*, students were given individual paperback copies of *The Crucible*.

Additional Student Information:

- **Special Needs:** No additional modifications were necessary other than those on the modification table.
- **Number of Students:** 3 sections of Regents English 11, 72 students total, 22 students in the class represented by the data in this Learning Experience

Overview of What Students Need To Know:

This Learning Experience came at the end of a five-week unit on *The Crucible*. At this point in the unit, students will have read the entire play, seen the film *The Crucible*, completed comprehension and analysis questions on each act in the play, and have written a character analysis essay on a character from the play. Needless to say, the students had a solid understanding of *The Crucible* at the time of this Learning Experience, which was necessary in order for them to be able to connect the information they researched about McCarthyism to *The Crucible*.

Key Subject-Specific Vocabulary:

- **McCarthyism** (noun)- (1) the practice of making accusations of disloyalty, esp. of pro-Communist activity, in many instances unsupported by proof or based on slight, doubtful, or irrelevant evidence. (2) The practice of making unfair allegations or using unfair investigative techniques, esp. in order to restrict dissent or political criticism.
- **Blacklist** (noun) - a list of persons under suspicion, disfavor, censure, etc. (verb) - to put (a person, group, company, etc.) on a blacklist.
- **HUAC**- (noun) House of Un-American Activities Committee
- **Primary source** (noun) - a document or physical object which was written or created during the time under study. (Examples include original documents and creative works

- **Secondary source** (noun) –a document that interprets and analyzes **primary sources**. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. (Examples of secondary sources include: publications such as textbooks, magazine articles, histories, criticisms, commentaries, and encyclopedias.)

Congruency Table

EDU 237: Teaching to the Standards

Title of Learning Experience: “*Crucible* Connections”

Level: Commencement

Grade Level: Grade 11

New York State Learning Standard: ELA

Key Idea: Writing

Standard: (1) – Students will read, write, listen, and speak for information and understanding.

Performance Indicators: (•a) Use both primary and secondary sources of information for research

(•b) Analyze and integrate data, facts, and ideas to communicate information (p. 15 in the *New York Teacher’s Desk reference and Critical Thinking Guide- High School Grades 9-12*)

Performance Indicators	Instructional Task (what the standards mean in your own words)	Learning Objectives	Student Work	Assessment Tool
<p>(•a) Use both primary and secondary sources of information for research</p>	<p>Students will work independently using both *primary and *secondary sources of information to research McCarthyism.</p> <p>*A primary source is a document or physical object which was written or created during the time under study. (Examples include original documents and creative works.)</p> <p>*A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. (Examples of secondary sources include: publications such as textbooks, magazine articles, histories, criticisms, commentaries, and encyclopedias.)</p>	<p>Independently, TLWBAT research McCarthyism using both primary and secondary sources of information.</p>	<ul style="list-style-type: none"> ▪ A typewritten summary of student’s findings from his/her research of McCarthyism ▪ A typewritten works cited displaying both primary and secondary sources of information 	<p>A four-point rubric entitled “McCarthyism Research Assignment Rubric” will be used to assess each student’s level of adherence to the following attributes:</p> <ul style="list-style-type: none"> ▪ Information is accurate ▪ Both primary and secondary sources of information are used ▪ A correct works cited is included ▪ An appropriate depth of research is obvious

<p>(•b) Analyze and integrate data, facts, and ideas to communicate information</p>	<p>Students will work independently to analyze and integrate data, facts, and ideas to communicate information about McCarthyism.</p>	<p>Independently, TLWBAT analyze and integrate data, facts, and ideas to communicate information about McCarthyism.</p>	<p>A typewritten summary of student’s findings from his/her research of McCarthyism, organized in such a way that displays student’s ability to analyze and integrate data, facts, and ideas to communicate information.</p>	<p>▪ Information is organized in a logical and meaningful manner, communicating findings effectively</p>
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Title of Learning Experience: “*Crucible Connections*”

Level: Commencement

Grade Level: Grade 11

New York State Learning Standard: Social Studies

Standard: (1) History of the United States and New York

Key Idea: (3) Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicators: (•b) research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States) (p. 38 in the *New York Teacher’s Desk Reference and Critical Thinking Guide- High School Grades 9-12*)

Performance Indicators	Instructional Task (what the standards mean in your own words)	Learning Objectives	Student Work	Assessment Tool
(•b) research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)	Students will work independently using both primary and secondary sources of information to research and analyze McCarthyism, a major theme and development in United States history .	Independently, TLWBAT research and analyze McCarthyism, a major theme and development in United States history , using both primary and secondary sources of information.	▪ A typewritten summary of student’s findings from his/her research on McCarthyism, a major theme and development in United States history .	A four-point rubric entitled, “McCarthyism Research Assignment Rubric” will be used to assess each student’s level of adherence to the following attributes: <ul style="list-style-type: none">▪ Information is accurate▪ Both primary and secondary sources of information are used▪ A correct works cited is included▪ An appropriate depth of research is obvious▪ Information is organized in a logical and meaningful manner, communicating findings effectively

II. Assessment Plan

I used three assessment tools in this Learning Experience. In addition to the three formal assessment tools throughout the Learning Experience, students were evaluated using informal assessments, such as oral question and answer. These informal formative assessments helped me keep the class focused as well as make sure that the material on the final assessment was covered completely.

1) Pre-Assessment- The day before the Learning Experience began, students were given a McCarthyism Pre-Test. On the pre-test, the students were asked to place a check mark by the sentence that best described them in regards to their familiarity with McCarthyism and its relation to *The Crucible*. I used the students' responses to gauge my lesson for the following day. In addition to assessing students' knowledge of McCarthyism, I also used this pre-test to assess students' understanding of **primary** and **secondary sources**. (*Bolded words are taken from the Performance Indicators, showing rubric's alignment to the NYS Standards and Performance Indicators.*) The students did not receive grades for this pre-test.

2) Formative Assessment- Also on the day before my Learning Experience, I gave the students a mini research assignment on McCarthyism for homework. For this assignment, the students were to conduct **research** on McCarthyism, using both **primary and secondary sources of information** on the internet. Independently, they were to **analyze and integrate the data, facts, and ideas** that they found on the website I gave to **communicate information** about McCarthyism, which is **a major theme in United States history**. Whether students' responses on the pre-test showed that they knew a lot or knew little about McCarthyism, this project was sure to help each understand more.

A four-point rubric entitled McCarthyism Research Assignment Rubric was used to assess each student's level of adherence to the following attributes: **information** is accurate; **both primary and secondary sources of information** are used; a correct works cited is included; an appropriate depth of **research** is obvious; and **information** is organized in a logical and meaningful manner, **communicating** findings effectively. (*Bolded words are taken from the Performance Indicators, showing rubric's alignment to the NYS Standards and Performance Indicators.*) I gave the students a handout with all of the directions and specifications for the assignment as well as a copy of the rubric that I used to grade it. I also provided a teacher exemplar for the assignment. Having the rubric and the exemplar ahead of time allowed the

students to know exactly what I was looking for.

For this Regents 11 English class, students' grades are divided into two categories: Major and Minor grades. Major grades include tests and large projects, assignments which require a significant time investment. Minor grades include all other assignments, such as quizzes, homework, in-class work, and even student participation. These assignments typically require less of a time investment. The students' research assignments were graded as a Minor grade for the quarter.

3) Post/Summative Assessment- To conclude my Learning Experience, students were asked to take an assessment that I used as a measurement of their success. This assessment was comprised of a short reflective essay, which formally assessed the final objective of the Learning Experience. Through students' written responses, I was able to assess their understanding of *The Crucible* and their ability to connect the information from the literary text to their new knowledge of McCarthyism from their independent research. This assignment was also categorized as a Minor grade.

III. Student Work:

1) Pre-Assessment- Students' pre-assessments were not graded; rather they were used only as a tool for measuring students' prior knowledge about McCarthyism and students' familiarity with primary and secondary sources. The pre-test was made up of four statements: 1) I know what McCarthyism is; I can explain it, and I understand how it relates to *The Crucible*. 2) I have heard of McCarthyism but cannot explain it, and I am not sure how it relates to *The Crucible*. 3) I have no idea what McCarthyism is or how it relates to *The Crucible*. 4) I know what primary and secondary sources are. Each student was to place a checkmark next to the statement that best described him/her. Here is a copy of the pre-test:

Miss Barlow
English Regents 11
The Crucible

Name:
Date:
Period:



McCarthyism Pre-Test

Place a check mark by the sentence that best describes you.

_____ I know what McCarthyism is; I can explain it, and I understand how it relates to *The Crucible*.

_____ I have heard of McCarthyism but cannot explain it, and I am not sure how it relates to *The Crucible*.

_____ I have no idea what McCarthyism is or how it relates to *The Crucible*.

_____ I know what primary and secondary sources are.



Before handing out the pre-tests, I explained its purpose and asked that the students be honest in selecting the statements that best described them. I also assured the students that this would not be taken for a grade. Therefore, I do believe that the student responses are an honest reflection of what they knew/did not know about McCarthyism and primary/secondary sources. The pre-test results are listed below.

Distribution of Scores for McCarthyism Pre-Test

X=one student

Statement 1	Statement 2	Statement 3	Statement 4
		X	
		X	
		X	
		X	
	X	X	
	X	X	
	X	X	
	X	X	X
	X	X	X
	X	X	X
	X	X	X
	X	X	X

Totals: 0 8 12 5

2) Formative Assessment- Students' McCarthyism Research assignment was scored using a four-point rubric, assessing each student's level of adherence to the following attributes: information is accurate; both primary and secondary sources of information are used; a correct works cited is included; an appropriate depth of research is obvious; and information is organized in a logical and meaningful manner, communicating findings effectively. Students were graded out of a total score of 100 points. Below are copies of the assignment, the rubric, and the exemplar.

- **Rationale:** The purpose of this assignment was to provide my students with an opportunity to take an active role in their learning. Instead of me telling my students what McCarthyism is and how it relates to *The Crucible*, I had my students research

McCarthyism, an assignment which, in turn, provided them with the means to be able to make their own connections between *The Crucible* and McCarthyism. At this level (11th grade), students need to be able to take more of an active role in their learning because in less than 2 years they will be off to college, where they will need to think, reason, and research independently. I had my students complete a “mini-research assignment,” which is an informal research assignment. (I wanted this assignment to be easy because the week before, the students completed a formal critical analysis essay.) I explained to my students what this meant: students had to use and cite sources, but they did not have to use formal citations; rather, they could simply copy and paste the web address next to a title, such as “Website 1” on the works cited page. In addition, students did not have to write a paper; rather, they had to simply put the information they found in their own words in bullets under each heading.

Miss Barlow
English Regents 11
The Crucible

Name:
Date:
Period:

McCarthy Research HW Assignment

Alignments:

New York State Learning Standard: ELA

Key Idea: Writing

Standard: (1) – Students will read, write, listen, and speak for information and understanding.

Performance Indicators: (•a) Use both primary and secondary sources of information for research

(•b) Analyze and integrate data, facts, and ideas to communicate information

Student Objective: Using both primary and secondary sources of information, you will conduct research on McCarthyism. Independently, you will analyze and integrate the data, facts, and ideas that you find to communicate information about McCarthyism.

Process: Go to <http://www.sdcoe.k12.ca.us/score/cruc/crucsg3.html>, a website that contains many links relating to Senator Joseph McCarthy and his “witch hunts” of the 1950s. Examine enough of the links to become a mini expert on the 1950s communist phobia. (Specifically, research the fear of Communism in the 1950s, Senator Joe McCarthy, the House of Un-American Activities Committee, and the Hollywood Ten)

Product: Compose a typewritten summary of your findings from your research of McCarthyism, organized in a meaningful and informative way. Use parenthetical citations within your summary. **Please include a “mini” works cited page as well, listing the web addresses used. (See Teacher Exemplar.) **Do not** simply copy and paste information from a site onto your page. (See Teacher Exemplar.) Read, analyze and then summarize (in your own words) what you find. Be ready to discuss.

McCarthyism Research Assignment Rubric

Dimensions:	Distinguished (4)	Proficient (3)	Developing (2)	Unsuccessful (1)
Quality of Information (Weight: 7)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information (Weight: 7)	An appropriate depth of research is made obvious as all topics are addressed with at least 2 bullets of information.	Most topics are addressed with at least 2 bullets of information.	Topics are addressed with at least 1 bullet of information.	One or more topics were not addressed.
Organization (Weight: 5)	Information is organized in a logical and meaningful manner, communicating findings from research effectively.	Information is organized in a logical and meaningful manner, communicating findings from research somewhat effectively.	Information is somewhat organized.	The information appears to be disorganized.
Sources (Weight: 3)	Both primary and secondary sources (information and graphics) are used and accurately documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but a few are not documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but many are not documented in the desired format.	Appropriate sources are either not used or not accurately documented.
Mechanics (Weight: 3)	No grammatical, spelling or punctuation errors are present.	Almost no grammatical, spelling or punctuation errors are present.	A few grammatical spelling, or punctuation errors are present and somewhat impede the reading of the information.	Many grammatical, spelling, or punctuation errors are present, impeding the reading and understanding of the information.

Total Score: _____

Comments:

*Note: To use this rubric, multiply the weight of each dimension by the numeric value associated with each level of work and then add up the values to get the total points. If a student's work is distinguished for each dimension, his/her score will be 100.

Teacher Exemplar:

**Please note: This is just an example so you know how yours should be formatted. You need to have paragraphs of information under each heading, not just a sentence.*

Miss Barlow
English Regents 11
The Crucible

Name: Miss Barlow
Date: 3/12/09
Period: 4

McCarthyism Research Assignment

- **Fear of Communism in the 1950s**
 - In the 1950s there was a prominent fear of Communism in the United States... (Website 1).
 - In 1954, the Communist Control Act was... (Website 5).
- **Senator Joe McCarthy**
 - Senator Joe McCarthy entered the Senate inconspicuously in 1950, but four short years later he left infamously with a censure against him... (Website 2).
 - Sen. McCarthy published a book called *McCarthyism: The Fight for America*, which... (Website 2).
- **House Un-American Activities Committee**
 - The House of Un-American Activities Committee, known as the HUAC, was created as a result of the McCarran Act, which... (Website 3).
 -
- **The Hollywood Ten**
 - In 1947, ten "unfriendly witnesses," cited the First Amendment rather than the Fifth, and... (Website 4).
 -

Works Cited

Website 1: <http://writing.upenn.edu/~afilreis/50s/mccarran-act-intro.html>

Website 2: <http://writing.upenn.edu/~afilreis/50s/mccarthy-bio.html>

Website 3: <http://www.writing.upenn.edu/~afilreis/50s/huac-main.html>

Website 4: <http://writing.upenn.edu/~afilreis/50s/learn-from-blacklist.html>

Website 5: <http://writing.upenn.edu/~afilreis/50s/comm-control-act.html>

*Note: I only required my students to include informal citations and an informal works cited page, formatted like my exemplar. I had the students use this informal method because they had just had a formal essay assignment the week before. I did not want this assignment to be difficult or time consuming, yet I did not want them to leave citations out; therefore, I had them cite informally.

This mini research assignment was given as a homework assignment, and I do feel that for the most part the students' grades did parallel their level of understanding of McCarthyism as well as their understanding of the use of primary and secondary sources. Although, several students had a lot of information but did not follow directions; so they received a lower grade. In those cases, I would say that the students may have had a solid understanding of McCarthyism, even though their grades suggested otherwise. The results from this assessment are listed below. (*Please note that the formative assessment scores include five less students than the McCarthyism Pre-Test. This is because several students did not complete the research assignment at the time I compiled these scores.)

Distribution of Scores for Formative Assessment

X=one student

Distinguished (90-100)	Proficient (80-90)	Developing (65-80)	Unsuccessful (25-65)
X			
X			
X			
X			
X			
X	X		
X	X		
X	X		
X	X	X	X

Totals: 9 4 1 1

*Samples of student work, from each range of proficiency, appear as attachments at the end of this document.

A score of 25-65 indicates that the student put forth little effort and/or did not follow directions. The student's information had little or nothing to do with the main topic; one or more topics were not addressed; the information was disorganized; appropriate sources were either not used or not documented accurately; and many mechanical errors impeded the reading/understanding of the information. A score in this range is labeled as being in the "unsuccessful range."

A score of 65-81 indicates that the student has put forth weak effort. Information is related but not developed; topics are only addressed with one bullet of information. Sources are used but not documented correctly; a few mechanical errors somewhat impeded the

reading/understanding of the information. This range of scores is labeled as the “developing range.”

A score of 81-91 indicates that the student’s ideas may not be as developed as they should be, or may lack depth, but that they did put an average effort into their work. These scores are in the “proficient range.”

A score of 91-100 indicates that the student has put forth effort that is above average. This range shows that a student had information that clearly related to the main topic, which was fully developed. Information was organized in a logical and meaningful manner, communicating research from findings effectively. No mechanical errors were present. This level of competence would identify the student’s work as being in the “distinguished range.”

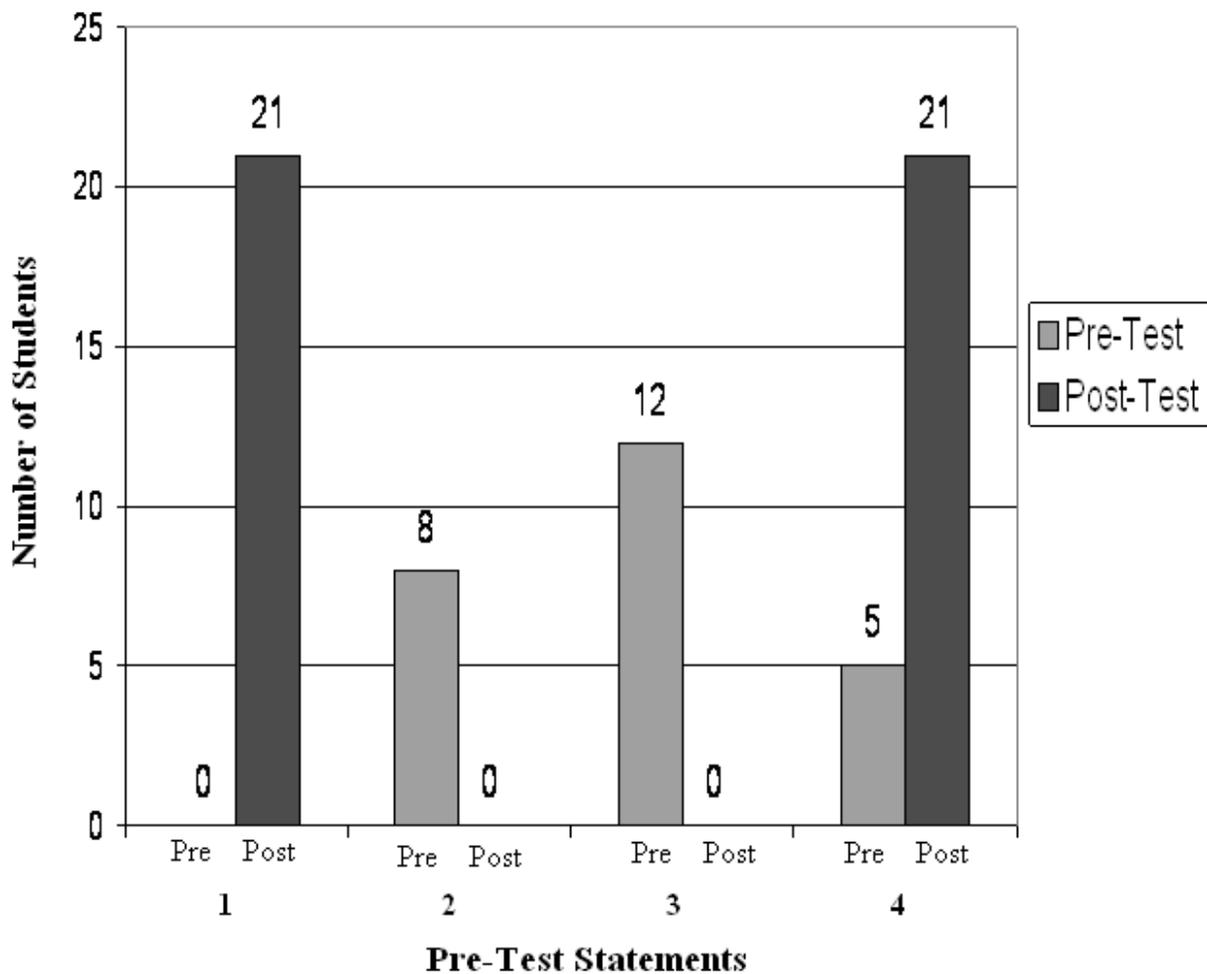
3) Summative Assessment- The post-assessment was scored based on how well the students displayed their knowledge of McCarthyism and how it relates to *The Crucible*. Students received grades for this assignment, but the grades were based on effort and involvement in the assignment rather than on the quality of their answers due to the fact that a couple of the questions’ answers could have been opinion-based.

For this summative assessment, I asked each student to get out a sheet of notebook paper, and then I proceeded to ask them a couple reflective questions between which they had time to respond on paper. The first question I asked was, “How does *The Crucible* relate to McCarthyism?” I asked them to develop their answers by showing me what they now know about both topics. I asked the students to think back to the first day of the unit and think about the knowledge they have now that they did not have then. Next, I asked the students, “What life lesson have you learned from our study of both *The Crucible* and McCarthyism? Then I asked several other questions regarding the purpose and importance of education, and how education relates to *The Crucible*, McCarthyism, and life today.

This summative assessment was given during class on the second day of this Learning Experience and on the final day of *The Crucible* unit. Although students’ grades were determined by effort and involvement in the assignment rather than on the quality of their answers, for my own information, I read through each and compared each to the statements on the pre-test. I checked the statement that best described each student based on his/her responses on the reflective essay. I feel that the students’ scores for this summative assessment are a reliable and accurate measure of their success in this Learning Experience. Unlike on the pre-test where students were to simply check the statement that best described them, on this summative assessment, students had to write to answer these prompt questions and provide explanation. If a

I believe that this Learning Experience was successful based on the student scores. A comparison of the pre and post-test scores show that every student gained much knowledge and understanding over the course of the Learning Experience. The bar graph below provides a visual comparison of the pre and post-assessment scores. The pre-test scores are represented by the lighter grey bars, and the post-assessment scores are represented by the darker bar. The first “0” on the x-axis represents the 0 students who selected statement #1 on the pre-test. The second and third “0”s on the x-axis represent the 0 students whose answers fell under the categories of statements #2 and #3 on the post-assessment.

Pre-Test/Post-Test Comparison



IV. Procedure:

(Before Day One of this Learning Experience, the students were given the McCarthyism Pre-Test to take and hand in. After the Pre-Test, the teacher conducted a discussion on primary and secondary sources. Also, for homework 2 days before Day One of this Learning Experience, the students were given the McCarthyism research assignment; therefore, students had several days to complete the research assignment.)

Day One:

Lesson: McCarthyism- *Crucible* Connections

Time Frame: one 40-minute class period

Materials: students' homework from the weekend, comparison chart handouts, pens, and the overhead projector

Alignments:

Level: Commencement – Grade 11

Learning Standard: ELA

Key Idea: Speaking

Standard: (3) – Students will read, write, listen, and speak for critical analysis and evaluation.

Performance Indicators:

- (•a) Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements

Objectives:

Upon completion of this lesson, TLWBAT:

- Express orally a solid understanding of how the witch hunts of the 1950s relate to the Salem Witch Trials of the 1600s
- Discuss orally an understanding of how *The Crucible* relates to contemporary society

Anticipatory Set:

- To start class, the teacher will lead the class in a discussion about McCarthyism based on the information they found from their internet research. The teacher will prompt student response by asking for information from each topic. (The topics are the fear of Communism in the 1950s, Senator Joe McCarthy, the House of Un-American Activities Committee, and the Hollywood Ten.) As the

students offer information, the teacher will write down the main points on the overhead projector.

- After each topic has been addressed sufficiently, the teacher will collect the homework.

Procedure:

- Next the teacher will have the students (in their table groups) fill out a chart comparing the 1692 Salem witch-hunts as portrayed in *The Crucible* and the 1950s Communist investigations. (See Attachment 13.) The students are to consider similarities among characters, events, and settings. The teacher will explain that the first column on the chart should contain information about *The Crucible*; the second column should have information about McCarthyism. The third column should be left blank for class.
- Before the groups begin working, the teacher will give an example to get the students started. (A simple example is the prevalence of fear. In the 1950s, Americans were afraid of communism; in Salem in the 1690s the Puritans were afraid of witchcraft.)
- As the students work, the teacher will walk around the room amongst the tables checking the students' progress and offering assistance to any students who require it.
- Once the charts have been satisfactorily completed—a determination made by the teacher—the whole class will go over the charts together.

Closure:

- The teacher will inform the students that homework for this night is to think about where there are examples of “witch-hunts” today. Fill in the third column of your chart with information from today. (The teacher will point out that this information could be legal, political, or even personal.)

Assessment/Evaluation:

- The teacher will assess students' knowledge and mastery of the material by walking around during the group analysis as well as by leading the class discussion of the analysis and listening/responding to their answers.

Day Two:

Lesson: McCarthyism Continued- *Crucible* Connections

Time Frame: one 40-minute class period

Materials: students' completed charts, paper and pens

Alignments:

Level: Commencement – Grade 11

Learning Standard: ELA

Key Idea: Reading

Standard: (2) – Students will read, write, listen, and speak for literary response and expression.

Performance Indicators:

- (•g) Recognize and analyze the relevance of literature to contemporary and/or personal events and situations

Key Idea: Speaking

Standard: (3) – Students will read, write, listen, and speak for critical analysis and evaluation.

Performance Indicators:

- (•a) Express opinions or make judgments about ideas, information, experiences, and issues in literary, scientific, and historic articles, in public documents, and in advertisements

Objectives:

Upon completion of this lesson, TLWBAT:

- Express orally a solid understanding of how the witch hunts of the 1950s relate to the Salem Witch Trials of the 1600s
- Discuss orally an understanding of how *The Crucible* relates to contemporary society

Anticipatory Set:

- To start class, the teacher will collect the homework from last night, which was to complete the comparison chart.
- Then the teacher will lead the class in a discussion about what they wrote in the third column of their charts. The question they were supposed to consider was: where do we see examples of “witch-hunts” today?

Procedure:

- Next the teacher will have the students get out a piece of paper and a pen.
- Then the teacher will explain that _____ today marks the end of the unit on

The Crucible. She will also explain that each student should have a solid understanding of both *The Crucible* and McCarthyism, and in order to bring some closure to all they have learned, they are going to compose a short reflection essay.

- The teacher will explain that she will ask a series of questions. In between each question, students will have time to respond on paper. The teacher will also explain that they will receive grades for this assignment, but she will also point out that students' grades will be determined by effort and involvement in the assignment rather than on the quality of their answers because a couple of the questions' answers will be opinion-based.
- The first question is, "How does *The Crucible* relate to McCarthyism?" Students should develop their answer by showing what they now know about both topics. The teacher will ask the students to think back to the first day of the unit. What knowledge do they have now that they did not have then?
- The next question is, "What life lesson have you learned from our study of both *The Crucible* and McCarthyism?"
- The teacher will ask several other questions regarding the purpose and importance of education, and how education relates to *The Crucible*, McCarthyism, and life today.

Closure:

- The teacher will collect the reflective essays, and then will read her own reflective essay to the class. (See Attachments 8-12.)

Assessment/Evaluation:

- The teacher will assess students' knowledge and mastery of the material by reading and grading the reflective essays. (These reflective essays function as the summative assessment for this Learning Experience.)

V. Materials and Resources

Research and References:

- Gardner's Theory of Multiple Intelligences: Gardner's Theory of Multiple Intelligences refutes the methods of traditional pedagogy, which base instruction and assessment on one or two styles, and stands in defense of the students whose learning styles are just as unique as they are. Students think and learn in different ways; it is the onus of the teacher to formulate his or her instruction so that it includes an array of teaching and learning methods. When teachers differentiate their instruction, more students can learn and participate. (For a complete list of references used for research on Gardner's Theory see Attachment 18.)

An understanding of Gardner's Theory has prompted me to make sure that each of my lessons incorporates a variety of activities, providing all students an opportunity to excel. In this Learning Experience, I have included various activities to meet this goal. On Day One, students will participate in a whole-class discussion based on their homework with a visual provided by the teacher's use of an overhead projector, group work on a comparison chart handout that each student has, and a teacher-lead discussion to conclude. On Day Two, the students will participate in a teacher-lead discussion and a reflective writing activity.

Teacher Generated Materials:

- McCarthyism Pre-Test (Attachment 14)
- McCarthyism Research Assignment (Attachment 15)
- McCarthyism Research Rubric (Attachment 16)
- McCarthyism Research Exemplar (Attachment 17)
- Comparison Chart Handout (Attachment 13)
- Teacher Reflection Essay (Attachment 8)

Supplies:

- Notebook Paper
- Pens
- Overhead Projector

References:

- "The Crucible by Arthur Miller." S.C.O.R.E. Language Arts. Schools of California Online Resources for Education. 19 March 2009 <<http://www.sdcoe.k12.ca.us/score/cruc/cructg.html>>.
- Miller, Arthur. *The Crucible*. New York: Penguin Group (USA) Inc., 1995.

VI. Instructional Environmental Modifications:

Modification Type	Specific Modification	Rationale	Benefits
Environmental Management	Overview of classroom rules.	Establishes routine and provides framework for completion of tasks.	Expectations are set regarding proper classroom behavior.
	Preferential Seating.	Students are closer to teacher/front of the room so that student is closer to instruction and instructional materials.	I can maintain proximity control to maintain order and to give quick feedback.
	Cooperative Learning.	Students receive support from me, as the teacher, and from peers.	Students have the opportunity to learn from one another and can clarify ideas. Through cooperative learning students become more independent from the teacher.
Instructional	Tasks are guided throughout the lessons and are modeled.	This gives students visual as well as verbal models of what is expected of them.	Students will be able to follow directions, verbally or visually, and will, in turn, be able to stay on task.
Content/ Materials	Handouts for homework assignments and notes are provided for the students, such as the comparison chart and the McCarthyism research assignment handout, rubric, and teacher exemplar.	Students are able to look back at the directions on the assignments to make sure they are doing them correctly and are meeting the requirements.	Students are less stressed out during class and when they complete homework because they do not have to remember all the teacher directions. They can look at the examples and directions on their handouts.
Tasks	Information found from completing the McCarthyism research assignment will be discussed in class and validated by the teacher as well as the information used to fill out the comparison chart.	From these discussions, students are provided with the answers that are expected for the post-assessment, which is the reflection essay.	These teacher-guided discussions help the students to internalize and understand the relationship between McCarthyism and <i>The Crucible</i> as well as to relate both of these to contemporary society and their personal lives. Therefore, students should be comfortable answering the questions posed on the summative assessment, and they should perform well.
	For the reflection essay, students are given ample time and excessive explanation to guide them through the assignment.	Time and explanation help the students to feel comfortable and not “under pressure” while writing their essays.	Students can write their essays confidently, without fear of not understanding or not having enough time.

VII. Time Frame:

Planning:

Planning for this Learning Experience, collectively, took three to four hours. This time frame included searching through the S.C.O.R.E website, conducting my own research on McCarthyism. This time also included creation of the McCarthyism Pre-Test, the McCarthyism Research Assignment, the McCarthyism Research Rubric, the teacher exemplar, the Reflection Essay questions, and the Reflection Essay Exemplar. Furthermore, the planning time period also included checking the NYS standards and making sure the lesson was properly aligned.

Implementation:

The implementation of this unit takes place over the course of three full days. The pre-test and McCarthyism Research Assignment are given to students at the very end of class on the day before the Learning Experience. The research assignment was given for homework, and the pre-test was to be finished just before the bell rang to end class. The second day (or Day 1 of the Learning Experience) is the first full day of the Learning Experience; an entire 40 minute period is spent going over the information that the students found from their research and filling out a chart comparing their new knowledge of McCarthyism to what they already knew about *The Crucible*. On the third day, which is actually Day 2 of the Learning Experience, another 40 minute period is spent. First, the teacher leads the class in a discussion over their homework from the previous night, which was to complete the third column of the comparison chart with information from today. For the remainder of the period (about 30 minutes), the students are given the post-assessment, which is the reflection essay.

Assessment:

Over the course of this Learning Experience, there were three separate assessments that needed to be graded (the pre-test, the research assignment, and the post-assessment). Scoring of the pre-test should take about 10 seconds per student. This includes time to read and mark down each student's response. Scoring of the research assignment should take approximately eight minutes per student. This includes time to read the research, complete the rubric, and add up each student's grade. Scoring of the post-assessment should take about 5 minutes per student. This includes time to read over each student's response, give the student a quantity/effort grade, and also mark down which statement from the pre-

test would best fit this student based on their essay.

Schedule:

This Learning Experience made up the last 2 days of a five-week unit on *The Crucible*. (See Attachment 19 for a complete unit schedule.)

VIII. Reflection

This Learning Experience provided the conclusion to a large, five-week unit on *The Crucible*. I thought it appropriate to conclude the unit with a discussion on McCarthyism not only because Arthur Miller lived and was “blacklisted” during McCarthyism, and that McCarthyism was the inspiration for Miller to compose *The Crucible*, but also because McCarthyism is evidence that history repeats itself. I hoped that my students, by studying and understanding McCarthyism, could connect *The Crucible* to contemporary society and, more importantly, to their own lives. *The Crucible* addresses several important issues one of which is the abuse of power, another of which is the gullibility of people in general. I wanted my students to understand that questioning authority is not just ok; it is necessary to prevent such atrocities as the Salem witch trials and McCarthyism. And, in order to be equipped to question authority, one has to be a “thinker,” someone who is not gullible, someone who thinks for him/herself and looks for evidence before being convinced.

I felt that this literature unit gave students an opportunity to apply what they were learning to their own lives; thus making the ideas presented to them more concrete and memorable. I feel that students need to be motivated in what they learn by presenting the opportunity for them to draw real life connections between their schoolwork and their own lives.

This Learning Experience is centered on the students’ understanding of *The Crucible* and their new knowledge of McCarthyism, which they gained as a result of the research assignment. In order for the students to be able to take part in discussion, fill out the comparison charts, and complete the reflection essay, they had to have completed sufficient research on McCarthyism, and they had to understand *The Crucible*.

Each one of my objectives was met over the course of this Learning Experience. After completing their research assignment, students were able to explain both orally and compositionally an understanding of McCarthyism. Also as a result of their research on McCarthyism, students were able to explain orally a basic understanding of the purpose for Miller’s writing of *The Crucible*. The comparison chart activity displayed students’ ability to express orally and compositionally a solid understanding of how McCarthyism of the 1950s relates to *The Crucible*, set during the Salem Witch Trials of the 1600s. They were able to

complete those charts because of their understanding of *The Crucible* from the whole unit and their knowledge of McCarthyism from their research. Lastly, when it became the time to administer the post-assessment, the students were equipped to compose a short reflective essay, displaying what he/she has learned from both *The Crucible* and McCarthyism; thus showing personal reflection.

From this Learning Experience, my students now understand, and some appreciate, that *The Crucible* is more than a story about the Salem witch trials. It is also a story about America in the era of McCarthyism, as well as a story about any group of people who are easily persuaded and get caught up in mass hysteria. Therefore, my students also understand the necessity of being a “thinker” instead of a person who is easily convinced and drawn into the crowd. They also understand the importance of drawing personal connections between their own lives and literature that they are introduced to.

Although some students met the objectives with a lack of effort, each student was able to succeed in meeting the objectives. Compared to the pre-test scores, the scores on the final assessment show complete success. In looking back at the student scores on the research assignment, I was puzzled that some students received proficient, developing, and even unsuccessful grades when they all performed well on the final assessment. When I looked back over the research assignments, I realized that the students who scored lower than distinguished did not follow directions or use the rubric as a check list. If they would have given more time and/or effort they could have all received a score in the distinguished range.

As I read through the post-assessments, a few statements made by students stood out to me. One boy said, “While you were teaching, I definitely did not show you what kind of student I really am. I think that despite all the things [assignments] I’ve failed, this quarter I’ve learned more about a book than ever before.” Another student said, “...you made me look at things in a different way, not just the same way every time.” One last student said, “I enjoyed English class more than usual.” These statements showed me that my students not only appreciated the Learning Experience but also that they applied the ideas to their own lives.

I received feedback on this Learning Experience from my peer review group, Secondary, on March 24, 2009 at Daemen College. I presented my Learning Experience to my group and asked for any feedback that would help me to improve my Learning Experience; specifically, I asked for help with my assessment piece. My peer review group gave me many warm and cool comments, which allowed me to make many changes to my Learning Experience for the better. From the cool comments, I knew exactly what needed to be fixed, adjusted, or clarified. (See Attachment 20 for a complete copy of the peer review comments with my response.) One of my peers said, “I will use these lessons in my own classroom,” which was an exciting thing to

hear from another teacher. After the peer review, I felt confident moving forward with my Learning Experience.

IX. Holistic Evaluation

This Learning Experience is relevant to students' lives because they learned research skills, which they will need throughout the rest of their high school experience and even through college. Also, this Learning Experience has taught my students how to make connections in literature. For this Learning Experience, my students had to connect *The Crucible* to their research on McCarthyism as well as to contemporary society and their personal lives. From the connections they made with *The Crucible*, the students learned the importance of education. I explained to them during the post-assessment that the ultimate goal of education is to make a person a "thinker," someone who thinks through things and is wise.

By introducing and modeling to students the strategies for research and for making connections with literature, they will become self-sufficient and will have a stronger grasp on doing similar tasks on their own. This Learning Experience gives students the opportunity to use their prior knowledge. The comparison chart as well as the reflection essay allow students to connect their prior knowledge with new knowledge. This Learning Experience highly emphasizes student's ability to connect happenings in literature to their own lives, thus enhancing their ability to draw solid connections with the literature they read.

X. Appendix

Attachments:

Attachment 1: Classroom Floor Plan

Attachment 2: Classroom Rules

Attachment 3: Sample Letter Home

Attachment 4: Distinguished Student Work

Attachment 5: Proficient Student Work

Attachment 6: Developing Student Work

Attachment 7: Unsuccessful Student Work

Attachment 8: Teacher Exemplar Reflection

Attachment 9: Portion of Student Reflection Essay

Attachment 10: Portion of Student Reflection Essay

Attachment 11: Portion of Student Reflection Essay

Attachment 12: Portion of Student Reflection Essay

Attachment 13: Historical Connections Comparison Chart

Attachment 14: McCarthyism Pre-Test

Attachment 15: McCarthyism Research Assignment

Attachment 16: McCarthyism Research Rubric

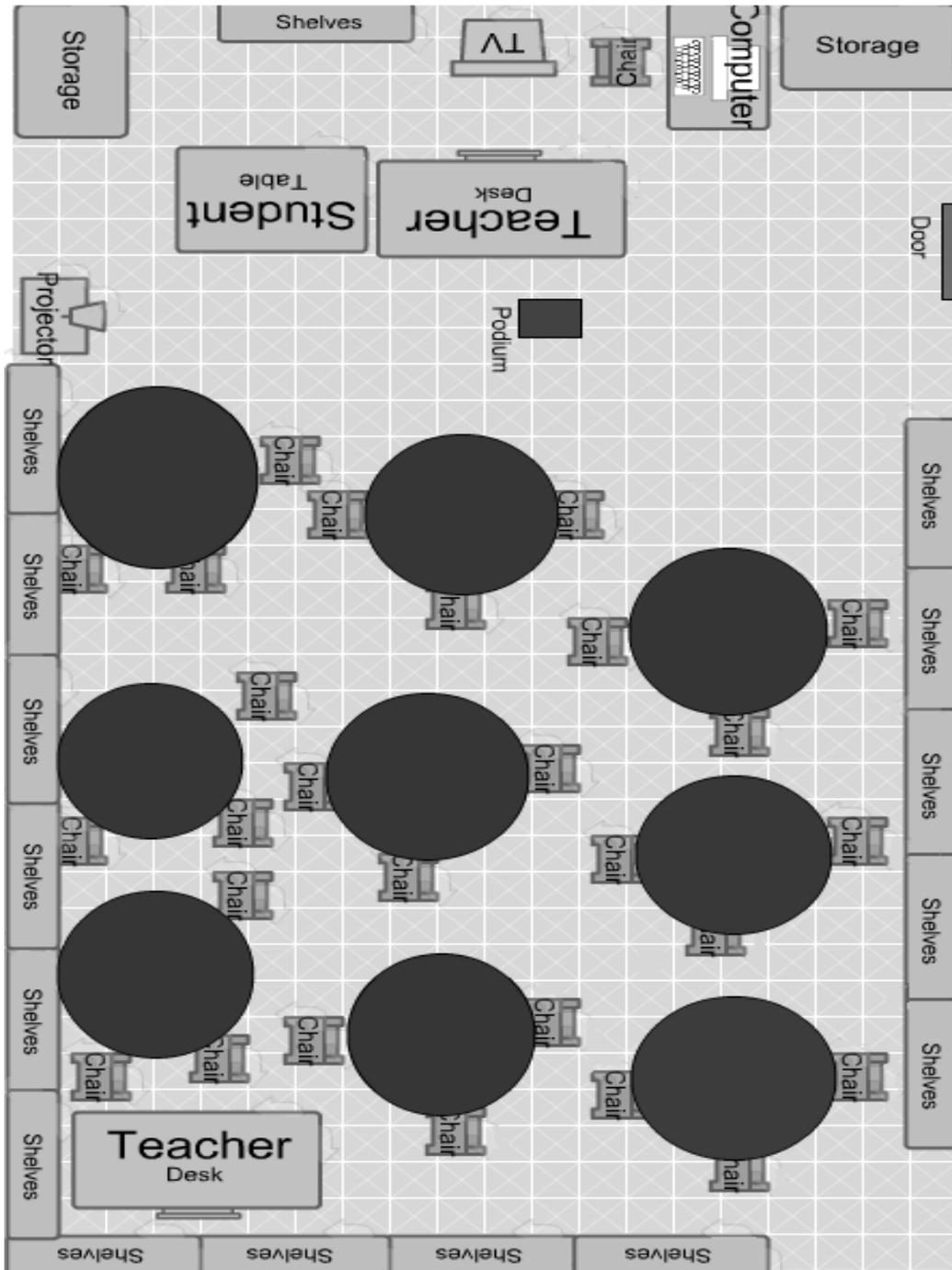
Attachment 17: McCarthyism Research Exemplar

Attachment 18: Theory of Multiple Intelligences References

Attachment 19: *The Crucible* Unit Schedule

Attachment 20: Peer Review Comments

Attachment 1: Classroom Floor Plan



Attachment 2: Classroom Rules

Classroom Rules:

1. Follow directions given by your teacher.



2. Turn cell phones off or to silent.



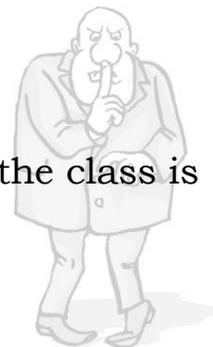
3. Use professional language (no profanity).



4. Ask permission to leave the classroom.



5. Only one person talks at a time (unless the class is participating in a group activity).



Attachment 3: Sample Letter Home

Dear Parents/Guardians,

My name is Ms. Sara Barlow, and I writing to inform you that I will be working with Mrs. Stawisuck as her student teacher for the next seven weeks. I am currently a senior at Daemen College. After completing my student teaching in May, I will be graduating with my Bachelor's in English Adolescent Education. I have worked hard throughout college to get to this point. Needless to say, I am very excited to begin student teaching and especially to begin working with your son or daughter!

While I am here at NTHS, in Regents English 11, we will be working through a unit in literature on Arthur Miller's well-renowned play *The Crucible*. I am very excited to begin this unit, for there is much for your son or daughter to learn from this play. Over the course of this unit, your son or daughter will be completing many different kinds of assignments including reader's theatre, a visual vocabulary project, group analysis, class discussion, a character analysis essay, and even a mini research assignment. I have worked closely with Mrs. Stawisuck to create each of these assignments; each of which has been carefully crafted to interest and engage your son or daughter in the process of learning about *The Crucible*.

I would also like you to know that I will make myself available to you if you have any comments, questions, or concerns over the course of my time here at NTHS. Please feel free to contact me via email or phone. My email address is sbarlow@daemen.edu, and my phone number is (716) 683-1727.

Sincerely,

Miss Sara Barlow

Attachment 4: Distinguished Student Work

Emily
3/11/09

English 11
McCarthy Research HW Assignment

Fear of Communism in the 1950s:

- The number of people who are communists has always been relatively low, but they are dangerous because they really believe in what they are doing and gain people through literature and other propaganda (Websites 1 and 3).
- Communists published literature in two forms. They defined Propaganda as literature that conveys many ideas to a few people. They also write Agitation, which tells one idea to many people. They wrote many children's books to appeal to their impressionable minds, which scared those against the communists. (Website 2)
- Communists manipulate the truth in order to suit their needs. They tell lies over and over to make people believe them, because they know if you hear something often enough, you will accept it as the truth (Website 3).
- The McCarran Act, or National Security Act of 1950 required all subversives at large in the US to be fingerprinted and registered (Website 4).

Senator Joe McCarthy:

- Senator McCarthy was a senator in Wisconsin, and the height of his political career lasted four years, from 1950- 1954 (Website 5).
- On February 9, 1950, he made a speech in Wheeling, West Virginia, accusing members of the Department of State as being communists. However, he did it just to gain fame, because he had no idea if there actually were communists in the department (Website 5).
- The term "McCarthyism" was coined by Herbert Block a month later, to describe what McCarthy was doing. To some, the word was derogatory, to others, it was patriotic (Website 5).

The House of Un-American Activities Committee:

- The HUAC was formed to see if the names on the blacklist were actually communists. They held public hearings, and many people had to come to deny accusations against them (Website 6).
- The HUAC hearings were actually degradation ceremonies, held to denounce the names of those who were accused (Website 6).
- During this time, 150 people were put in jail, and two people were killed (Julius and Ethel Rosenberg) (Website 7).

The Hollywood Ten:

- In 1910, the Hollywood Ten Hearings led to the blacklist. Investigating show business led to publicity (Website 7).
- The book Red Channels was a compilation of over 150 people in show business who were accused of being affiliated with communism. By 1951, television networks wouldn't hire anybody whose name was in the book, or anyone who seemed controversial (Website 7).

Emily
3/11/09

English 11
McCarthy Research HW Assignment

Works Cited:

- Website 1: <http://writing.upenn.edu/~afilreis/50s/schwarz1.html>
Website 2: <http://writing.upenn.edu/~afilreis/50s/schwarz4.html>
Website 3: <http://writing.upenn.edu/~afilreis/50s/schwarz6.html>
Website 4: <http://writing.upenn.edu/~afilreis/50s/mccarran-act-intro.html>
Website 5: <http://writing.upenn.edu/~afilreis/50s/mccarthy-bio.html>
Website 6: <http://www.writing.upenn.edu/~afilreis/50s/navasky-chap10.html>
Website 7: <http://www.writing.upenn.edu/~afilreis/50s/schrecker-blacklist.html>

McCarthyism Research Assignment Rubric

Dimensions:	Distinguished (4)	Proficient (3)	Developing (2)	Unsuccessful (1)
Quality of Information (Weight: 7)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information (Weight: 7)	An appropriate depth of research is made obvious as all topics are addressed with at least 2 bullets of information.	Most topics are addressed with at least 2 bullets of information.	Topics are addressed with at least 1 bullet of information.	One or more topics were not addressed.
Organization (Weight: 5)	Information is organized in a logical and meaningful manner, communicating findings from research effectively.	Information is organized in a logical and meaningful manner, communicating findings from research somewhat effectively.	Information is somewhat organized.	The information appears to be disorganized.
Sources (Weight: 3)	Both primary and secondary sources (information and graphics) are used and accurately documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but a few are not documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but many are not documented in the desired format.	Appropriate sources are either not used or not accurately documented.
Mechanics (Weight: 3)	No grammatical, spelling or punctuation errors are present.	Almost no grammatical, spelling or punctuation errors are present.	A few grammatical spelling, or punctuation errors are present and somewhat impede the reading of the information.	Many grammatical, spelling, or punctuation errors are present, impeding the reading and understanding of the information.

Total Score: 99

Comments: *Great job, Emily! I took off one point because your in-text citations were not exactly right.*

Attachment 5: Proficient Student Work

Alex
McCarthy Research HW Assignment

3/10/09
ELA 11

McCarthyism

Communism in the 1950's.

ok Throughout the 1950's, people in the United States were afraid of the Red Scare. This was the fear of widespread infiltration of Communists in the United States Government. It started in the late 1940's and went through the late 1950's. Believe it or not, peace was a big part of the fight against communism. Though, peace is defined in many different ways. For example, one definition of peace is the absence of mental stress or anxiety. Another definition of peace, as applies to the battle against communism in the late 1950's, is the state prevailing during the absence of war. Troops thought of peace as the outcome of their country's victory at the end of the war. (this comes from "Communist use of the word Peace", by Fred Schwarz) Fred Schwarz also shows how Communists try to manipulate people worldwide to think that under communism, people are prosperous, happy, and wealthy. At the same time, America is a country of poverty, malnutrition, depression and fear. Communist's words throughout the late 1950's have manipulated people around the world in order to gain support for their communist cause.

Senator Joseph McCarthy.

ok Joseph McCarthy was born on a farm in Appleton, Wisconsin, on November 14th, 1908. Both of his parents were devout Roman Catholics. He left school at the age of 14 and went to work as a chicken farmer before being the manager of a local grocery store. He went back to school in 1928 and after college became a lawyer. He didn't make enough money though so he had to stay afloat by playing poker. He was originally a fan of Franklin Roosevelt and his New Deal plan, but McCarthy failed to become the Democratic Candidate for the district attorney. Instead he joined the Republican Party and became a city judge. He often lied in politics, especially to undermine his running opponents. He ran against Robert La Follette to become Republican candidate for the Senate. He attacked La Follette during the campaign for not enlisting in the war (even though La Follette was in his forties and was too old to enlist anyways). While in the senate he accused hundreds of state officials of being part of the American Communist Party. All charges were revoked due to lack of evidence supported by McCarthy.

House of Un-American Activities Committee

ok The Un-American Activities Committee (HUAC) was originally established in 1937 under the chairmanship of Martin Dies. The main objective of the HUAC was the investigation of un-American and subversive activities. The HUAC concentrated on the possibility that the American Communist Party had infiltrated the Federal Writers Project and other New Deal projects.

Hollywood Ten

In 1947 Roy M. Brewer was appointed to the Motion Picture Industry Council. At this time the House of Un-American Activities Committee (HUAC), chaired by J. Parnell Thomas, began an investigation into the Hollywood Motion Picture Industry. The HUAC interviewed 41 people who were working in Hollywood. These people attended voluntarily and became known as "friendly witnesses". During their interviews they

named nineteen people who they accused of holding left-wing views. Roy M. Brewer was interviewed by the HUCA in October, 1947. He claimed that he knew 13 writers, actors and directors he said were involved in communist activities. This included John Garfield and Dalton Trumbo, both of whom had volunteered to act as observers for the studio pickets in the Conference of Studio Unions (CSU) strike.

McCarthyism Research Assignment Rubric

Dimensions:	Distinguished (4)	Proficient (3)	Developing (2)	Unsuccessful (1)
Quality of Information (Weight: 7)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information (Weight: 7)	An appropriate depth of research is made obvious as all topics are addressed with at least 2 bullets of information.	Most topics are addressed with at least 2 bullets of information.	Topics are addressed with at least 1 bullet of information.	One or more topics were not addressed.
Organization (Weight: 5)	Information is organized in a logical and meaningful manner, communicating findings from research effectively.	Information is organized in a logical and meaningful manner, communicating findings from research somewhat effectively.	Information is somewhat organized.	The information appears to be disorganized.
Sources (Weight: 3)	Both primary and secondary sources (information and graphics) are used and accurately documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but a few are not documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but many are not documented in the desired format.	Appropriate sources are either not used or not accurately documented.
Mechanics (Weight: 3)	No grammatical, spelling or punctuation errors are present.	Almost no grammatical, spelling or punctuation errors are present.	A few grammatical spelling, or punctuation errors are present and somewhat impede the reading of the information.	Many grammatical, spelling, or punctuation errors are present, impeding the reading and understanding of the information.

Total Score: 91

Comments: *Good job, Alex! You lost points because you did not include in-text citations and a works cited page.*

Attachment 6: Developing Student Work

Tyler

Fear of Communism in the 1950's- the belief that communist spies were in the U.S government . The second red scare lasting from the 1940s to the late 1950's. The belief that spies had a huge impact on what government did in the United states.

Why did they fear it?

good

Senator Joe McCarthy- an american politician who served as a Republican U.S senator. He was the most visuable face in the cold war tensions as fears of communism was in the U.S. He was most noted for making claims that big number of communists and soviet spies were in the u.s. government. He was censure by the United states senate as his claims led him to be discredited.

Hollywood Ten- the entertainment industry blacklist. screenwriters, actors, directors and musicians were denied jobs because of their political beliefs and associations whether or not they were real. "unfriendly witnesses" more...

OK The house of un-american activites Committee- an investigative committee of the us house of reps. The committee investigated Nazi propaganda and other propaganda activites . Question hundreds of people trying to get information on how foregin subversion entered the united states. Invetigated the allegations of the plot to seize the white house also know as the Business plot.

Joseph McCarthy." [Http://en.wikipedia.org/wiki/Joseph_McCarthy](http://en.wikipedia.org/wiki/Joseph_McCarthy). 12 Mar. 2009. Wikimedia Foundation, Inc.,. 12 Mar. 2009.

McCarthyism Research Assignment Rubric

Dimensions:	Distinguished (4)	Proficient (3)	Developing (2)	Unsuccessful (1)
Quality of Information (Weight: 7)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information (Weight: 7)	An appropriate depth of research is made obvious as all topics are addressed with at least 2 bullets of information.	Most topics are addressed with at least 2 bullets of information.	Topics are addressed with at least 1 bullet of information.	One or more topics were not addressed.
Organization (Weight: 5)	Information is organized in a logical and meaningful manner, communicating findings from research effectively.	Information is organized in a logical and meaningful manner, communicating findings from research somewhat effectively.	Information is somewhat organized.	The information appears to be disorganized.
Sources (Weight: 3)	Both primary and secondary sources (information and graphics) are used and accurately documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but a few are not documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but many are not documented in the desired format.	Appropriate sources are either not used or not accurately documented.
Mechanics (Weight: 3)	No grammatical, spelling or punctuation errors are present.	Almost no grammatical, spelling or punctuation errors are present.	A few grammatical spelling, or punctuation errors are present and somewhat impede the reading of the information.	Many grammatical, spelling, or punctuation errors are present, impeding the reading and understanding of the information.

Total Score: 81

Comments: *Tyler, you have good information here, but you lost points because the information needs development. Also, you did not include in-text citations, and your works cited was incorrect. (Your only source was Wikipedia, which was not one of the ones I gave you to use. Wikipedia is ok with other sources sometimes, but never use it as your only source.)*

Attachment 7: Unsuccessful Student Work

Miss Barlow
English Regents 11
The Crucible

Catherine
3-11-09

Senator Joe McCarthy

- A United States senator from Wisconsin
- McCarthy found out that the generals, senators, and commanders were all against him.
- He then collapsed
- He held two presidents captive during the early 1950's and through the late 1960's Truman and Eisenhower
- He was very active in the American foreign policy
- Out of Wisconsin he was known as a cheap politician
- When he gave speeches there would be a dispute about there being communism in the department of state
- McCarthyism was made by Herbert Block of the Washington post.
- It was first an oath of the hatefulness of baseless defamation
- McCarthy said it was like Americanism with its sleeves rolled up
- He published a book with parts of his speeches and his testimonies and it was called McCarthyism.
- If you were a communist you were attacked by the house of reps
- For the next two years McCarthy and his committee questioned a large number of people about there political past.
- They lost there jobs if they admitted to be associated with the communist party
- The only way out of this was if you named other members of the group
- McCarthyism became known as the witch hunt or anti communism hysteria

*Good info. 1
but you only
addressed
1 out of the 4
topics.*

Work cited

<http://writing.upenn.edu/~afilreis/50s/mccarthy-bio.html>

<http://www.sdcoe.k12.ca.us/score/cruc/crucsg3.html>

<http://www.spartacus.schoolnet.co.uk/USAmccarthyism.htm>

McCarthyism Research Assignment Rubric

Dimensions:	Distinguished (4)	Proficient (3)	Developing (2)	Unsuccessful (1)
Quality of Information (Weight: 7)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information (Weight: 7)	An appropriate depth of research is made obvious as all topics are addressed with at least 2 bullets of information.	Most topics are addressed with at least 2 bullets of information.	Topics are addressed with at least 1 bullet of information.	One or more topics were not addressed.
Organization (Weight: 5)	Information is organized in a logical and meaningful manner, communicating findings from research effectively.	Information is organized in a logical and meaningful manner, communicating findings from research somewhat effectively.	Information is somewhat organized.	The information appears to be disorganized.
Sources (Weight: 3)	Both primary and secondary sources (information and graphics) are used and accurately documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but a few are not documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but many are not documented in the desired format.	Appropriate sources are either not used or not accurately documented.
Mechanics (Weight: 3)	No grammatical, spelling or punctuation errors are present.	Almost no grammatical, spelling or punctuation errors are present.	A few grammatical spelling, or punctuation errors are present and somewhat impede the reading of the information.	Many grammatical, spelling, or punctuation errors are present, impeding the reading and understanding of the information.

Total Score: 60

Comments: *Catherine, you have good information, but you only addressed 1 out of the 4 topics. Also, you did not include in-text citations.*

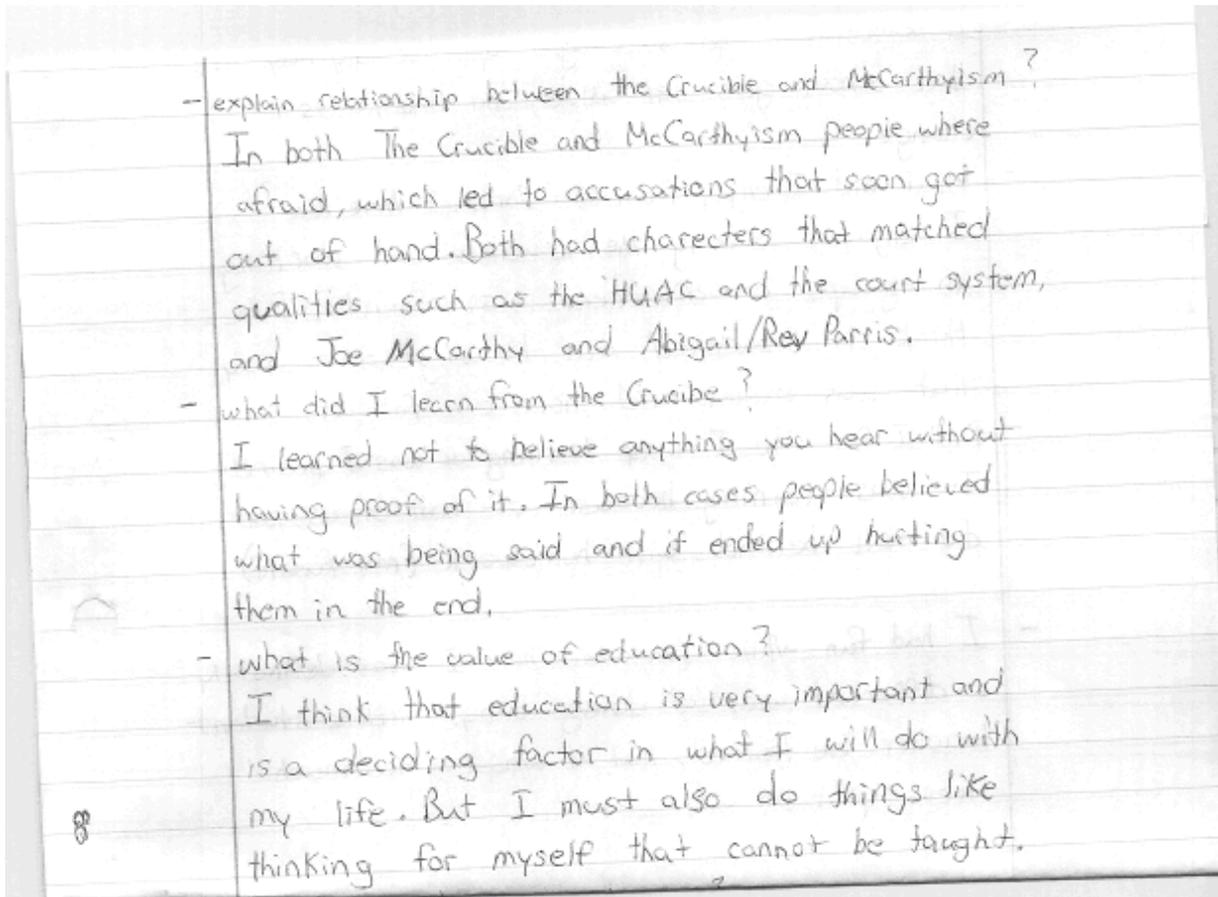
Attachment 8: Teacher Exemplar Reflection

We have learned much together and from each other. I hope that you will come away from my time with you having gained much knowledge, not only about *The Crucible* but also about life and learning.

The Crucible has much to teach us about life today. More important than being able to figure out what literary element Miller is employing in his writing, is the ability to understand the story he is telling and the lesson he is teaching. All literature should be learned and taught with this goal in mind.

Miller shows us the danger of accepting someone's word without question, without any thought or hesitation. To a modern reader, much removed from the time of the Salem witch trials, it is almost unfathomable to think that such a horrible crime could occur here in the United States, and yet it did and not just once. McCarthyism shows us that history repeated itself. Even today, we see examples of one person's word having the power to persuade without question. If everyone would heed Miller's warning—to think for yourself and think critically—we could prevent another such atrocity.

Attachments 9: Portion of Student Reflection Essay



Attachment 10: Portion of Student Reflection Essay

From your instruction I have learned about the Crucible, McCarthyism and how they relate. The two topics are related because they deal with people being wrongly accused for their "actions". In 1692 people were accused of being witches while in the 1950s people were accused of being communist.

From reading the crucible I have learned that you should stick to your beliefs even when the world is against you. This seemed to be a significant theme throughout the story.

I value education. I believe that education is one of the most important things a person can have. I believe that education allows people to learn how to convey their ideas in a clear and concise manner.

Attachment 11: Portion of Student Reflection Essay

From Arthur Miller's *The Crucible* I have learned that mass hysteria can happen and that one person can make a difference (negative or positive). I have also learned the value of standing for what you believe and how to be a judge of good character. I have learned from McCarthyism, which is closely related to the *Crucible*, to question our political leaders and to take active participation in politics to try to help prevent dark chapters like the A.S.O.'s "witch hunts" from happening.

McCarthyism is closely related to the playwright *The Crucible* in that both are about one person effectively driving a mass of people to hysteria.

There are many small lessons that I have learned from the study and analysis of *The Crucible* and McCarthyism such as to choose reason before panic and to go against the crowd for what I believe.

The value of education to me is almost a habit. I feel school gives me a schedule in which I'm not sitting around all day and I feel like by learning I will eventually be a significant contributor to society.

In education I want to go to college for 4 years and be an high school history teacher. I want to be a teacher because I don't want to just influence my kids, but all of society's children to try to be an active participant

Attachment 12: Portion of Student Reflection Essay

1. McCarthyism and the Crucible relate because people were being accused for ~~false~~ things that weren't true such as witchcraft in the Crucible and Communism in McCarthyism. In both, there was a leader that people believed over everyone, basically the accusers such as Abigail and the senator.
2. From the Crucible I have learned that people even in real life tend to make up lies or accuse other people to protect themselves and make them look better. Also I learned that grave means ^{old} ~~warer~~ ^{warrior}.
3. The value of education is very important because it gets you to think and view different perspectives on your own and also can learn about different cultures ^{and experiences.} and learn and maybe even teach things that you may need in everyday life.

Attachment 13: Comparison Chart

Miss Barlow
English Regents 11
The Crucible

Name:
Date:
Period:

Historical Connections Chart

<i>The Crucible</i>	McCarthyism	

Attachment 14: McCarthyism Pre-Test

Miss Barlow
English Regents 11
The Crucible

Name:
Date:
Period:



McCarthyism Pre-Test

Place a check mark by the sentence that best describes you.

- _____ I know what McCarthyism is; I can explain it, and I understand how it relates to *The Crucible*.
- _____ I have heard of McCarthyism but cannot explain it, and I am not sure how it relates to *The Crucible*.
- _____ I have no idea what McCarthyism is or how it relates to *The Crucible*.
- _____ I know what primary and secondary sources are.



Attachment 15: McCarthyism Research Assignment

Miss Barlow
English Regents 11
The Crucible

Name:
Date:
Period:

McCarthy Research HW Assignment

Alignments:

New York State Learning Standard: ELA

Key Idea: Writing

Standard: (1) – Students will read, write, listen, and speak for information and understanding.

Performance Indicators: (a) Use both primary and secondary sources of information for research

(b) Analyze and integrate data, facts, and ideas to communicate information

Student Objective: Using both primary and secondary sources of information, you will conduct research on McCarthyism. Independently, you will analyze and integrate the data, facts, and ideas that you find to communicate information about McCarthyism.

Process: Go to <http://www.sdcoe.k12.ca.us/score/cruc/crucsg3.html>, a website that contains many links relating to Senator Joseph McCarthy and his “witch hunts” of the 1950s. Examine enough of the links to become a mini expert on the 1950s communist phobia. (Specifically, research the fear of Communism in the 1950s, Senator Joe McCarthy, the House of Un-American Activities Committee, and the Hollywood Ten)

Product: Compose a typewritten summary of your findings from your research of McCarthyism, organized in a meaningful and informative way. Use parenthetical citations within your summary. **Please include a “mini” works cited page as well, listing the web addresses used. (See Teacher Exemplar.) **Do not** simply copy and paste information from a site onto your page. (See Teacher Exemplar.) Read, analyze and then summarize (in your own words) what you find. Be ready to discuss.

Attachment 16: McCarthyism Research Rubric

Miss Barlow
English Regents 11
The Crucible

Name:
Date:
Period:

McCarthyism Research Assignment Rubric

Dimensions:	Distinguished (4)	Proficient (3)	Developing (2)	Unsuccessful (1)
Quality of Information (Weight: 7)	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Amount of Information (Weight: 7)	An appropriate depth of research is made obvious as all topics are addressed with at least 2 bullets of information.	Most topics are addressed with at least 2 bullets of information.	Topics are addressed with at least 1 bullet of information.	One or more topics were not addressed.
Organization (Weight: 5)	Information is organized in a logical and meaningful manner, communicating findings from research effectively.	Information is organized in a logical and meaningful manner, communicating findings from research somewhat effectively.	Information is somewhat organized.	The information appears to be disorganized.
Sources (Weight: 3)	Both primary and secondary sources (information and graphics) are used and accurately documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but a few are not documented in the desired format.	Both primary and secondary sources (information and graphics) are used, but many are not documented in the desired format.	Appropriate sources are either not used or not accurately documented.
Mechanics (Weight: 3)	No grammatical, spelling or punctuation errors are present.	Almost no grammatical, spelling or punctuation errors are present.	A few grammatical, spelling, or punctuation errors are present and somewhat impede the reading of the information.	Many grammatical, spelling, or punctuation errors are present, impeding the reading and understanding of the information.

Total Score: _____

Comments:

Attachment 17: McCarthyism Research Exemplar

Teacher Exemplar:

**Please note: This is just an example so you know how yours should be formatted. You need to have paragraphs of information under each heading, not just a sentence.*

Miss Barlow
English Regents 11
The Crucible

Name: Miss Barlow
Date: 3/12/09
Period: 4

McCarthyism Research Assignment

- **Fear of Communism in the 1950s**
 - In the 1950s there was a prominent fear of Communism in the United States... (Website 1).
 - In 1954, the Communist Control Act was... (Website 5).

- **Senator Joe McCarthy**
 - Senator Joe McCarthy entered the Senate inconspicuously in 1950, but four short years later he left infamously with a censure against him... (Website 2).
 - Sen. McCarthy published a book called *McCarthyism: The Fight for America*, which... (Website 2).

- **House Un-American Activities Committee**
 - The House of Un-American Activities Committee, known as the HUAC, was created as a result of the McCarran Act, which... (Website 3).
 -

- **The Hollywood Ten**
 - In 1947, ten "unfriendly witnesses," cited the First Amendment rather than the Fifth, and... (Website 4).
 -

Works Cited

Website 1: <http://writing.upenn.edu/~afilreis/50s/mccarran-act-intro.html>

Website 2: <http://writing.upenn.edu/~afilreis/50s/mccarthy-bio.html>

Website 3: <http://www.writing.upenn.edu/~afilreis/50s/huac-main.html>

Website 4: <http://writing.upenn.edu/~afilreis/50s/learn-from-blacklist.html>

Website 5: <http://writing.upenn.edu/~afilreis/50s/comm-control-act.html>

Attachment 18: Theory of Multiple Intelligences References

References

- Anonymous. (2005, November/ December). Understanding the theory of multiple intelligences [Electronic version]. *Scholastic Early Childhood Today*, 20(3), 13-14. Retrieved October 23, 2008, from <http://0-proquest.umi.com.library.daemen.edu/pqdweb?index=3&did=927182641&SrchMode=2&sid=1&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1225334380&clientId=18412>
- Campbell, C. S. (2008). Multiple intelligences: Discovering the giftedness in all [Electronic version]. *Childhood Education*, 84(3), 187. Retrieved October 23, 2008, from <http://0-proquest.umi.com.library.daemen.edu/pqdweb?index=0&did=1440054631&SrchMode=2&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1225334494&clientId=18412>
- Lewis, A. C. (2008, May). Multiple intelligences theory [Electronic version]. *The Education Digest*, 73(9), 74. Retrieved October 23, 2008, from <http://0-proquest.umi.com.library.daemen.edu/pqdweb?index=2&did=1477278221&SrchMode=2&sid=3&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1225334548&clientId=18412>
- Reichert, A. (2004, December). Using multiple intelligences to create better (teachers of) writers: A guide to mi theory for the composition teacher [Electronic version]. *Teaching English in the Two Year College*, 32(2), 166-173. Retrieved October 23, 2008, from <http://0-proquest.umi.com.library.daemen.edu/pqdweb?index=0&did=1440054631&SrchMode=2&sid=2&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1225334494&clientId=18412>

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ode=2&sid=4&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD
&TS=1225334620&clientId=18412

Rogers, T., O Neill, C., & Jasinski, J. (1995, December). Transforming texts:

Intelligences in action [Electronic version]. *English Journal*, 84(8), 41-45.

Retrieved October 23, 2008, from <http://0->

proquest.umi.com.library.daemen.edu/pqdweb?index=0&did=9081140&SrchMod
e=2&sid=5&Fmt=3&VInst=PROD&VType=PQD&RQT=309&VName=PQD&
TS=1225334662&clientId=18412

Attachment 19: *The Crucible* Unit Schedule

Week 1:

- Day 1 (Monday):
Lesson: Introduction to the Puritans and Salem
- Day 2 (Tuesday):
Lesson: "Sinners in the Hands of an Angry God"
- Day 3 (Wednesday):
Lesson: Arthur Miller, Characters, and Reading Act I
- Day 4 (Thursday):
Lesson: Act I Analysis
- Day 5 (Friday):
Lesson: Review Act I and Begin Act II

Week 2:

- Day 6 (Monday):
Lesson: Act II Analysis
- Day 7 (Tuesday):
Lesson: Review Act II
- Day 8 (Wednesday):
Lesson: Review Acts I and II- Jeopardy Game
- Day 9 (Thursday):
Lesson: Test on Acts I and II
- Day 10 (Friday):
Lesson: Reading Act III

Week 3:

- Day 11 (Monday):
Lesson: Review Acts I through III- Create Timeline
- Day 12 (Tuesday):
Lesson: Act III Analysis
- Day 13 (Wednesday):
Lesson: Reader's Theater -Act IV
- Day 14 (Thursday):
Lesson: Analysis of Act IV
- Day 15 (Friday):
Lesson: Reader's Theater Presentations- Act IV

Week 4:

- Day 16 (Monday):
Lesson: Reader's Theater Presentations Continued- Act IV
- Day 17 (Tuesday):
Lesson: Test on Acts III and IV
- Day 18 (Wednesday):
Lesson: *The Crucible* on film
- Day 19 (Thursday):
Lesson: *The Crucible* on film
- Day 20 (Friday):**
Lesson: Introduction to McCarthyism (*Gave Pre-test*)

Week 5:

- Day 21 (Monday):
Lesson: Quarterly Assessment: Task III
- Day 22 (Tuesday):**
Lesson: Quarterly Assessment: Task III (*Gave McCarthyism Research Assignment*)
- Day 23 (Wednesday):
Lesson: Quarterly Assessment: Task III
- Day 24 (Thursday):**
Lesson: McCarthyism Continued- *Crucible Connections*
- Day 25 (Friday):**
Lesson: McCarthyism Continued- *Crucible Connections*

** (*Highlighted portions are included in this Learning Experience.*)

Attachment 20: Peer Review Comments

Title of Learning Experience: “*Crucible* Connections”

Standard Area(s): ELA

Teacher: Sara Barlow

Facilitator: Alison Schwanz

Recorder: Sarah Bogardus

Reviewers: Alison Schwanz, Greg Minton, Meghan Eckle, Jay Samant, Sarah Bogardus, and Catherine S.

Warm Comments	Cool Comments	Sara’s Response
<p><i>Relation to Standards</i></p> <ul style="list-style-type: none"> ▪ Congruency table establishes a clear link with the standards. ▪ Congruency table demonstrates the language of the Standards. ▪ Cited the page of the performance indicator and the book. ▪ Brought other subjects (social studies) into the content as well. 	<ol style="list-style-type: none"> 1) Use a social studies standard as a supporting standard. 2) Possibly add a standard on the use of technology to research and type the essay. 	<ol style="list-style-type: none"> 1) <i>I have added a social studies standard.</i> 2) <i>A good suggestion, but for this L.E. I am focusing on the product of their research rather than the process.</i>
<p><i>Intellectual Challenge</i></p> <ul style="list-style-type: none"> ▪ Very good connection to history (interdisciplinary connection). ▪ Personal connection to teenage lives (gossip, rumors, etc.) ▪ Relaxed research- not too complex ▪ Gave students an opportunity to organize thoughts-great skill to have. ▪ Pg. 10 assignment states the objective, process, and product-students know what to expect. ▪ Idea to become “free thinkers” ▪ Have to organize information into a logical/coherent piece of writing ▪ Primary AND secondary source of information used in research ▪ Good connection to independent thinking (peer pressure) 	<ol style="list-style-type: none"> 1) Establish real world connections to the Salem Witch Trials 2) Pg. 12 outline to get started: include a sample paper for student work on a different topic 3) What specific connections were you looking for the students to make on <i>The Crucible</i> and real life? Looking for specific things? Such as mass hysteria, government control, propaganda? 4) Any class discussion on the things mentioned above? 5) A research paper doesn’t teach much-need more critical thinking 	<ol style="list-style-type: none"> 1) <i>Students do this on Day Two as they complete the comparison chart for HW.</i> 2) <i>In my opinion, a sample paper is unnecessary for these students. My example is enough to get them started, and with my explanation they were able to create full-length pieces.</i> 3) <i>I was looking for students to connect fear to today’s politics, perhaps even with the War in Iraq, or even on a much simpler level, the power of gossip in a high school.</i> 4) <i>Yes, on Day Two we had a class discussion on the connections they made.</i> 5) <i>I do not understand this comment.</i>

<p><i>Assessment Plan</i></p> <ul style="list-style-type: none"> ▪ Many forms of assessment ▪ Focus on research-such an important skill to have ▪ Nice use of pre-assessment ▪ Good rubric for McCarthyism (research assignment rubric) ▪ 4-point rubric very easy to follow and understand 	<ol style="list-style-type: none"> 1) Pre-test doesn't relate to standard on primary and secondary references 2) Informal citations (Website 1, etc) 3) Include math explanation of rubric for research project. 4) Quantify/explain what the terms "a few," "many," and "almost never" mean. 5) What is a mini-assignment?" 6) How was the essay scored and how did it tie into the whole unit/project? 7) Provide a better explanation of the rubric. 8) Reflection included for essay? 9) On pre-test, allow students to explain their prior knowledge to McCarthyism instead of just checking off a sentence. 	<ol style="list-style-type: none"> 1) <i>I have added a statement to the pre-test.</i> 2) <i>See Rationale for summative assessment.</i> 3) <i>I added this.</i> 4) <i>A "few" is 3-5, "many" is 5 or more, almost never is less than 3.</i> 5) <i>See Rationale for summative assessment.</i> 6) <i>See explanation of summative assessment.</i> 7) <i>I added this.</i> 8) <i>I do not understand this question.</i> 9) <i>A good suggestion, but these are 11th grade students. I explained the pre-test to them. They had no reason to lie in their responses. In addition, their responses, most of which were statement 1, show me that they were honest.</i>
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ▪ Guided questions throughout the lesson ▪ Anticipatory set questions ▪ Personal connections to real life ▪ Students in charge of their own research ▪ Nice group work with the charts ▪ Research holds students accountable ▪ Personal connection to be a "thinker" and not just someone in the crowd ▪ Assignments clearly kept them involved and engaged ▪ Relationship to the present/reality and the fact that this happened in our own government-this is interesting and engaging to students 	<ol style="list-style-type: none"> 1) Were students allowed to share research/information with each other? 	<ol style="list-style-type: none"> 1) <i>Yes, on Day One, we began with a class discussion of their findings.</i>

<p><i>Adaptability</i></p> <ul style="list-style-type: none"> ▪ Good range of modifications: cooperative learning, different handouts, preferential seating ▪ Good floating teacher strategy- walking around the room to assist ▪ Group work-classmates helping each other at times ▪ Modeling with an exemplar is good- clarifies how to present assignment with length 	<ol style="list-style-type: none"> 1) Were graphic organizers given to struggling students? (to help them organize their thoughts) 2) Any group work activities to work on social skills of students? 3) What about allowing class time to work on the project? 4) What if students do not have access to a computer at home? 	<p><i>1) Yes, the comparison chart is a graphic organizer, and the research assignment itself was set up in sections like an organizer. There were no students who needed additional materials.</i></p> <p><i>2) Yes, on both days.</i></p> <p><i>3) Class time would have been nice if there was time. This L.E. took place at the end of the week after Quarterly assessments; so there was no extra class time.</i></p> <p><i>4) I made available classroom computers for students who did not have a computer at home; also, I allowed any student who came to me with extenuating circumstances extra time to type up the assignment.</i></p>
<p><i>Technology Integration</i></p> <ul style="list-style-type: none"> ▪ Provided students with a website to use to conduct research (guided website) ▪ Allowing student to use PCs so much will help them prepare for college ▪ Providing websites saves time with students who might look at other sites and waste time/be off task 	<ol style="list-style-type: none"> 1) Were students allowed to go to other websites to look for different research? 2) Wikipedia-accurate website? 3) Maybe (if time permits) show them news broadcasts on McCarthyism 	<p><i>1) Yes, but they had no need to do so.</i></p> <p><i>2) In this high school, students were allowed to use Wikipedia as <u>one of several sources</u> as long as it was not disproved by other, more reliable sources.</i></p> <p><i>3) Yes, this would have been nice if we had time.</i></p>