**SAMPLE UNIT: BRAIN-TARGETED TEACHING MODEL**

**Teacher: S. Novak Dates: Fall 2012**

**Unit Topic: What Are the Advantages and Disadvantages of Conforming?**

**Unit Text: *The Crucible* by Arthur Miller Grade Level: 11**

**Content Standard(s):**

**CCSS Reading Literature**

RL.11–12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11–12.9: Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

**CCSS Reading Informative**

RI.11–12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

**CCSS Writing**

W.11–12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS Speaking and Listening**

SL.11–12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS Language**

L.11–12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

***Brain Target #1: Emotional Climate***

**Emotional Connection:**

***Predictability***

***-***Daily use of “Do Nows” to begin each class

-Posted daily agenda and objectives with homework

***Praise and Specificity***

-Positive language in the form of praise (“Thank you for taking out your notebook and getting started on the Do Now”)

-Explicit directions and instructions delivered in declarative sentences

-Declarative objectives (“Today, you will…)

***Brain Target #2: Physical Environment***

***Instructional Environment***

**-**Posted Essential Question, Unit Objectives, and Unit Concept Map

-Interactive Word Wall (Student Created) with correlating symbols and situations for each word

-Student posters

***Sensory Environment***

-Use of lavender essential oils to create an overall sense of calm

-Removal of the blinds to allow in as much natural light as possible

-Use of lamp lighting to decrease the presence of the fluorescent lighting

-Use of folders and work stations to organize space and reduce clutter

**Brain Target #3: Learning Design Concept Map / Advanced Organizer:**

*The Crucible* by Arthur Miller

What are the advantages and disadvantages of conforming?

**Learning Goals:**

By the end of the unit, students will:

-Identify emerging themes in early American literature, such as a "new Eden," "salvation," and "cooperation and conflict."

-Compare and contrast the experiences of America’s earliest settlers, as conveyed through primary source documents and literature of the Colonial period.

-Identify and explain elements of Puritan literature.

-Explain the role of religion in early American life.

**Introductory “Big Picture” Activity/Assessment of Prior Knowledge**

Essential Question: What are the advantages and disadvantages of conforming?

Activity: Scenario Analysis (attached)

Students will consider the advantages and disadvantages of conforming through completing a scenario analysis. Students will read through several scenarios and reflect on whether or not conforming is the best option. They will then discuss their opinions with a partner, and then share out with the class.

Through this class discussion, the teacher can assess student knowledge of the term “conformity,” and guide the discussion to the unit text. For example, one question that the teacher may pose to students might be “Why might it have been more difficult not to conform during the Puritan Era?” Teachers could assess prior knowledge based on student responses.

***Brain Target #4: Teaching for Mastery***

**Activities for Teaching Declarative/Procedural Knowledge**

**Activity 1:**

Strategy: Modified K-W-L (K-L-Q) (attached)

Students will complete a K-L-Q (K=What I Know, L=What I Learned, Q=What Questions Do I Still Have?) chart at the beginning of the unit.

Student will fill out the K section with any background knowledge they have with regards to the Salem Witch Trials. Then, the class will view a film clip about the witch trials and take notes in the L section of their chart. The teacher will review what we now know after watching the clip. Then, students will complete the Q section with questions that they still have about the Salem Witch Trials prior to reading *The Crucible.*

**Activity 2:**

Strategy: Character Facebook Page

Students will demonstrate understanding of characterization through creating a Facebook page for a main character from *The Crucible*. Students will have to use textual evidence to determine the character’s likes and dislikes, as well as what they would say to other characters in the play. Students may choose to create these Facebook profiles individually or with partners. They may use chart paper or and electronic template. Facebook pages will be posted to enhance the learning environment.

**Activity 3:**

Strategy: Act Out a Key Scene / Key Scene Tableau

Students will select a key scene from The Crucible. In small groups, students will determine whether they would like to act out the scene or create a tableau for the scene.

Option 1: Act Out a Key Scene

Students will be responsible for memorizing the lines from the play. Their scene should be no less than five minutes in length. They may choose to film themselves and show a video to the class. They will be scored according to the performance rubric (attached).

Option 2: Students will be responsible for creating a tableau scene from The Crucible. They will present their tableau to the class. They will be responsible for explaining the reasoning behind their tableau placement. They will be scored using a modified performance rubric.

**Activity 4:**

Strategy: RAFT Writing (Role-Audience-Format-Topic)

Students will be writing an obituary for Giles Corey using the RAFT writing format:

Role: A member of the Puritan Community who deeply respected Giles Corey

Audience: The Puritan Community, including those who sympathize with Corey, and those who agree with the high court.

Format: Obituary

Topic: The Honorable Death of Giles Corey

Task: Students will write an obituary celebrating the life and death of Giles Corey. They will use knowledge gained from the text to inform their writing. One of the goals of the obituary should be to persuade those who killed Mr. Corey that they were wrong in their assessment.

***Brain Target #5: Teaching for Application***

**Activities for Extension and Application of Knowledge**

-Socratic Seminar: Was John Proctor’s decision honorable or foolish? (Speaking and Listening)

-Research Project: McCarthyism and its connection to the Salem Witch Trials (Research Paper or Class Presentation)

-Public Service Announcement: What have we learned?

***Brain Target #6: Evaluating Learning***

***-***Typed Analytical Essay: What are the advantages and disadvantages of conforming? After reading *The Crucible*, write an essay that addresses the question and support your position with evidence from the text.

-Unit Test (Multiple Choice and In-Class Writing/ Passage Analysis)



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**To Conform or Not To Conform: That Is the Question**

**Directions**: **Read the following scenarios closely. Then, decide whether the character in the scenario should conform or not conform to his or her surroundings. Finally, explain your reasoning in the space provided.**

**1.** Shelby has been studying for the past two weeks for her final in chemistry. Her grade in the class is much lower than it should be, and her mother has warned her to improve it or there will be consequences. Shelby has done a lot to prepare for the exam; she has declined party invitations, restricted time with friends, and spent hours in the library.

On test day, Shelby sits next to her friends at lunch. She notices that friends are creating cheat sheets and hiding them in their back packs. Shelby is confident in her ability to do well on the test, but considers that she might do better if she had a cheat sheet as well. What should Shelby do? Should she **conform** to her group and create a cheat sheet? Why or why not?

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2. David was always a responsible young adult in high school. He worked hard for good grades, and participated in sports. He never drank or did drugs. This paid off, and David was accepted into a prestigious college. He told himself he would not drink until he was 21 and it was legal.

However, now that David is 18-years-old and in college, he finds himself surrounded by friends who drink regularly even though they are not 21. David re-thinks his promise to himself. He doesn’t intend to do anything dangerous when drinking, just have a couple beers when he goes out with his new friends. Is there really a problem? Should he **conform** to his group and drink before he turns 21? Why or why not?

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Name:

Date:

K-L-Q

|  |  |  |
| --- | --- | --- |
| What do I Know about the Salem Witch Trials? | What did I learn about the Salem Witch Trials from the video clip? | What questions do I still have about the Salem Witch Trials that I want the text to answer? |
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PRESENTATION RUBRIC

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Score: \_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_

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| --- | --- | --- | --- | --- |
| CATEGORY  | **4**  | **3**  | **2**  | **1**  |
| **Speaks Clearly**  | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.  | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.  | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word.  | Often mumbles or cannot be understood OR mispronounces more than one word.  |
| **Memorization** | Part is completely memorized. The student does not need support during the performance. | Part is mostly memorized. Student may forget one or two lines.  | Part is somewhat memorized. Student forgets more than two lines.  | Part is not memorized. Student must read or be given lines.  |
| **Preparedness**  | Student is completely prepared and has obviously rehearsed.  | Student seems pretty prepared but might have needed a couple more rehearsals.  | The student is somewhat prepared, but it is clear that rehearsal was lacking.  | Student does not seem at all prepared to present.  |
| **Volume**  | Volume is loud enough to be heard by all audience members throughout the presentation.  | Volume is loud enough to be heard by all audience members at least 90% of the time.  | Volume is loud enough to be heard by all audience members at least 80% of the time.  | Volume often too soft to be heard by all audience members.  |
| **Enthusiasm**  | Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.  | Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.  | Very little use of facial expressions or body language. Did not generate much interest in topic being presented.  |
| **Artistic Interpretation** | Student has made the piece “their own.” They are comfortable and believable in the role they are playing. | Student is fairly comfortable and believable in the role they are playing. | Student is somewhat uncomfortable in the role. The audience may have some difficulty believing in their role.  | Student is very uncomfortable in the role. The audience has difficulty believing in their role.  |