

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) 	<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. 	<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,</i>

<ul style="list-style-type: none"> ▪ 4-point rubric very easy to follow and understand 	<p>4) Quantify/explain what the terms “a few,” “many,” and “almost never” mean.</p> <p>5) What is a mini-assignment”?</p> <p>6) How was the essay scored and how did it tie into the whole unit/project?</p> <p>7) Provide a better explanation of the rubric.</p> <p>8) Reflection included for essay?</p> <p>9) On pre-test, allow students to explain their prior knowledge to McCarthyism instead of just checking off a sentence.</p>	<p><i>almost never is less than 3.</i></p> <p><i>5) See Rationale for summative assessment.</i></p> <p><i>6) See explanation of summative assessment.</i></p> <p><i>7) I added this.</i></p> <p><i>8) I do not understand this question.</i></p> <p><i>9) 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>
<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 	<p>1) Were students allowed to share research/information with each other?</p>	<p><i>1) Yes, on Day One, we began with a class discussion of their findings.</i></p>
<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 	<p>1) Were graphic organizers given to struggling students? (to help them organize their thoughts)</p> <p>2) Any group work activities to work on social skills of students?</p> <p>3) What about allowing class time to work on the project?</p> <p>4) What if students do not have access to a computer at home?</p>	<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</i></p>

		<p><i>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 	<p>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>	<p><i>1) Yes, but they had no need to do so. 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. 3) Yes, this would have been nice if we had time.</i></p>