

Title of Learning Experience: “Crucible Connections”

Author: Sara Barlow

Standard Area: English Language Arts (ELA)/Social Studies

Reviewer: Allison E. Andrews

	Warm Comments	Cool Comments	Sara’s Response
Relation to Standards	<ul style="list-style-type: none"> • Learning standards and performance indicators are provided. • Congruency table is aligned to the standards and performance indicators throughout. 	<ul style="list-style-type: none"> • Since you had students use the computer for an assignment, could you add a technology standard? 	<ul style="list-style-type: none"> • This is a good idea! If I have time to re-work this LE more, I think I will add this in. For the purposes of teaching this lesson, the focus, of course, is the ELA, but adding in more alignments is always good.
Intellectual Challenge	<ul style="list-style-type: none"> • Makes content-world connections. • Pre-assessment activates prior knowledge about the topic. • Asks students to connect what they live today to what occurred in the past, emphasizes high order thinking skills. 		
Assessment Plan	<ul style="list-style-type: none"> • The rubric aligns nicely with the standards and performance indicators. • The rubric clearly states the expectations and is weighted nicely. • Pre-assessment and Summative assessment complement each other, good check for understanding. 	<ul style="list-style-type: none"> • The term “unsuccessful” is such a negative word. Instead could you use “Beginning” or some other positive word? 	<ul style="list-style-type: none"> • Yes, “unsuccessful” is negative, but this is created for an 11th grade classroom. These are students who will soon be off to college. Work that falls in that lowest range on my rubric is “unsuccessful” because it is a failing grade and shows no effort.
Engagement	<ul style="list-style-type: none"> • Connected then to now, when they had to think about things today that are similar to “witch hunts” back 	<ul style="list-style-type: none"> • Were students asked to share their reflection essays? 	<ul style="list-style-type: none"> • Yes, with me. They were written to me, and I read mine to them after. We did

	then.		not have a class discussion about their reflections though; there just was no time. I feel that having the reflections be a personal letter made the students able to be more personal and honest; whereas, if they knew the reflections might be shared allowed, they may not have been so honest and sincere
Adaptability	<ul style="list-style-type: none"> Easily adaptable to all learners. 		
Technology	<ul style="list-style-type: none"> Homework assignment required internet research. 	<ul style="list-style-type: none"> What would you do in the case of a student not having internet or computer use available at home? Would you have allowed time in school? Could you have shown a movie about the Crucible/ McCarthyism? 	<ul style="list-style-type: none"> For students who did not have access to a computer at home, I announced when I gave the assignment that they should come see me. For those students, I offered the use of school library computers as well as classroom computers. If necessary, I gave extra time as well. I did show the movie <i>The Crucible</i> the week before this LE. (See my Unit Schedule and my Learning Context- what students need to know.) Showing a documentary or something on McCarthyism would have been nice as well, but there was just no time.