

Western Teacher Work Sample

The First Great Awakening

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Semester: Fall Semester 2013

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Phase I

Pre-Instruction

Contextual Factors

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Contextual Factors

The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives and benchmarks and plan instruction and assessment informed by their understanding of relevant major schools of thought.

Tasks:

1.1 Describe community, district, and school factors that may impact student learning.

The school I spent my time student teaching in is located in a small farming community. At first glance, this town seemed quaint and filled with opportunities for both students and adults. There are a few shops, a town square, some restaurants, and the community had obvious school pride for its high school sports. Whenever there was a big cross country meet/competition or football game at the high school, the community makes signs and staples them to the trees with inspiring messages and supportive quotes for the team members. This was the first impression I had of the town, so I assumed that I would be teaching in a school with students who come from supportive households and structured families. With the community having so much pride in its high school students, I believed that the optimistic attitude would make a positive impact on all of the students. I was only partially correct.

While some of the students benefited greatly from the community encouragement, others felt left behind or unimportant. When the student athletes were praised by their town, they showed this impact in their school work. The athletes always got their homework in on time, re-wrote papers that they wanted a better grade on, and chose the community efforts as their subject

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for their personal journal reflections each week. They took great pride in themselves when they were recognized and praised in their town. Because of this, they worked extra hard in classes to become eligible to compete each week so they wouldn't let their town down.

On the flip side, students who participated in band or dance didn't quite get the enthusiasm of the community like the student athletes did. Because of this, students who participated in these activities didn't take as much pride in their school work. They didn't feel the encouragement of the community to do well in classes, so they let their grades slip and often expressed frustration with their community encouragement of its sports teams and not its activities as well. After attending the school play, it was easy to see why these students were so upset. While watching a Lewistown football game, the announcer proudly told the crowd that 507 fans in the stands are Lewistown community members, while an additional 246 were from out of town. It was clear that the football team is well loved by their community, and it made all the more sense why they pushed so hard to do well in school. At the school play, only 59 people attended. This I found to be quite sad, and again, this made sense why so many of those students didn't care to do well in school.

Some children didn't have the support from home to do well in school either. According to the Illinois Interactive Report Card, 35.5% of students come from a low-income household. Out of the nearly 210 students in this school, that meant about 75 children of the student population were coming to school with no money for lunch or couldn't eat breakfast that morning because there wasn't enough food in the house. This affected student learning greatly because these students didn't care about how well they did in school. They cared mostly about how hungry and uncomfortable they were feeling, how they were going to get to work after school, or how to take care of their parents/siblings when they got home. These particular

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students had to grow up too quickly, it felt. Because they had so much on their plates as it was and because they didn't have parents being supportive of them every step of the way, they didn't think school was important. They would have rather gone to work and made enough money to put food on the table than reading Jonathon Edwards' "Sinners in the Hands of an Angry God". If they were allowed the time to just be high school students, they would have had a better shot at getting school work done and receiving higher grades.

District impact on student learning wasn't as obvious to see. Students were made aware of what the district was doing educationally in an effort to improve their less than admirable testing scores. Teachers in every department had to explain what the common core state standards were and how they had to start really enforcing these standards in their classrooms. The teachers would start every new unit or lesson off with a pre-assessment and explain to the students why they need to have a pre-assessment completed by each student. They did the same with formal assessments and post-assessments. This was done by teacher district wide and they had to report their results after each post-assessment was complete. Student learning was affected immensely by this, and a lot of the students were upset that they had to complete pre-assessments because they felt they were being set up for failure. Pre-assessments were never recorded for a grade and were always strictly used for research purposes. Even with student combativeness towards the common core state standards of using the pre-, formal, and post-assessment method, student testing scores had improved district wide in the short amount of time I had student taught in the high school. This, I believe, was because the teachers had to monitor student improvement using data from the assessments. Once they saw that perhaps the majority of students did not improve from pre- through post-assessments, they would go back over the material and essentially make them re-test until improvement was shown. They are hopeful that this method

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will help student test scores rise when they take standardized tests. The district superintendent is new this year and she is pushing for the entire district to use the Illinois Interactive Report Card as a tool to better understand their students. It also shows some testing scores, so that the teachers are made aware of how well students are doing and how they compare district wide. I used this information as I created lesson plans, focusing on the major areas that needed improvement.

The school impacts student learning in numerous ways. Right now, the school only houses 9-12th grade students. This is a good learning environment for them because they only have about 210 students in their school, the biggest age gap between most students is three years, teen-pregnancy is relatively normal for a school of this size, and they tend to receive more one-on-one attention from their teachers. These are all positive impacts on school learning because they are privileged enough to get more personal time with teachers, less likely to be distracted by more people of all different ages, and more likely to make good decisions when it comes to sexual activity. All of these factors allow students more time to focus on school work. The superintendent is talking about possibly putting the 7th and 8th grade students in the same building with the 9-12th grade students. If this happens, then I don't think the school will have as much of a positive impact on school learning as it does right now.

This school has a zero-tolerance policy and this was new as of this school year. They have had problems with school bullying in the past and they saw the bullying issues affecting student academic achievement and social achievement. I did not know what the school was like before I arrived, but the teachers have informed me that there is far less bullying this year than they have seen over the past few years. This does not mean, unfortunately, that students are not dealing with school bullying issues still. Now it has become an online phenomenon, with some

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of my students ending up in tears at school after someone posted something on a social network about them. When students feel like they are going to be made fun of in class for participating or speaking up during the lessons, they never raise their hands and their voices are left unheard. For participation grades, teachers don't always know what is going on, so they give these students poor participation grades. This lowers the students overall grade for the class and can sometimes cause them to become depressed. I saw this happen with several students, and it took only one of those students to tell me what was really going on in order for me to understand that this issue was affecting several of my students and that I need to take this into consideration when I am grading them on participation.

The school was well-maintained. Everything was clean and clutter-free. There was air conditioning and heating to keep the student learning environment comfortable and plenty of windows in the rooms to let in natural light rather than relying on fluorescent light to brighten up the room. There were two computer labs for the students to access, so there was never any wait to hop on to a computer and print something off or look something up before class. The school also offered breakfast at a reduced rate for those students who didn't have breakfast offered to them at home. This way, students were better able to focus during the lessons because they weren't coming to class hungry.

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1.2 Describe classroom factors that may impact student learning.

The school books were mostly out of date and were not in very good shape. There were pages missing in a lot of the books, which made it difficult for some students to do their homework or follow along in class. I often had to copy the pages in my book and give them to the students before we began, just so they could keep up and not feel left behind. This frustrated them a lot because they couldn't read ahead of time whenever they wanted to. They had to plan out a day to come in and wait for me to copy the pages to give to them. The school couldn't afford to purchase up to date books, so the teachers had to make do with what they had. On several occasions, I found information in these books that was no longer accurate and I had to make sure the students didn't read their books and retain the inaccuracy of some of the information presented to them. This was a challenge because the students had a hard time remembering what to retain from their books and what to retain from my corrections. They were often confused on tests and couldn't distinguish between what they read and what I told them to correct in their books. This made the learning process a little choppy and disorderly.

Technology was not very common in the classrooms. There were no SMART boards in the school and only half of the classrooms even had a dry-erase board. There was only one computer-cart in the school for all of the teachers to fight over. The teachers had to basically sign up a week or two in advance to get the cart, so they would have to rearrange their lesson plans around when they could get the cart. There was a projector in each room, but the teachers were not educated on how to get their computers to hook-up to the projectors so that they could use their personal computer for educational purposes. Because of this, PowerPoints were extremely rare to see in the school. Teachers still used VHS tapes as instructional tools, even though some of the information was also out of date. If anything needed to be recorded, teachers whipped out

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their old-school VHS recorders and recorded away. It was incredibly sad and frustrating to work in a school that didn't have much access to proper technological tools. I felt that this really put a strain on the learning process because almost everything had to be printed out or merely lectured. There were not many opportunities to keep the students engaged with so few technological aides at my disposal. This also made it very difficult to use various teaching methods in an effort to reach out to my students.

The classroom was very well decorated with posters of famous literary figures, quotes to live by, grammar tips, and the week by week calendar of what will be covered in class and assigned as homework each day. I started filling out this calendar for my special education students because they tended to never write down the assignments or forgot exactly what we did in class that day. Once I started doing this, I received a lot more assignments from them as a whole. The classroom rules and procedures were also on the wall for students to reference if they were getting a little out of hand. All I had to do was ask them what the rules or procedures are for being disrespectful, physical, etc. and they would repeat them to me.

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1.3 Describe student characteristics that may impact student learning.

There is one class in particular where half of the students are special education students and half are general education students. This was a challenge for my entire student teaching experience. The special education students struggled to keep up while the general education students were easily bored and held back. I eventually requested an aide to attend this class because at one point, all of my special education students were failing. I eventually realized that they weren't failing because of lack of understanding the lessons, they were failing simply because they either weren't turning homework in or they weren't getting the special education resources they needed to succeed. I also had to adapt my lessons and homework assignments for my special education students. This made the other students in the class upset because they didn't understand why they had to write 500-1000 word papers, while their special education peers only had to write 400-1000 word papers. This impacted student learning because the general education students only wrote about 400 words that were worthy of grading and about 100 words that they just threw together to get to their word count requirement. They felt that they only had to learn and write as much as the special education students did, which put a strain on the learning environment as well.

I also had the student issue of bullying in my classroom. Bullying only seemed to be a problem in one class, and it happened to be the class with half general education students and half special education students. I watched and vigorously tried to put an end to the general education kids bullying the special education kids, but they did it anyway. One special education student stopped raising his hand and participating all together because he was getting made fun of so much. This caused a huge learning divider in the classroom, where one half only wanted to

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work together, and the other half wanted the same. Getting them to combine for classroom discussions or activities was nearly impossible.

Students did not know how to function in a bigger classroom. They had been so used to only having about 16-17 in a classroom at a time. The students did not know how to combat the loudness, many differing opinions, or various learning levels of their fellow peers. Having 31 students in the classroom was too much sensory overload for some of my students, and they asked to be removed from the class as a result of this. Students in larger classes such as this, wanted to be able to raise their hand and have their voices heard every single time, but this was just not possible. This, in turn, made them unhappy and they tended to participate less and less until they finally ceased to participate in class. The students benefitted greatly from one-on-one teacher attention rather than in a larger classroom. This learning environment was stressful for students. Too many student opinions and not enough student voices being heard really made them feel anxious. To counteract this, I had students work in small groups a lot, which seemed to work much better. This was the case for every class I taught in and it seemed to be a trend throughout the school as well.

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1.4 Identify and discuss the potential instructional implications of one or more contextual factors as informed by your understanding of the major schools of thought.

As far as major schools of thought go, the one that I take very near and dear to my heart is the Humanistic School of Thought. This major school of thought takes on the reputation of believing that every child counts and that each child can do anything in his own way. I believe, especially after witnessing this in my student teaching school, that each child is unique. Every child has their own feelings and ideas. I also took on the task of helping each unique child see himself and others as worthwhile and able. I do not believe that this major school of thought was effectively acted out by teachers in this school. It is amazing how a little self-esteem boost can go such a long way in a student's learning process.

Having positive self-esteem helped several of my students achieve higher scores in my classroom. One student felt like he wasn't worth anything because his parents said he wasn't worth anything, just another mouth to feed. This student would never turn any work in, so he was failing my class. After sitting down and finally getting to the core reason as to why he wasn't turning his work in, I realized that student would benefit greatly from some positive reinforcement and one-on-one attention. It took several weeks, but this student finally started believing in himself and believing that he could achieve in school if he just tried. His work was very good and he was actually receiving some of the highest grades in my class. He came to see me every day after school for help as well as every homeroom he could attend during the day. Sometimes all I had to do was just sit there and talk to him a bit for him to realize that somebody cares about how he is doing both inside and outside of school.

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My students, as a whole, need to learn how to respect themselves and others in their classroom. Bullying was a huge issue, as stated under student characteristics, and I believe this resulted from low self-worth views on oneself that projected off onto others. Students who bullied were typically my low academically achieving students. These students did not understand that every unique student in the classroom needs to possess personal safety and security, love, belonging, achievement, competence, and social relationships in order to thrive in the classroom. Failure to meet these needs would be counterproductive to personal development and would have a negative impact on learning.

The bullies and the bullied were not doing well in the classroom because neither of them felt like it was a safe environment. Because of this, their grades were falling and classroom participation by either of these groups was nonexistent. The possibility of anyone being bullied either inside or outside of class for what they said in class was very real for these students and it discouraged many bright minds from achieving the best grades they could simply because they felt embarrassed by the rude remarks of bullies. On the other hand, the bullies felt they had to put down the bullied so they would feel good about themselves. Both groups would have received better grades if someone was there to help them see themselves and others as worthwhile and able.

Learning Objectives and Benchmarks

Learning Objectives and Benchmarks

The teacher candidate sets significant, challenging, varied, and appropriate learning objectives and benchmarks.

Tasks:

2.1 List the benchmarks from the Illinois Learning Standards that your unit is designed to address.

Objective: Understand how literary elements and techniques are used to convey meaning.

Benchmark 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.

In order to accomplish this benchmark, students focused on parallel and planned repetition forms found in Jonathon Edwards' sermons, and how those forms relate to sermons or speeches. Sermons using these particular forms are important to the education of American literature because they show the need for immediacy during the American First Great Awakening. It is also important to point out that these forms were recycled years later to produce the same sense of immediacy through speeches during the American Civil Rights Movement. Students will study these forms and their relationships to American literature by participating in class discussions and further studying two sermons by Jonathon Edwards. Literature of other countries was briefly touched on through discussions, but due to time restraints of this unit, it was not as fully discussed as

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it should have been. This is part of what I would have done differently to this unit. The forms used then lead to the discussion of points of view.

Objective: Understand how literary elements and techniques are used to convey meaning.

Benchmark 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.

This benchmark was addressed by having students look at three different American literary figures and their works, and compare or contrast these figures based on classroom discussions and out of class readings. The form we focused on was parallel form with planned repetition. We also discussed different points of view and how it can drastically change the meaning of a literary work. Students read “Sinners in the Hands of an Angry God” by Jonathon Edwards, “The Great Awakening Comes to Weathersfield, Connecticut: Nathan Cole’s Spiritual Travels” by George Whitefield, and “I Believe It Is Because I Am a Poor Indian” by Samsom Occom to better understand The First Great Awakening from several different view points. We also held classroom discussions about the form used in “Sinners in the Hands of an Angry God” and how it compares to the form used in the “I Have A Dream” speech. This bridged the gap between form and interpretation.

Objective: Read and interpret a variety of literary works.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

Students achieved this benchmark by completing a paper assignment that asked them to write about several literary figures and explain their personal views about these

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literary figures using evidence from readings assigned as homework. Students focused mainly on “Sinners in the Hands of an Angry God” and expressed their interpretations of this work through formal and informal assessments. Discussion was the main informal assessment used for this unit and students used discussion time to ask questions, make connections, and express various interpretations of this piece as it was viewed during the era this work took place and the current era they find themselves.

*Note – All objectives and benchmarks were found on the Illinois State Board of Education website under the Illinois Learning Standards sections.

The site can be found at:

<http://www.isbe.state.il.us/ils/ela/standards.htm>

The specific Goals, Objectives, and Benchmarks used can be found at:

<http://www.isbe.net/ils/ela/word/goal2.doc>

<http://www.isbe.net/ils/ela/word/goal3.doc>

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2.2 State daily objectives based on the identified benchmarks from the Illinois Learning Standards.

The time allotted for this unit, as permitted by my mentor teacher, was two weeks on a block schedule. This was not enough time to cover an entire unit and be sure that students weren't just putting the information through one ear and letting it out the other. My fear is that students will not retain the information in a week, month, or year down the road because the unit was not given the amount of time needed to be successful. This will be discussed further at the end of this project. In any case, the daily objectives are as follows:

Day 1 – Friday, October 25th

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to define figures of speech and provide examples.
- 2.) After completing the lesson, students will be able to describe what imagery is and explain how imagery relates to figures of speech.

Day 2 – Tuesday, October 29th

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

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- 1.) After completing the lesson, students will be able to define The First Great Awakening.
- 2.) After completing the lesson, students will be able to provide reasons why Jonathon Edwards was so important to The First Great Awakening movement.
- 3.) By completing the activities, students will be able to recognize and list the literary devices and forms found in “Sinners in the Hands of an Angry God” and “When God Shines His Light” both by Jonathon Edwards.

Day 3 – Thursday, October 31st

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to recognize the connection between The First Great Awakening and George Whitefield and Samsom Occom.
- 2.) After completing the lesson, students will be able to discuss the influence of historical context on form, style and point of view.
- 3.) By completing the activities, students will be able to explain the relationship between The First Great Awakening and George Whitefield and Samsom Occom using evidence from assigned readings to support their explanations, all while providing their own point of view.

Day 4 – Monday, November 4th

Overall Objective: Read and interpret a variety of literary works.

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Daily Objectives:

- 1.) After completing the lesson, students will be able to record his or her understanding/knowledge of key concepts of The First Great Awakening and how those concepts relate to Jonathon Edwards, George Whitefield, and Samsom Occom.
- 2.) After completing the lesson, students will be able to analyze Jonathon Edwards' desire to persuade members of his church to go through the New Birth and accept Christ.
- 3.) By completing the activity, students will be able to produce an effective essay which describes the overall Puritanical ideology towards The First Great Awakening and how this ideology relates to our three main literary figures for this unit.

Day 5 – Wednesday, November 6th

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) After completing the lesson, students will be able to discuss main ideas from Jonathon Edwards' "Sinners in the Hands of an Angry God".
- 2.) After completing the lesson, students will be able to list examples of literary forms and devices used in "Sinners in the Hands of an Angry God".
- 3.) By completing the activity, students will be able to produce an effective essay which describes the overall Puritanical ideology towards The First Great

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Awakening and how this ideology relates to our three main literary figures for this unit.

Day 6 – Friday, November 8th

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) By completing the post-assessment, students will be able to demonstrate their understanding of “Sinners in the Hands of an Angry God” and provide their interpretation of this work through a prompted essay question.

*Note – On the final day of this unit, there was a half day of school. Students only had a 40-minute class period to complete their post-assessment.

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2.3 Discuss why the benchmarks and objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other student needs.

The benchmarks and objectives chosen for this unit assist in the cognitive development of my students. More complex thinking processes are used to understand the information provided during this unit. Abstract thinking, or thinking about possibilities, occurred during the overall objective on Days 1 and 2; understand how literary elements and techniques are used to convey meaning. With this overall objective, students were challenged to define literary elements/techniques, relate these literary elements/techniques to various texts, and provide their own conclusions as to why these literary elements/techniques were used in the various texts being studied. Students were usually torn as to why Jonathon Edwards chose to use such graphic imagery in his sermon and what he was trying to accomplish by the literary devices found within it. Under the overall objective on Days 3-5, read and interpret a variety of literary works, students built on the ability to reason from known principles (form own new ideas or questions) by producing an essay about their personal point of view of the various literary works we have been focusing on during this unit. This aspect of cognitive thinking is also accomplished by students comparing and debating ideas or opinions during classroom discussions as well.

Students had to draw from pre-requisite knowledge when they completed their pre-assessment. All of the objectives and benchmarks used in this unit required students to recall prior knowledge of The First Great Awakening and anything they had heard or learned about Jonathon Edwards, George Whitefield, or Samsom Occom. They also had

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to demonstrate their knowledge retention by using information presented in class and connecting it with discussion topics and homework activities.

Skills needed for this unit were addressed by all objectives and benchmarks.

Discussions were a major informal assessment used to measure my students' understanding of lesson objectives and benchmarks for each day. Through discussions, students practiced communication skills, listening comprehension skills, and oral restating/summarizing skills. Homework activities were my main source of formal assessments used to measure my students' understanding of lesson objectives and benchmarks after each daily lesson. Through written work, students practiced written communication skills and evidence-driven essay skills. Students needed to learn how to connect literary work from one era to another and be able to personally identify with main themes and topics. The objectives and benchmarks allowed students the opportunity to ask questions, draw connections between literary works from one era to another, and use personal experiences to identify with main topics in an effort for information to reach students' long term memory processing.

Assessment Plan

Assessment Plan

The teacher candidate uses multiple assessment modes and approaches to assess

learning before, during, and after instruction.

Table 3.1

Day #1 Benchmark/Objectives	Phases of Assessment	Type and/or Nature of the Assessment	Assessment Adaptations
<p>Benchmark: Benchmark 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.</p> <p>Objective 1: Understand how literary elements and techniques are used to convey meaning.</p>	<p>Pre-assessment: “Sinners in the Hands of an Angry God”</p> <p>Formative (during the unit) assessments: Informal Discussion/board examples of imagery</p> <p>*In-class Discussion A</p>	<p>Test with short answers about “Sinners...God” and First Great Awakening with three main literary figures to be discussed</p> <p>Discussions questions about figures of speech and imagery</p>	<p>High anxiety students may leave the classroom to take the pre-assessment in the special education classroom</p> <p>Lack of student participation due to classroom cliques – adjust classroom activities and seating to mix up social groups</p>
<p>Day #2 Benchmark: Benchmark 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>Objective 2: Understand how literary elements and techniques are used to convey meaning.</p>	<p>Formative (during the unit) assessments: Informal Discussion</p> <p>*In-class Discussion A</p> <p>Post-assessment: Activity #1 plus comparison activity between two Edwards sermons</p>	<p>Discussion questions about Jonathon Edwards and “Sinners in the Hands of an Angry God”</p> <p>Imagery questions with religious connection, comparison questions over description of God, parallelism,</p>	<p>Call on students who feel prepared to answer questions – be cautious with high anxiety students</p> <p>Schedule time outside of class for struggling learners</p>

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		planned repetition, similes/metaphors	
<p>Day #3 Benchmark: Benchmark 2.B.5a Analyze and express an interpretation of a literary work.</p> <p>Objective 3: Read and interpret a variety of literary works.</p>	<p>Formative (during the unit) assessments: Informal Discussion</p> <p>*In-class Discussion B</p> <p>Post-assessment: Activity #2 and Activity #3</p>	<p>Discussion questions about Whitefield and Occom in relation to First Great Awakening</p> <p>Activity #2 – reading comprehension and critical thinking questions over George Whitefield and “Nathan Cole”</p> <p>Activity #3 – reading comprehension and critical thinking questions over Samsom Occom’s literary work</p>	<p>Students still lack confidence when speaking in front of class – provide positive, constructive criticism feedback</p> <p>Meet with struggling students outside of class</p> <p>Allow class time for questions over homework and discussions</p> <p>Allow students to continue working with partners</p>
<p>Day #4 Benchmark: Benchmark 2.B.5a Analyze and express an interpretation of a literary work.</p> <p>Objective 4: Read and interpret a variety of literary works.</p>	<p>Formative (during the unit) assessments: Informal Discussion</p> <p>*In-class Discussion B</p> <p>Post-assessment: Essay assignment over all three literary figures and First Great Awakening due last day of unit</p>	<p>Discussion questions over all three literary figures, First Great Awakening, review of figures of speech and imagery</p> <p>Essay asks students to discuss and analyze ideas, beliefs, and practices of Edwards and Whitefield and influence First Great Awakening had on Occom</p>	<p>Include visuals and images during next lesson for struggling visual learners</p> <p>Work with aide outside of class to develop a plan for administering test to high anxiety students</p> <p>Verbally announce which points are important to remember for test/essay</p>
<p>Day #5 Benchmark: Benchmark 2.B.5a Analyze and express an interpretation of a literary work.</p>	<p>Formative (during the unit) assessments: Informal Discussion</p> <p>*Review covers in-class Discussion A and in-class Discussion B</p>	<p>Discussion questions reviewing “Sinners” and the impact First Great Awakening had on the three main literary figures and vice versa, including three main points in</p>	<p>Visuals were successful and should be used for every lesson</p> <p>Students expressed concern about 40 min. restraint on their test –</p>

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<p>Objective 5: Read and interpret a variety of literary works.</p>	<p>Post-assessment: Essay assignment over all three literary figures and First Great Awakening due last day of unit</p>	<p>“Sinners” with emphasis on Call to Response</p> <p>Essay asks students to discuss and analyze ideas, beliefs, and practices of Edwards and Whitefield and influence First Great Awakening had on Occom</p>	<p>allow students to stay after bell if needed</p> <p>Allow time in class for students to ask questions or review what is expected on essay assignment – done individually</p>
<p>Day #6 Benchmark: Benchmark 2.A.5d Evaluate the influence of historical context on form, style and point of view for a variety of literary works.</p> <p>Objective 6: Understand how literary elements and techniques are used to convey meaning.</p>	<p>Post-assessment: Essay assignment due and test is taken during class</p>	<p>Test over “Sinners” is combination of 16 multiple choice questions (2pts.), 9 matching (2pts.), and one short essay (10 pts.)</p>	<p>Send students with high anxiety to special education room to take test</p> <p>Allow students to stay after bell if they need more time to finish</p>

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Tasks:

3.1 Provide an overview of the assessment plan, including alignment with the benchmark(s) and objectives you have identified.

Day 1 – Friday, October 25th

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to define figures of speech and provide examples.
- 2.) After completing the lesson, students will be able to describe imagery and draw out examples on the board.

Benchmark 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.

The overall assessment plan on Day 1 was entirely informal. I did not assign students formal homework assessments this night because I had a lot of information to get through; therefore it was going to be a lot of information for them to process. I didn't want to overload students with information and homework, so instead, I relied on informal classroom discussions to assess student knowledge. After completing my presentation about figures of speech, I simply asked students to raise their hands and provide me with examples of figures of speech anywhere they had seen them. Once I was

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sure students understood figures of speech, I moved on to imagery. After concluding my lecture on imagery, I again asked students to provide me with examples. This time, however, students had to draw images on the board to represent the imagery they had given as examples. This informal assessment was a good bridge to the formal assessment I planned on giving to the class on Day 2.

Day 2 – Tuesday, October 29th

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to define The First Great Awakening.
- 2.) After completing the lesson, students will be able to provide reasons why Jonathon Edwards was so important to The First Great Awakening movement.
- 3.) By completing the activities, students will be able to recognize and list the literary devices and forms found in “Sinners in the Hands of an Angry God” and “When God Shines His Light” both by Jonathon Edwards.

Benchmark 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.

The overall objective and benchmark for Day 2 was assessed informally through class discussions and formally through homework activities. Students started off with a

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pre-test about some of the literary figures we were about to study, questions about “Sinners in the Hands of an Angry God”, and vocabulary used in Jonathon Edwards’ sermon. We only had two weeks for this unit, as permitted by my mentor teacher, so I felt we could at least touch on a few literary figures but focus mainly on Jonathon Edwards and his sermon titled “Sinners in the Hands of an Angry God”. Students attempted to demonstrate prior knowledge about this historical event and some key literary figures by completing the pre-assessment. Once the assessment was complete, I began the opening instruction about The First Great Awakening. The First Great Awakening, Jonathon Edwards, and topics such as form, literary devices, and literary elements were discussed in relation to Jonathon Edwards and his famous sermon “Sinners in the Hands of an Angry God”.

After class instruction, I opened the floor up for discussion about why students might think that Jonathon Edwards chose to use certain literary devices, elements, and forms to express meaning. Students struggled at first, but eventually started to discuss their aggravation with his use of sermons to “scare people” into converting. They had a hard time understanding that Jonathon Edwards did not create sermons and use graphic imagery, metaphors, similes, parallel form, and planned repetition in an effort to scare people into going through the New Birth, but rather he truly believed that those who did not fully accept Christ needed to be saved and he was just the person who could save them before they ended up rotting in hell for an eternity. After discussing the literary devices and forms used, students were then instructed to complete a homework activity that asked them to read two sermons by Jonathon Edwards and write the images used and religious beliefs associated with the images in one activity, and compare/contrast

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descriptions of God, metaphors used, similes used, parallelism, and planned repetition found in “Sinners in the Hands of an Angry God” and “When God Shines His Light”.

The purpose of this assessment was to show the students multiple points of view and how forms can produce numerous interpretations.

Day 3 – Thursday, October 31st

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) After completing the lesson, students will be able to recognize the connection between The First Great Awakening and George Whitefield and Samsom Occom.
- 2.) After completing the lesson, students will be able to discuss the influence of historical context on form, style and point of view.
- 3.) By completing the activities, students will be able to explain the relationship between The First Great Awakening and George Whitefield and Samsom Occom using evidence from assigned readings to support their explanations, all while providing their own point of view.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

The assessments on Day 3 included a daily discussion about the comparisons and contrasts between George Whitefield, Jonathon Edwards, and Samsom Occom while also taking home a worksheet that asked students to pull out key information from their texts and provide their own interpretation of what the main point of the article was about. The articles about George Whitefield and Samsom Occom were both revolving around The

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First Great Awakening. The articles also complemented each other by showing the relationship between George Whitefield and Samsom Occom. This homework activity was due the following class period. Due to the lack of time available for this unit, this was the only day that I had the chance to engage the students in a deep discussion about other literary figures during this historical event. My mentor teacher wanted me to shift the discussion back to Jonathon Edwards, so I finished up discussions about Whitefield and Occom on the following day.

Day 4 – Monday, November 4th

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) After completing the lesson, students will be able to record his or her understanding/knowledge of key concepts of The First Great Awakening and how those concepts relate to Jonathon Edwards, George Whitefield, and Samsom Occom.
- 2.) After completing the lesson, students will be able to analyze Jonathon Edwards' desire to persuade members of his church to go through the New Birth and accept Christ.
- 3.) By completing the activity, students will be able to produce an effective essay which describes the overall Puritanical ideology towards The First Great Awakening and how this ideology relates to our three main literary figures for this unit.

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Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

The overall assessments for Day 4 included daily discussion and a formal assessment in which students had to write about all three literary figures we discussed in class, how they relate to The First Great Awakening, and the Puritan ideology associated with each figure. Although my mentor teacher wanted me to focus on Jonathon Edwards, I still wanted my students to use the information they read to produce an essay that ties all three literary figures together and helps them understand how they all relate to The First Great Awakening. The purpose of this assessment was for the students to practice drawing evidence from all of the articles associated with their homework assignments, use that evidence to analyze the articles, and apply the evidence in conjunction with their own interpretations to produce an effective essay.

Discussion for the day comprised of a review on the comparison between the “I Have A Dream” speech and “Sinners in the Hands of an Angry God” and an emphasis on the three main points found in “Sinners in the Hands of an Angry God”. In order to help students make a connection to a difficult main point to understand, students were shown a picture of Uncle Sam. I then explained that the image was considered a call to response. Propaganda is a call to response that students can connect with because they have already learned about it in their history classes. Students related school propaganda to a call to response. Then, this call to response was related back to the call to response used in “Sinners in the Hands of an Angry God”. This was used as an informal assessment through discussion in-class.

Day 5 – Wednesday, November 6th

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to discuss main ideas from Jonathon Edwards' "Sinners in the Hands of an Angry God".
- 2.) After completing the lesson, students will be able to list examples of literary forms and devices used in "Sinners in the Hands of an Angry God".
- 3.) By completing the activity, students will be able to produce an effective essay which describes the overall Puritanical ideology towards The First Great Awakening and how this ideology relates to our three main literary figures for this unit.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

The assessment for Day 5 was informal. I had a review day on Day 4 because students knew they had a test over "Sinners in the Hands of an Angry God" in two days. I wrapped up my lesson over The First Great Awakening and opened the floor up for discussion about our three main literary figures we had been discussing throughout the entire unit. This allowed students the opportunity to ask questions, make connections, and point out relations between the literary figures. By doing this, students felt a lot more confident about what to write about in their essays, which were due the day of the test. I then brought the discussion back to "Sinners in the Hands of an Angry God" and

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reviewed the sermon with the students as well as the main points that we discussed the day prior. I used these discussions as my informal assessment to gage how much my students understood and what they needed more clarification with. The formal assessment was assigned to students the day prior, but it was not due until the day of the test so students still had time after this class period to apply what they had discussed in class to their essays.

Day 6 – Friday, November 8th

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) By completing the post-assessment, students will be able to demonstrate their understanding of “Sinners in the Hands of an Angry God” and provide their interpretation of this work through a prompted essay question.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

The assessment for Day 6 was formal. Students had been warned since Day 1 that they would be tested over “Sinners in the Hands of an Angry God” the last day of the unit. Because the last day of the unit fell on a half day of school, students took the 40 minute class period to complete the test. The test consisted of 16 multiple choice questions, 9 matching, and a choice of 1 out of 3 prompted essay questions to answer. The entire test was worth 60 points, with the essay question alone being worth 10 points. The test was only over “Sinners in the Hands of an Angry God” because my mentor teacher wanted more of the focus of the unit to be on Jonathon Edwards. In an effort to

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push for more literary works and various literary figures to also be learned during this unit, I had students create an essay that included several literary figures, how those figures relate to each other, and their significance during The First Great Awakening.

I had to compromise with my mentor teacher so that I would be allowed to teach about and assess my students on more than just Jonathon Edwards. We came to the conclusion that I would create a test that assessed students' knowledge of Jonathon Edwards' sermon and an essay assignment that included Jonathon Edwards along with George Whitefield and Samsom Occom. Again, I was not allotted enough time for this unit to feel fully successful to me, but I was glad I was at least allowed to teach about more than one literary figure during this historical event. The essay assignment was turned in to me immediately when the period began. The test was due to me by the end of the period, but I allowed students to stay past the bell to finish if they needed to.

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3.2 Provide a rationale for the assessment plan as a whole. Remember to consider the issues of accuracy (i.e., validity), consistency (i.e., reliability), and fairness.

Assessment Analysis Instrument	Learning Objectives Chose only two because the unit was only 5 days.	
	Objective 1 - Understand how literary elements and techniques are used to convey meaning. P= 50%	Objective 2 - Read and interpret a variety of literary works. P= 50%
Specific items	Pre-assessment Activity #1 with comparison activity *In-class Discussion A Post-assessment	Activity #2 – George Whitefield Activity #3 – Samsom Occom *In-class Discussion B Essay assignment
# of items	4 items	4 items
Total items =	8	

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The assessments I have included in this unit encompass formal and informal assessments. Students were assessed through discussions, homework activities, an essay assignment, and a test. The discussions were an informal way for me to see which students were comfortable enough with the lesson information to volunteer and answer questions posed to them in class revolving around the readings. This was also a great way to watch students take in new information and apply it immediately to discussion topics. Fairness is the biggest issue addressed during this type of informal assessment. Students are not directly called on. Instead, they are posed questions and they make up their minds as to whether or not they feel comfortable answering the questions in front of their teacher and all of their classmates. I make it a point to pose a question, look over all of the hands raised to answer the question, and call on each person to answer the question so that all of their voices are heard.

The issue of consistency was addressed by the homework activities students had to complete. The activities incorporated the discussions in class with new readings. By having students complete homework activities, I could see the consistency in each student's understanding of the readings and discussions, or lack thereof. I took this information and adjusted my lesson plans accordingly so that I could provide clarification for obvious comprehensive issues. The activities were all from the same educational website, so they flowed together very well. Because the activities were designed to complement one another, they were a good tool to measure the consistency of student knowledge.

Accuracy during the assessment plan was addressed by taking all activities from the same educational website, and gearing my lessons towards these activities. Activities

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were not taken from one site to the next because this can often get confusing for students to follow, as well as the teacher. By being consistent with my activities, student progress is more accurately shown. I also included several different types of assessments so that students would have the opportunity to demonstrate their knowledge more accurately. If they are not good with test taking, that does not necessarily mean they did not grasp the lesson concepts. Homework activities are less stressful for some students, but still allow them the same opportunity to show their knowledge that a test would. If students tend to write very well and excel in demonstrating their knowledge through essays, they were given the opportunity to do so. All of these assessments provide more accurate information about what needs to be further addressed or what students seem to have a good understanding on. I also have a key that I follow while I grade student work, so that I can be sure I am accurate in my grading for each student. This is also a good tool to have in case a student or a student's parent complains about a grade and demands to see how I grade papers. I have the key handy to show what I am looking for and what each student missed according to the key. It is always good to keep grading keys and rubrics for each unit in the event that someone believes that they are being graded unfairly, inconsistently, or inaccurately.

This assessment plan was effective for this unit because students had different opportunities to demonstrate their knowledge about the lessons, the activities flowed together very well, and the discussions always coincided with assessments. Students learn differently, so they should be assessed differently. I knew my students very well by this point, so I knew that giving them an essay, two homework activities, and a test would be enough formal assessments to show whether or not they understood the unit as a whole.

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Discussions are the best informal assessment for this class because they love being able to provide ideas and connections while receiving immediate feedback. This way, they don't misunderstand something and hold on to that misunderstanding, making it harder for them to correct it once they figured out the right answer. If they are struggling, they would much rather raise their hands and ask questions than unconfidently attempt to answer a homework question. They enjoy the feeling of confidence and reassurance that informal discussions provide them. On the contrary, they also like the challenge of taking home activities, completing them, and finding out how many they got correct on their own. With all this in mind, I created this assessment plan geared specifically for the needs of the class and included what I believed would be attainable in terms of success.

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3.3 Describe and include a copy of the pre- and post- assessments for the unit.

Name:

Date:

Period:

Sinners in the Hands of an Angry God

Pre-Assessment

Identify and explain the significance of the following:

- 1.) First Great Awakening
- 2.) Jonathan Edwards
- 3.) George Whitefield
- 4.) Samsom Occom

Answer all questions with complete sentences:

- 5.) What does Edwards mean when he says that, “men are held in the hand of God”?
- 6.) In his sermon, Edwards mainly taps into his audience’s fear of what?

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- 7.) When Edwards refers to the “unconverted persons in this congregation,” he is mainly addressing who or whom?
- 8.) Edwards believes that the only way people can escape from God’s anger is to do what?
- 9.) Edwards’ purpose in delivering this sermon is to do what?
- 10.) According to Edwards, the only thing that has saved his listeners from hell is God’s what?
- 11.) Jonathan Edwards probably uses the device of comparing God’s fury to natural forces in order to do what?

Please define the following words:

- 12.) Abhors-
- 13.) Abominable-
- 14.) Ascribed-
- 15.) Appease-
- 16.) Constitution-

Name:

Date:

Period:

Sinners in the Hands of an Angry God

Pre-Assessment

Identify and explain the significance of the following:

- 1.) First Great Awakening – A Christian revelation that persuaded listeners to go through the New Birth and accept Jesus Christ for their salvation.
- 2.) Jonathan Edwards – A Christian preacher and theologian and a very important figure during the First Great Awakening.
- 3.) George Whitefield - An English Anglican preacher who helped spread the Great Awakening in the American colonies.
- 4.) Samsom Occom - A member of the Mohegan nation who became a Presbyterian cleric. He was the first Native American to publish his writings in English and helped found several settlements.

Answer all questions with complete sentences:

- 5.) What does Edwards mean when he says that, “men are held in the hand of God”?
God controls man’s fate, so his/her path is already predetermined.
- 6.) In his sermon, Edwards mainly taps into his audience’s fear of what?

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He taps into their fear of burning for eternity in the fiery pits of Hell.

- 7.) When Edwards refers to the “unconverted persons in this congregation,” he is mainly addressing who or whom?

He is mainly addressing the church-goers who have not gone through the New Birth and accepted Christ for their salvation.

- 8.) Edwards believes that the only way people can escape from God’s anger is to do what?

The only way people can escape from God’s anger is to repent and ask for salvation.

- 9.) Edwards’ purpose in delivering this sermon is to do what?

His purpose in delivering this sermon is to help people understand what they need to do in order to live forever in God’s heavenly light. He wants to save people from eternal damnation.

- 10.) According to Edwards, the only thing that has saved his listeners from hell is God’s what?

The only thing that has saved listeners from hell is God’s compassion.

- 11.) Jonathan Edwards probably uses the device of comparing God’s fury to natural forces in order to do what?

Jonathan Edwards uses the device of comparing God’s fury to natural forces in order for his listeners to be able to relate.

Please define the following words:

- 12.) Abhors- Scorns; hates
 13.) Abominable- Disgusting; loathsome
 14.) Ascribed- Attributed to a certain cause
 15.) Appease- Calm; satisfy
 16.) Constitution- Physical condition

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Name: _____ Class: _____ Date: _____

Sinners in the Hands of an Angry God

Post-Assessment

Multiple Choice (2)

Identify the choice that best completes the statement or answers the question.

_____ 1. When Edwards says that “men are held in the hand of God,” he means that —

- a. all human beings can fit into the palm of God’s hand
- b. God is a kind father
- c. the fate of human beings is determined by God
- d. God will save everyone

_____ 2. According to Edwards, —

- a. human beings have done nothing to appease God
- b. God is determined to save human beings
- c. human beings have promised to obey God
- d. the Devil does not want to take them

_____ 3. In his sermon, Edwards *mainly* taps into his audience’s fear of —

- a. their minister’s wrath
- b. burning forever in a fiery pit
- c. associating with sinners
- d. floods and other natural disasters

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____ 4. When Edwards refers to the “unconverted persons in this congregation,” he *chiefly* addresses the —

- a. men and women who do not believe in themselves
- b. church visitors who are followers of other religions
- c. parishioners who don’t want Edwards as their leader
- d. members who do not accept Christ as their savior

____ 5. Edwards presents God as a being who —

- a. wants humans to suffer
- b. continually redefines the universe
- c. is often angry and vengeful
- d. easily forgives repentant sinners

____ 6. Edwards builds a sense of urgency and peril by suggesting that —

- a. death and damnation may occur at any moment
- b. the church is being persecuted by unholy forces
- c. ministers alone can determine who is to be saved
- d. the end of the world is coming soon

____ 7. Edwards contends that the *only* way people can escape from God’s anger is to —

- a. obey the Ten Commandments
- b. attend church regularly
- c. experience a “change of heart” and accept Christ
- d. reform all aspects of their life

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- ___ 8. Edwards's purpose in delivering this sermon is to —
- a. frighten his listeners so much that they never return to church
 - b. jolt his congregation into mending their ways and seeking salvation
 - c. give such a memorable speech that his congregation will never forget him
 - d. dominate his congregation and maintain his position in the church
- ___ 9. According to Edwards, the *only* thing that has saved his listeners from hell is God's —
- a. hand c. compassion
 - b. wrath d. love
- ___ 10. What does Edwards mean when he says, "The bow of God's wrath is bent, and the arrow made ready on the string"?
- a. God is violent. c. God is prepared to demonstrate his anger.
 - b. God's wrath is misdirected. d. God's anger will cause much pain.
- ___ 11. Which of the following quotations is the *best* example of a figure of speech?
- a. "However you may have reformed your life . . ."
 - b. "your guilt in the meantime is constantly increasing . . ."
 - c. "the mere arbitrary will, and uncovenanted, unobliged forbearance of an incensed God"
 - d. "the floods of God's vengeance have been withheld . . ."
- ___ 12. Edwards makes all of the following comparisons *except* that of —
- a. wickedness to the weight of lead c. the wrath of God to dammed waters
 - b. forgiveness to a lightened load d. unsaved people to spiders

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____ 13. Jonathan Edwards *probably* uses the device of comparing God's fury to natural forces in order to —

- a. put abstract things into physical terms people can understand
- b. achieve a poetic effect
- c. suggest that it is nature, not God, that people should fear
- d. make God seem less terrifying

____ 14. Which of the following word groups is *not* a figure of speech?

- a. The bow of God's wrath c. Burns you like fire
- b. That world of misery d. The floods of God's vengeance

____ 15. Which of the following statements is more implicit than explicit in Edwards's speech?

- a. God is furious with those who will not accept his salvation.
- b. Eternal damnation is the lot of all who will not be saved.
- c. Salvation is possible for anyone who accepts Christ as his savior.
- d. Doom is at hand for those who do not repent of their sins

____ 16. Jonathan Edwards's primary intent in using such strong, graphic language is to —

- a. terrorize his audience
- b. make real the concept of sin and its punishment
- c. parade his own rhetorical gifts
- d. shock the staid Puritans

Christmas

Matching (2)

Vocabulary Development

Match the definition with the Vocabulary word from the list below. Write the letter of the Vocabulary word on the line provided.

- | | | |
|---------------|-----------------|----------------|
| a. abhors | d. appease | g. provoked |
| b. abominable | e. constitution | h. induce |
| c. ascribed | f. omnipotent | i. contrivance |

____ 17. attributed to a certain cause

____ 18. scorns; hates

____ 19. physical condition

____ 20. disgusting; loathsome

____ 21. calm; satisfy

____ 22. scheme; plan

____ 23. to persuade; force; cause

____ 24. all-powerful

____ 25. enraged; angered

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Essay (10)

Choose and answer one of the following essay prompts. Your essay must be at least three paragraphs long. Please answer on a separate sheet of paper and staple it to this test.

- 1.) In *Sinners in the Hands of an Angry God*, Edwards refers several times to the hand of God. What do you think he means by this image, and how might it have affected his listeners? Write a brief essay using at least two details from the sermon to support your opinion.

- 2.) Why do you think Edwards uses so many different images of hell, suffering, and eternity, and uses them repeatedly, in his sermons? Write a brief essay to give your ideas about what you think he might have been trying to do by using imagery. Use at least two examples from *Sinners in the Hands of an Angry God* to support your position.

- 3.) The people who heard Edwards give the sermon *Sinners in the Hands of an Angry God* lived in a small community. Almost everyone attended the same church. Given those facts, write a brief essay to explain how you think this sermon affected people's lives and the community as a whole.

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Name: _____ Class: _____ Date: _____

Sinners in the Hands of an Angry God

Post-Assessment

Multiple Choice (2)*Identify the choice that best completes the statement or answers the question.*

__C__ 1. When Edwards says that “men are held in the hand of God,” he means that —

- a. all human beings can fit into the palm of God’s hand
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__A__ 2. According to Edwards, —

- a. human beings have done nothing to appease God
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__B__ 3. In his sermon, Edwards *mainly* taps into his audience’s fear of —

- a. their minister’s wrath
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- d. floods and other natural disasters

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D 4. When Edwards refers to the “unconverted persons in this congregation,” he *chiefly* addresses the —

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C 5. Edwards presents God as a being who —

- a. wants humans to suffer
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A 6. Edwards builds a sense of urgency and peril by suggesting that —

- a. death and damnation may occur at any moment
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C 7. Edwards contends that the *only* way people can escape from God’s anger is to —

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B 8. Edwards's purpose in delivering this sermon is to —

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- c. give such a memorable speech that his congregation will never forget him
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C 9. According to Edwards, the *only* thing that has saved his listeners from hell is God's —

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- b. wrath
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- d. love

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- a. God is violent.
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- b. Eternal damnation is the lot of all who will not be saved.
- c. Salvation is possible for anyone who accepts Christ as his savior.
- d. Doom is at hand for those who do not repent of their sins

__B__ 16. Jonathan Edwards's primary intent in using such strong, graphic language is to —

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Christmas

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Vocabulary Development

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|---------------|-----------------|----------------|
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| c. ascribed | f. omnipotent | i. contrivance |

__C__ 17. attributed to a certain cause

__A__ 18. scorns; hates

__E__ 19. physical condition

__B__ 20. disgusting; loathsome

__D__ 21. calm; satisfy

__I__ 22. scheme; plan

__H__ 23. to persuade; force; cause

__F__ 24. all-powerful

__G__ 25. enraged; angered

Christmas

Essay (10)

Choose and answer one of the following essay prompts. Your essay must be at least three paragraphs long. Please answer on a separate sheet of paper and staple it to this test.

- 1.) In *Sinners in the Hands of an Angry God*, Edwards refers several times to the hand of God. What do you think he means by this image, and how might it have affected his listeners? Write a brief essay using at least two details from the sermon to support your opinion.

- 2.) Why do you think Edwards uses so many different images of hell, suffering, and eternity, and uses them repeatedly, in his sermons? Write a brief essay to give your ideas about what you think he might have been trying to do by using imagery. Use at least two examples from *Sinners in the Hands of an Angry God* to support your position.

- 3.) The people who heard Edwards give the sermon *Sinners in the Hands of an Angry God* lived in a small community. Almost everyone attended the same church. Given those facts, write a brief essay to explain how you think this sermon affected people's lives and the community as a whole.

*Key: answers will vary depending on the number chosen. Students must include examples when asked and discussion topics when necessary. Short essays must be coherent and contain a mix of student opinion with textual evidence for support.

*Extra Credit Opportunity: students may earn extra credit if they write down the three main points discussed in "*Sinners in the Hands of an Angry God*" and a 1-2 sentence description of each. 1pt. will be awarded for the correct main point given and 1pt. will be awarded for the correct description provided.

The First Great Awakening Unit Assessment

Angry God

1. "...You are held over in the hand of that God, whose wrath is provoked and incensed as much against you, as against many of the damned in Hell.
2. "It would be dreadful to suffer this fierceness and wrath of almighty God one moment, but you must suffer it to eternity."
3. The God that holds you over the pit of Hell,....abhors you."
4. "...the infinite might, and majesty, and terribleness of omnipotent God shall be magnified upon you."

Loving God

1. "The Lord is longsuffering and abundant in mercy, forgiving iniquity and transgressions..." Numbers 14:18
2. "But the wicked shall perish; and the enemies of the Lord, like the splendor of the meadows, shall vanish. Into smoke they shall vanish away. Psalms 37:20
3. "For God so loved the world that He gave His only begotten Son, that whoever believes in Him should not perish but have everlasting life. John 3:16
4. "But God demonstrates His own love toward us, in that while we were still sinners, Christ died for us. Romans 5:8

Whose hands are you in?

Directions

Write an essay that discusses and analyzes the ideas, beliefs, and practices of Jonathon Edwards and George Whitefield, including how these relate to the First Great Awakening. Also, discuss the impact that the Great Awakening had on Samsom Occom and individuals like Nathaniel Cole. Your essay should draw information from the three primary documents already used in this unit: "Sinners in the Hands of an Angry God," "The Great Awakening Comes to Weathersfield, Connecticut," and Samsom Occom's autobiography, "I Believe It Is Because I Am a Poor Indian." In addition, you must also identify and explain the significance of the First Great Awakening, Jonathon Edwards, George Whitefield, and Samsom Occom.

Paper Length: 500-1000 words typed

Font: Times New Roman, 12 pt

Format: Double Spaced, 1-inch margins

Title Page: Title, Name, Date, Class Period, Word Count

Due Date: Friday, November 8th at the beginning of class

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 The First Great Awakening Unit Assessment Rubric

Teacher Name: Miss Christmas

Student Name: _____

Category	7	5	3	1
Organization	Information is very organized with well-constructed paragraphs.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well-constructed.	The information appears to be disorganized.
Amount of Information	All topics are addressed and directly relate to the Unit Theme – The First Great Awakening.	All topics are addressed and most directly relate to the Unit Theme – The First Great Awakening.	All topics are addressed and some directly relate to the Unit Theme – The First Great Awakening.	One or more topics were not addressed and did not directly relate to the Unit Theme – The First Great Awakening.
Quality of Information	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.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
Length	Paper includes the proper word length required (500-1000).	Paper includes three quarters of the word length required (375-1000).	Paper includes half of the word length required (250-1000).	Paper length is less than half of the word length required.
Format	Assigned format is complete with no errors on the title page or in the essay.	Assigned format contains two or less errors on the title page or in the essay.	Assigned format contains several errors on the title page or in the essay.	Assigned format is not complete and contained many errors.
Assignment Collection				Essays are given to the instructor prior to the beginning of class.

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The pre-assessment given on Day 1 asked students to identify and explain the significance of the First Great Awakening, Jonathon Edwards, George Whitefield, and Samsom Occom. Then, students had to answer seven questions about “Sinners in the Hands of an Angry God” with complete sentences. The pre-assessment concluded with five vocabulary words found in “Sinners in the Hands of an Angry God” that students had to define. I made all of the assessments for this unit prior to beginning my lessons with the students, so I took several questions from my final assessment and included them on the pre-assessment. I included these questions so that I could see how much my students knew before the unit compared to how much they learned at the conclusion of the unit. I also added questions about the significance of the First Great Awakening, Jonathon Edwards, George Whitefield, and Samsom Occom because although I knew they would not see these questions again on the test, they were going to be assigned an essay in which they would have to explain the significance of each and connect them as best as possible to popular religious beliefs of the time.

The final assessments included a test and an essay assignment. The test consisted of 16 multiple choice questions (some of which were found on the pre-assessment) worth two points each, 9 matching vocabulary questions (5 found on the pre-assessment) worth two points each, and a choice of one out of three short essay questions that students had to answer in a minimum of three paragraphs on a separate sheet of paper. Once the students finished their short essay, they had to staple the essay to the back of their test before turning it into me. This was the post-assessment that was compared to the pre-assessment in order to show student progress from beginning to end. From this assessment, I could assess my own teaching. If a majority of my students missed certain questions on the pre-assessment and again on the test, it was pretty safe

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to assume that I did a disservice to my students by not addressing the questions and explaining them in class.

The final essay assessment was used to measure how much students learned about all three of our literary figures and how they all related to the First Great Awakening. In class, we focused on the Puritan beliefs during this time period and the impact the First Great Awakening had on these literary figures or vice versa. Students had to use evidence from their readings to back up their responses. This helps them in the long run, since this is what students will have to do on the ACT reading portion of the test. The essay also required students to identify and explain the significance of the First Great Awakening, Jonathon Edwards, George Whitefield, and Samsom Occom, which was first asked on the pre-assessment. I did this on purpose so I could determine the progress students had made by the end of the unit. This was my original idea as being my final assessment of the unit, but as I have previously stated, my mentor teacher wanted to assess students over “Sinners in the Hands of an Angry God” specifically, so I included the test at the end of the unit as well.

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3.4 Describe the plan for formative assessment that will help determine student progress during the unit.

I took every activity I used from one site that permitted educators to reproduce the worksheets for classroom use. I wanted the activities to go hand in hand and made sense to my students, as well as activities that had students doing some extra reading outside of class. Activity #1 was about Jonathon Edwards and his sermon “Sinners in the Hands of an Angry God”. This activity asked students to provide an image from the sermon in one column then write the underlying religious belief he was expressing through that image in the adjacent column. Imagery and Puritanical beliefs were highly discussed in class in relation to Jonathon Edwards, so this activity was chosen carefully to allow students to practice picking out imagery used and connecting the images to popular religious beliefs of Edwards. This formal assessment demonstrated how students took information from classroom discussions and out of class readings and applied the information to homework questions. From this formal assessment, I decided whether or not my lesson was effective and what seemed to need more clarification for the next class period.

My mentor teacher and I decided to add another homework activity that included a sermon titled “When God Shines His Light”, which asked students to compare and contrast the two sermons made by Jonathon Edwards. Students had a hard time understanding that one person can have two different points of view on a subject. This additional activity asked students to write seven descriptions of God for each sermon, five metaphors for each sermon, two similes for each sermon, three examples of parallelism for each, and five examples of planned repetition for each. Students then expressed their understanding of Jonathon Edwards’ two points of view during class discussion the following day.

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I wanted to make sure my students would learn more about other literary figures during the First Great Awakening along with Jonathon Edwards, so I assigned Activities 2 and 3 for students to complete. My mentor teacher was not very enthusiastic about me adding these activities since they did not mention Jonathon Edwards at all, but I decided it would be a good idea regardless. I focused the day's discussion on George Whitefield and Samsom Occom, while describing to students how they fell into the First Great Awakening. Students had to use out of class readings to answer homework questions about "The Great Awakening Comes to Weathersfield, Connecticut: Nathan Cole's Spiritual Travels" and "I Believe It Is Because I Am a Poor Indian: Samsom Occom's Life as an Indian Minister".

Activity #2 focused on George Whitefield, whom students had connected to Jonathon Edwards through similar Puritanical beliefs they both shared. Students had to answer two critical thinking questions from the George Whitefield reading and provide their own conclusions after they had completed the reading about the religious practices and beliefs of the Great Awakening. For Activity #3, students read a piece by Samsom Occom and had to answer three questions regarding the major events that occurred, the religious practices or influences, and Occom's personal reflections. These two activities helped students gather information and use this information not only on their homework assignments, but also on their essay assignment. Studies show that if students continue to write information down, it is much more likely to end up in their long term memory. I wanted students to prove that they can draw information from one assignment and use it as evidence to back up their theories in another assignment. After completing these activities, I was better able to determine who needed to see me after class for extra help and who would be alright to pursue the essay assignment immediately.

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3.5 Provide a rationale for adaptations of assessments based upon the individual needs of students.

Since this class was my Honors English III class, there wasn't a lot of need for adaptations to be made. The students choose whether or not they want to be in an honors class, so these students all chose to be here. Most of the adaptations happened behind the scenes and weren't necessarily written down on each sheet of paper. Some students struggled more than others, so I would meet with these students during homeroom and after school to go over the homework and review "Sinners in the Hands of an Angry God". The biggest problem I saw with these students was confidence issues. They didn't feel like they understood the material 110%, so they would panic and ask question after question until they felt confident enough to continue on their own. The problem with this was that they depended too much on me to provide feedback instead of them providing their own feedback. I struggled with this issue a lot during this unit.

I eventually started pulling back and asking students to attempt the homework assignment to the best of their ability without me present, then bringing it in to me before it was due to go over what they did correctly and what needed improvement. This seemed to work better for me, but this made some students upset or worsened their anxiety. The two students who had displayed high anxiety issues were allowed to come in on a one on one basis before school with me to go over their work and prepare for the test. They were also allowed to leave the room for a drink of water during the test if they needed to.

Anxiety and lack of confidence were the only two main issues students had in this class. I allowed students to bring in work late only if they spoke to me in advance and proved they were making an effort to complete their work. This helped the students who struggled with lack of

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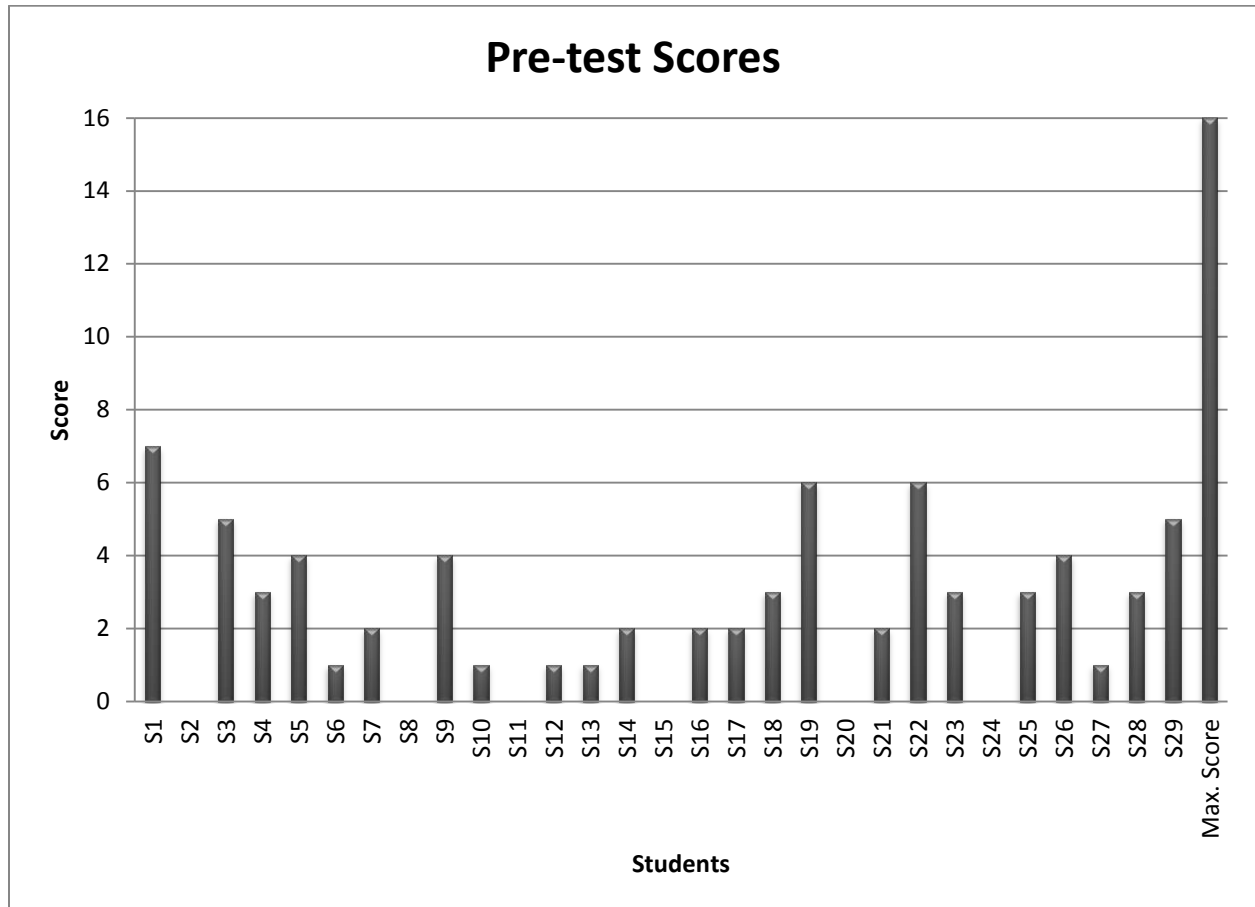
confidence a lot because if they felt they didn't understand all of the information in one class period, usually the next class period was their clarification. This also allowed them more time to come in and see me if they wanted to receive my feedback before turning in the assignment as opposed to after. With a class of 31 students, it was beneficial to give them extra time to come in and see me. They were used to being in classes with fewer students, so some of them struggled with the lack of one on one teacher time in the classroom. This was my way of counteracting this issue. The two students who fought anxiety issues came in to see me in the mornings and had mini discussions with me instead of participating in their class discussions. This was because I found out they felt like they didn't have enough time to answer the discussion questions in class and it made them feel nervous to answer in front of their peers. Anxiety and confidence issues seemed to be a huge deal in the honors class, but I rarely ever saw these same issues in the general education classes. After attending parent/teacher conferences, I finally understood why a lot of the honors students had these issues.

Design for Instruction

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Design for Instruction

Based upon previously identified benchmarks, objectives, and assessment(s), the teacher candidate designs a unit of instruction targeted at student needs and characteristics (including behaviors) specific to the learning context.



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Tasks:

4.1 Present and discuss the results of the pre-assessment(s).

Out of all of my assessments, my pre-assessment was the hardest to create. I didn't really know where to begin trying to create a pre-assessment over a specific literary piece and my mentor teacher said she had never created one before, so I felt a little lost and confused. I really don't like what I created and if I could do things over again, I would. I felt like my pre-assessment didn't really give me any data about the current level of mastery of the knowledge/skills identified for each of my objectives. It gave me an idea of how much my students knew about Jonathon Edwards and his sermon "Sinners in the Hands of an Angry God" and it allowed me to see if they knew anything about the First Great Awakening. The two overall objectives used for this unit were 1.) Understand how literary elements and techniques are used to convey meaning and 2.) Read and interpret a variety of literary works. The pre-assessment asked students to identify certain literary elements and techniques (such as figures of speech, etc), but it did not ask them to prove their understanding of how the elements/techniques convey meaning. The pre-assessment asked students to identify and describe who certain literary figures were, which would have touched on the overall objective of reading and interpreting a variety of literary works. If the students had read something by one or more of these figures, they would have written that information down. I realize now that this pre-assessment was not correctly done, but I had since learned from it and create pre-assessments that measure students' knowledge on objectives rather than on content.

Students knew to answer every question even if they didn't know the answer, so that was a good skill to know they had learned. Some students knew that Jonathon Edwards was a church

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leader and wrote sermons, with some even having written down “Sinners in the Hands of an Angry God”, but most students didn’t know who he was at all. I was actually surprised by this piece of data because this town is highly church-based and most students go to church every week. I thought for sure that more of them had at least heard of Jonathon Edwards, but I was mistaken. Students did a pretty good job of reading the questions and drawing out as much information as possible to include in their answers. Misconceptions came into play when students were asked to identify and describe who Jonathon Edwards, George Whitefield, and Samsom Occom were. This also happened when students were asked what the First Great Awakening was. Students assumed right away that Samsom Occom was not white. A lot of the students assumed he was African American simply because his name was different. Another big misconception was that those who had heard of Jonathon Edwards wrote down that he wanted to scare people into believing what he wanted them to believe. While Edwards was trying to persuade his congregation into going through the New Birth, he was not trying to scare them as my students seemed to believe. He truly cared for the people in his congregation and he wanted to save them before something bad would happen to them. There were not patterns of errors clearly visible because the students missed most of the questions. From this pre-assessment, I knew I had a lot of work cut out for me and I had to adjust my activities and plans accordingly.

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4.2 Describe the instructional technologies you plan to use in your unit.

This did not go according to plan at all. I wanted to have my students use the blog site I had created for them to use, but on the second day of my unit, when I intended for them to begin blogging, the computer teacher came in and told me that at least two of my students had messed with her computers in the lab, so she was not going to allow my students the privilege of using computers during class time. I would have assigned them to complete their blogging outside of class, but my mentor teacher was so upset by what the computer teacher had told us, that she put an end to the blogging. This caught me completely off guard since I had relied on using my blog site as my technological tool, but this was taken from me and I didn't have enough time to figure out something else. That being said, I wanted to create a PowerPoint to present to the class about Edwards, Whitefield, and Occom, but alas my mentor teacher also threw that idea out the window because she said her overhead projector stopped working the day before I had inquired about it. The PowerPoint was my back-up plan for my blog, but the back-up plan even failed. So, my students learned the old-fashioned way through lectures, discussions, and worksheets. Again, I made mistakes here but I learned a lot from them. It was hard to go from block teaching in schools that learned via iPads in the classroom to this school that was so behind technological times. My mentor teacher did not use technology once during my time with her. This made me sad because my students loved blogging and wanted to continue in the worst way. Students liked being able to log on to the website and read what other students had written and respond to it. It was very interactive and allowed them to develop communication skills through online learning. They were supportive of each other's comments and posts and they enjoyed being able to use computers during class time to read articles and connect the articles with the stories we were reading in class. I wish I could have used this positive impact for my unit.

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4.3 Provide the lesson plans used in the unit. Among the many components of the lesson plan, be sure to address relevant student behavior, classroom management, and accommodations for individual learners.

English Education Program
Western Illinois University
Lesson Plan Outline

Dr. Rebekah Buchanan

Daily Lesson Plan – Day #1

Teacher's Name: Ms. Christmas

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to define figures of speech and provide examples.
- 2.) After completing the lesson, students will be able to describe what imagery is and explain how imagery relates to figures of speech.

Benchmark 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.

Lesson Rationale:

I began this lesson by passing out my pre-assessment and only gave students 5 minutes to complete it to the best of their abilities. I made sure students knew that the pre-assessment was not for a grade and explained the importance of pre-, formal, and post-assessments.

This lesson will introduce figures of speech and imagery to students. Figures of speech and

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imagery are important aspects of literature, especially in regards to “Sinners in the Hands of an Angry God”. Most of the unit is designed around “Sinners in the Hands of an Angry God”, so the forms mostly discussed were sermons. Imagery and figures of speech are commonly found in sermons, so Day 1 revolved around the introduction to “Sinners in the Hands of an Angry God” and the literary devices that were used to develop purpose. Most of the day was used as a lecture with discussion as my follow up for informal assessment. I chose to only include a pre- and formal assessment for the day because there was a lot of information presented in one day and I had planned a post-assessment for the following day that addressed Day 1 and Day 2 objectives and content information.

Opening:

Welcome class and begin the day with the pre-assessment. Explain to students why they take a pre-, formal, and post- assessment. Explain what the pre-assessment questions were covering – the First Great Awakening and “Sinners in the Hands of an Angry God”. Lead this into the introduction of the First Great Awakening.

Discussion/Lecture:

Introduce class to the First Great Awakening and the first literary figure we will be studying, Jonathon Edwards. Include information about “Sinners in the Hands of an Angry God”. Draw students’ attention to figures of speech and imagery and provide examples. Ask students to provide their own examples from anything they have read. Invite students to draw images of imagery examples on the board. Connect imagery and figures of speech to examples from “Sinners in the Hands of an Angry God”.

Closing

Close the day’s lesson with a wrap up of everything that was lectured and discussed. Ask students if they have any questions over the day’s information. Once questions are answered, give students a brief overview of what we will be discussing during the next day’s lesson. Remind students to keep in mind information discussed and bring all notes taken in class to the next day’s lesson.

Activities (be sure to include amount of time for each):

<u>Activity</u>	<u>Time</u>	<u>Materials needed</u>
1.) Discussion over figures of speech and imagery	20 min.	
2.) Draw images that connect with imagery examples	5 min.	Board

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Lesson Assessment (post):

There was no post-assessment for this day. Informal assessment included discussion over imagery and figures of speech, asking students to give examples of each, and invite students to draw images of imagery examples on the board.

Classroom Management/Adaptation Notes:

After the day's lecture and discussions:

- 1.) Students struggled with figures of speech and point of view
- 2.) Bullying was observed and needs to be dealt with, possible partner activity?

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English Education Program

Western Illinois University
Lesson Plan Outline

Dr. Rebekah Buchanan

Daily Lesson Plan – Day #2

Teacher's Name: Ms. Christmas

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

- 1.) After completing the lesson, students will be able to define The First Great Awakening.
- 2.) After completing the lesson, students will be able to provide reasons why Jonathon Edwards was so important to The First Great Awakening movement.
- 3.) By completing the activities, students will be able to recognize and list the literary devices and forms found in "Sinners in the Hands of an Angry God" and "When God Shines His Light" both by Jonathon Edwards.

Benchmark 2.A.5c Analyze the development of form (e.g., short stories, essays, speeches, poetry, plays, novels) and purpose in American literature and literature of other countries.

Lesson Rationale:

Today's lesson is focused on Jonathon Edward's "Sinners in the Hands of an Angry God", which is the main focus of the unit. Religion and education can sometimes clash, but this sermon is being studied strictly to inform students about popular religious thought during the

First Great Awakening and how literary devices are used to develop form and purpose. The purpose of this sermon was to persuade church-goers to go through the New Birth and accept Christ. Edwards used imagery and figures of speech to persuade these people to take action immediately against the Devil. Through studying Edwards' sermons, students will begin to see how one person can possess two different points of view on one subject. Students will also gain valuable knowledge about how strong literary devices can be in the development of form. Once this unit is complete, students will be able to recognize literary devices and decide how they are used to develop form and meaning. By including an activity geared specifically towards showing the different points of view and literary devices between two texts by the same person, students will be able to make connections to other literary figures who have done the same thing.

Opening:

Welcome class and begin the day with a review over figures of speech and imagery. Ask the class if they have any questions or need further clarification on anything. Start out the lecture with more information about Jonathon Edwards and "Sinners in the Hands of an Angry God".

Discussion/Lecture:

Provide students with more information about Jonathon Edwards' sermon "Sinners in the Hands of an Angry God". Explain how imagery and figures of speech are used within the sermon and why they were used. Pull out specific examples to show the class. Ask the class to skim over and pick out other examples to share with the class. Discuss how Jonathon Edwards used imagery to persuade his followers to go through the New Birth. Ask students their opinion about whether or not imagery was used positively and/or effectively after considering all of the information presented. This can potentially lead to debate, so monitor student participation and comments closely.

Closing:

Wrap-up debate/discussion with follow up questions about the information presented. Allow students time to answer questions. Ask students if they need any further clarification over the day's lesson. Explain to students that they will be given time in class to start on their homework activity. Tell students that they may choose to work with a partner if they would like, but that partner cannot sit at the same table and the partnership needs to be approved by me. Once directions have been explained for the partnerships and the activity, students are allowed to get up and move around to find a partner and approve the partnership with me before they begin their activity. Give students 3 minutes to do this. Allow 15 minutes in class for students to start on their activity and ask any questions. Finish class with a brief overview of the lesson for the next class period and remind students that their homework activity is due the following class period. Mention to students that they will have a test over "Sinners in the

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Hands of an Angry God” and an essay assignment over all readings at the conclusion of the unit, so it will be beneficial for them to take notes over all homework assignments and classroom discussions.		
Activities (be sure to include amount of time for each):		
<u>Activity</u>	<u>Time</u>	<u>Materials needed</u>
1.) Discussion over “Sinners in the Hands of an Angry God” and Jonathon Edwards – include debates about imagery used positively and/or effectively	20 min.	Handout
2.) Homework activity students may complete with partners	15 min.	Handout

Lesson Assessment (post):

Informal assessment was done through discussion questions and class debate. Students were asked to skim “Sinners in the Hands of an Angry God” to find additional figures of speech and imagery examples to present to the class. Students then were asked whether or not they thought imagery was used positively and/or effectively in “Sinners in the Hands of an Angry God”.

Formal post assessment included Activity #1 and an additional activity to assist in understanding of points of view and literary devices. Activity #1 asked students to pick out examples of imagery used in “Sinners in the Hands of an Angry God” and write the religious aspect associated with each example. The additional activity asked students to compare and contrast two sermons by Jonathon Edwards and provide examples from each of the texts related to descriptions of God, metaphors/similes, planned repetition, and parallelism.

Classroom Management/Adaptation Notes:

After the day’s lecture and discussions:

- 1.) Students were upset with Edwards’ use of imagery and persuasion – clarify that he used imagery and persuasion because he truly believed he was helping people to “do the right thing”.
- 2.) Bullying and negative comments still an issue – monitor effectiveness of partnership
- 3.) Students talked to me about high anxiety and confidence issues – make time outside of class to devote to these students
- 4.) Talk to special education teacher/aide about how to handle students with high anxiety issues

Daily Lesson Plan – Day #3

Teacher's Name: Ms. Christmas

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) After completing the lesson, students will be able to recognize the connection between The First Great Awakening and George Whitefield and Samsom Occom.
- 2.) After completing the lesson, students will be able to discuss the influence of historical context on form, style and point of view.
- 3.) By completing the activities, students will be able to explain the relationship between The First Great Awakening and George Whitefield and Samsom Occom using evidence from assigned readings to support their explanations, all while providing their own point of view.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

Lesson Rationale:

Students will learn about additional literary figures in regards to the First Great Awakening. It is beneficial for students to learn about a variety of literary works and express interpretations of each work because students will need the skills to complete a reading and be able to relate that reading to a main idea or theme with evidence. George Whitefield is being studied because he is another church figure who was popularly known to push the First Great Awakening forward along with Jonathon Edwards. Samsom Occom provides students with a Native American point of view of the First Great Awakening and how Native Americans were affected by this movement.

Opening:

Welcome class and begin the day with a review over the information presented in the past two class periods. Students know by now to give all homework activities to me prior to the class

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beginning, but I always give students a reminder for the first activity of each unit. After this, students are responsible for getting their homework in to me on time with no reminders. Ask students if they had any questions over information, discussions, or the homework activity from the previous class period. Start the lesson off with lectures over George Whitefield and Samsom Occom.

Discussion/Lecture:

Start the lesson off with lectures over George Whitefield and Samsom Occom. Relate these two literary figures to the First Great Awakening and describe to students why these two literary figures are important in terms of the movement. Discuss/debate with students why George Whitefield and Jonathon Edwards were considered the leaders of the First Great Awakening. Ask students why Samsom Occom's personal views on the First Great Awakening may have been an important look into Native American culture during this historical movement.

Closing:

Close the day's lesson with follow up questions about George Whitefield and Samsom Occom. Ask students if they need further clarification on any information or discussions during the day's lesson. Allow students time to find a new partner for their homework activity and move around the class. Give students 3 min. to do so. Students are allowed 15 minutes to work on their homework activities and ask any questions. At the conclusion of the class period, students are reminded that their homework activity is due the following class period and again told that they have a test and essay assignment due at the end of the unit.

Activities (be sure to include amount of time for each):

<u>Activity</u>	<u>Time</u>	<u>Materials needed</u>
1.) Discussion over George Whitefield and Samsom Occom – include discussion/debate over Whitefield/Edwards and Native American culture with Samsom Occom	20 min.	
2.) Homework activity with a partner	15 min.	Handout

Lesson Assessment (post):

Informal assessment was done through class discussions. Students were asked why George Whitefield and Jonathon Edwards were considered leaders during the First Great Awakening. Students were then asked to consider if Samsom Occom's personal views on the First Great

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Awakening may have been an important look into Native American culture during this historical movement. Questions and comments should be noted.

Formal post-assessment included Activity #2 and Activity #3 to be done with a partner if the students so chose. Activity #2 focused on George Whitefield. The activity asked students to answer content knowledge questions and provide their own opinion as to how the reading relates to the First Great Awakening. Activity #3 focuses on Samsom Occom. The activity asked students to answer content knowledge questions and provide reflections made by Samsom Occom.

Classroom Management/Adaptation Notes:

After the day's lecture and discussions:

- 1.) Bullying and negative comments have decreased
- 2.) Classroom participation has increased
- 3.) One student seems to be struggling more than the rest – ask to speak with student after class and request student comes in for one on one time for clarification
- 4.) Students seem to need more positive feedback as encouragement to participate – practice positive, negative, positive form when commenting on student answers

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English Education Program

Western Illinois University
Lesson Plan Outline
Dr. Rebekah Buchanan

Daily Lesson Plan – Day #4

Teacher's Name: Ms. Christmas

Overall Objective: Read and interpret a variety of literary works.

Daily Objectives:

- 1.) After completing the lesson, students will be able to record his or her understanding/knowledge of key concepts of The First Great Awakening and how those concepts relate to Jonathon Edwards, George Whitefield, and Samsom Occom.
- 2.) After completing the lesson, students will be able to analyze Jonathon Edwards' desire to persuade members of his church to go through the New Birth and accept Christ.
- 3.) By completing the activity, students will be able to produce an effective essay which describes the overall Puritanical ideology towards The First Great Awakening and how this ideology relates to our three main literary figures for this unit.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

Lesson Rationale:

Students will relate all class readings to the First Great Awakening. In order to reach the Benchmark goal, students will provide an understanding of key concepts of each reading and relate the concepts to the First Great Awakening. Because the unit has a focus on Jonathon Edwards specifically, students will discuss the persuasive elements of "Sinners in the Hands of an Angry God" and debate if Jonathon Edwards used persuasive speech in a positive way or a negative way. This will help students draw a connection between Jonathon Edwards' and Dr. Martin Luther King, Jr.'s use of persuasion.

Opening:

Welcome class and begin the day with a review of the previous class periods' information, discussions, and homework activities. Students know to hand in their homework prior to the start of class. Ask students if they have any questions over information, discussions, and/or homework activities. Start the class off with a lecture over all three literary figures and connect them all to the First Great Awakening. Explain to students how Jonathon Edwards and Dr.

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Martin Luther King Jr. are connected.

Discussion/Lecture:

Explain to students how Jonathon Edwards and Dr. Martin Luther King Jr. are connected. Discuss with students about the use of persuasion and how that use could be considered positive or negative depending on your own point of view. Further explain to students that most people during this historical period attended church and started to neglect Puritanical ideologies and Edwards feared that these people would suffer greatly if they continued down this devilish path, so he decided to create a powerful persuasive speech to get these people to accept Christ and go through the New Birth in order to save them from pain and suffering. Edwards believed that he was helping people, not hurting them. Dr. Martin Luther King, Jr. used persuasive speech to get people to accept everyone as equals. He, too, believed that he was helping people, not hurting them. We are taught in school about all of the good things that came from King, Jr., but we are rarely taught about the people who felt hurt by his actions and speeches. This should serve as an eye-opening experience into “Sinners in the Hands of an Angry God”.

Closing:

Close the day’s lesson with a wrap up of everything that was lectured and discussed. Ask students if they have any questions over the day’s information. Once questions are answered, give students a brief overview of what we will be discussing during the next day’s lesson. Hand students the essay assignment and read over the directions. Tell students that they must use examples from classroom lectures/discussions and readings for their essay assignment. Allow 15 minutes for students to begin essay assignment. Make note of the deadline so students can manage their time wisely. No homework is due for the next class period. Remind students that the test will also be the last day of the unit.

Activities (be sure to include amount of time for each):

<u>Activity</u>	<u>Time</u>	<u>Materials needed</u>
1.) Discussion over Jonathon Edwards, George Whitefield, and Samsom Occom – include comparison of persuasion between Edwards and King, Jr.	20 min.	
2.) Essay assignment due the last day of the unit – this assignment is to be done individually	15 min.	Handout

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Lesson Assessment (post):

The informal assessment is measured through discussion of all three literary figures and how they relate to the First Great Awakening. Students will discuss key concepts of this historical movement and the significance of all three literary figures in terms of the First Great Awakening. Students will debate/discuss the persuasive techniques used by Edwards and King, Jr.

The formal post-assessment was the essay assignment that is due on the last day of the unit. Students will need to write about the religious aspects of Jonathon Edwards and George Whitefield, the significance of all three literary figures, and their relationship to the First Great Awakening. This will assess their understanding of various literary works.

Classroom Management/Adaptation Notes:

After the day's lecture and discussions:

- 1.) One student claimed to need more visuals in order to understand the lesson
- 2.) The two students with high anxiety issues also expressed a need for visuals and verbal cues about what is important to take note of in class – ask the aide to assist me in teaching note-taking strategies for these students outside of class

Daily Lesson Plan – Day #5

Teacher's Name: Ms. Christmas

Overall Objective: Understand how literary elements and techniques are used to convey meaning.

Daily Objectives:

1.) After completing the lesson, students will be able to discuss main ideas from Jonathon Edwards' "Sinners in the Hands of an Angry God".

2.) After completing the lesson, students will be able to list examples of literary forms and devices used in "Sinners in the Hands of an Angry God".

3.) By completing the activity, students will be able to produce an effective essay which describes the overall Puritanical ideology towards The First Great Awakening and how this ideology relates to our three main literary figures for this unit.

Benchmark 2.B.5a Analyze and express an interpretation of a literary work.

Lesson Rationale:

Students will benefit from reading several different works and drawing evidence from each work to express an overall interpretation of the First Great Awakening because this skill will be used in and outside of the classroom. Tests for employment usually include some sort of reading comprehension skills, so this assessment assists in developing these particular skills. Literary forms and devices are a part of all literature, so students will benefit from being able to identify and define these forms and devices and use this information to further their reading comprehension.

Opening:

Welcome class and begin by reviewing previous discussions, lectures, and homework activities. Ask students if they have any questions or need further clarification about all class

discussions, lectures, and homework activities up to this point. Start the class off with a lecture about the three main points students should take note of in “Sinners in the Hands of an Angry God”.

Discussion/Lecture:

Each point should be written down with a brief explanation of what it is. Images and/or visuals should be shown to assist in student learning. Explain each point in depth and ask students to find examples from “Sinners in the Hands of an Angry God” that represent each point. End the three main points with a discussion about the Call to Response. Explain what a Call to Response is and how it was used in Edwards’ sermon. Edwards called out to his church-goers to take action by going through the New Birth in response to the downward spiral of Puritanical ideologies and not accepting Christ. Ask students to give image examples of another Call to Response. After students have attempted to provide examples, show students a picture of the famous Uncle Sam poster. Students will then make the connection and we will all go through how it was used as a Call to Response. Review how this can be used as another literary device to provide meaning and the literary form using this device can create a certain point of view on purpose.

Closing:

Close the day’s lesson with a wrap up of everything that was lectured and discussed. Ask students if they have any questions over the day’s information. Once questions are answered, give students a brief overview of what we will be doing during the next day’s lesson. Remind students that the essay assignment is due the next class period and the test over “Sinners in the Hands of an Angry God” will be given during the following class period. Allow 15 minute for students to work on their essays or ask any questions. Review “Sinners in the Hands of an Angry God” during this time.

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Activities (be sure to include amount of time for each):		
<u>Activity</u>	<u>Time</u>	<u>Materials needed</u>
1.) Discussion over literary figures and specifically Edwards' sermon – include discussion of three main points and the Call to Response.	25 min.	Uncle Sam image and visuals
2.) Essay assignment will be due the next class period	15 min.	Handout
3.) Test review	During 15 min. while working in class on essay assignment	Test review questions

Lesson Assessment (post):

Informal assessment included the discussion of all three literary figures and literary devices/techniques used to convey meaning. Three main points were discussed and students were asked to provide examples from the text for each point. A Call to Response was discussed, I provided an example of how it was used in “Sinners in the Hands of an Angry God”, and students were asked to deliver examples of their own. Students were then shown an image of Uncle Sam and asked to participate in explaining how it can be used as a Call to Response. Students who made the connection to propaganda are on the right track.

Formal post-assessments included the essay assignment and the test students will be taking the next class period. The essay assignment asked students to demonstrate their knowledge of analyzing a variety of literary works, which is one of the two overall objectives. The test will ask students to demonstrate their knowledge of analyzing the development of form and purpose along with their content knowledge of literary devices, which addresses the second of the two overall objectives for the unit. The test consists of 16 multiple-choice questions worth two points, 9 matching vocabulary questions worth two points, and 1 short essay question worth ten points. The students were also allowed the opportunity for extra credit if they chose to write the three main points in “Sinners in the Hands of an Angry God” and a one to two description of each. Half day for the next class period only allows students 40 minutes to complete the test.

Classroom Management/Adaptation Notes:

After the day’s lecture and discussions:

- 1.) Students are performing well in terms of data
- 2.) Continue positive comments
- 3.) Two students with high anxiety are worried they will not have enough time to finish the test – ask mentor teacher if I can allow them to stay after the bell to have extra time
- 4.) Students answered most of the review questions correctly
- 5.) Allow students with computer issues (i.e. students with no access to computers and work) to write their essays by hand – take note of this for future reference, should not assume all students have access to computers

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Techniques used to prevent student behavior that may negatively impact student learning included calling on only those who raised their hands to respond to questions, following up each student comment with positive feedback, and talking to individuals who disrupt class time on a one on one basis. I realized early on that bullying was an issue in the school and did not hesitate to find its way into the classroom. In an effort to prevent bullying from occurring, I started calling on only students who had their hands raised to answer questions. I found that calling on students who did not have their hands raised opened them up to classroom bullying and ridicule because they didn't have the "right" answer or they didn't have an answer at all. This was a huge negative impact on student learning especially if it wasn't handled right away.

Students would come up to me after class and ask that I not call on them unless their hands were raised because they didn't feel comfortable talking in front of the entire class. They also told me that some of their classmates would make fun of them because they took too long to answer a question or didn't provide the "right" answer, so students would say that they were too "dumb" to be in the honors class. I honored their requests and did not call on them unless they raised their hands, but I also had them come in either before or after school to have a small group discussion with me and other students in their same situation so that I would be better able to fairly measure their informal discussion knowledge.

Because students struggled with lack of confidence and anxiety, I started providing positive feedback when they would answer questions in class because the feedback would put them at ease to know that they were on the right track. I would usually go by a simple rule I learned from communication skills workshops in my sorority; I would follow up their answers with a positive point, follow it with a point that needs more guidance or improvement as needed, and conclude with one more positive point. This was highly adored by my students and several

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of them told my mentor teacher that they love that I do that and it makes them feel better about answering questions in front of their peers. I was very happy to hear this positive feedback, so I continued to do this for the remainder of my time in the school.

If anyone decided it would be funny to say rude comments to classmates or myself during class time, I would speak to that individual after class so that I would not embarrass in front of the class. I would tell them the behavior they distributed was not acceptable, explain why, have them repeat to me what the classroom rules and procedures were (which was posted on the wall), and give them a verbal warning. If the behavior continued from there, although it never did, I would have sent them to the principal and reminded them that I gave them a verbal warning the first time and explained what would happen if the behavior continued. I always followed through with what I would tell my students, which is why I believe it never got to this point.

Classroom management procedures were posted on the wall for student reference. The biggest confusion with classroom management that I saw with students was when I was inconsistent. I worked very hard throughout my time to fix this issue and remain consistent. I started a routine and I practiced that routine every day. Students finally picked up on the routine and no longer asked questions about how to format a paper for me or where to turn in their homework. They also knew to turn in homework before the class period began so they would not disrupt class time. This classroom management and procedures made the class run very smoothly and helped all of us stay on task. Students knew when and where to turn in work, what we started out the class period with, how to format papers properly for me, and why they get points taken off for not following classroom procedures. With these routines and classroom management procedures, students felt comfortable knowing what their daily jobs were and how to carry out those jobs successfully without any more confusion.

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Procedures used to accommodate different learners varied from in-class to outside of class. By this time, I knew I had two students who had high anxiety issues, several students who felt bullied and didn't want to raise their hands in class, and a few students who struggled with confidence issues. I had already set in place procedures for these students as I had previously stated: the two students with high anxiety knew to come in during the morning before school started, the students who felt bullied knew they didn't have to raise their hands in class unless they felt confident enough to do so, and the students who had confidence issues knew to come in during homeroom or after school for extra one on one time with me. During class, I would write on the board important points I wanted students to remember for those who learned better visually. I also included an image to help these students make a connection. I would tell students to take note of certain points I would mention during lecture/discussion, so they would be sure to keep on track. For those who got fidgety during class easily, discussion questions helped them keep on their toes. The kinesthetic learners liked doing homework activities and papers that asked for their opinions, which is another reason why I included the essay assignment as well. The biggest accommodation I made in-class was not requiring that everyone participate during in-class discussions. My mentor teacher firmly believed that everyone had to participate in class to receive a grade, but I didn't require students to do so. They knew the procedure for in-class discussions was that they would only be called on if they raised their hand, but I would meet with them individually or in small groups before or after school to hold discussions if they chose.

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4.4 Discuss how the contextual information and pre-assessment data were used to select appropriate activities, assignments, and resources.

There are two main contextual factors that I used in creating this unit. The first was that technology was rarely ever used and rarely ever available to the class. I wanted my students to use our class blog to interact with others and engage in learning both in and out of class. As I had mentioned previously, the blog was no longer an option to use with my class because some students took it upon themselves to mess with the computer lab desktops and ruin the experience for the whole class. When the students found out, they were extremely upset they could no longer use technology. This was a new experience for them, but now they were forced to go back to the old ways of learning. Bullying was the other main contextual factor that I dealt with in this classroom. I knew that students would feel vulnerable during this unit because it involved religion and opinionated discussions, so thankfully I had already set in place procedures to prevent or deal with bullying issues.

Student characteristics included heavy participation and mostly positive interactions with others in and outside of class. The students who were more popular (generally those from middle-high class) always sat together and always chose to work together. Because of this, I allowed students to work with partners on their activities that were assigned as homework if they were not finished in class, on the condition that they worked with someone they didn't share a table with and it had to be approved by me first. They were open to the idea and this helped them communicate with others outside of their usual social groups. This also aided in the bullying issues, since now one of the bully's friends may have worked with and became acquaintances/friends with the student being picked on.

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The pre-assessment data was taken into consideration and I had to adjust my unit as necessary. Students didn't have prior knowledge of the First Great Awakening, as I was originally told by my mentor teacher that they had, so I had to figure out how to start from the beginning and get through all of the material in two weeks, which was only 5 class periods. I found a site called Edsitement, and it was an educational site created to aide teachers in making effective lessons that flowed together well. I stumbled across this site when I was looking up information on the NCTE website and chat rooms. Since my students needed structure and lessons that flowed well together with as little confusion as possible, this site was perfect. It started from the beginning and explained what the First Great Awakening was, who Jonathon Edwards was which included an activity focused solely on him, who George Whitefield and Samsom Occom were while also including activities about them, and a final essay assignment that was suggested for assessing student knowledge about the entire unit. I used this information in discussions, and the readings that went along with the activities were assigned as homework.

Since the pre-assessment showed that no one got a score higher than a 7 out of 16, I decided to adopt this site's suggestions and use the materials to guide myself in creating the lesson plans. The site covered everything I had planned on covering and it did so in a coherent manner, so I kept the activities in order and assigned them to students after the day's lecture and classroom discussions concluded. My mentor teacher wanted more of the emphasis to be on Jonathon Edwards, so I was glad to see this site included an activity solely on him, but I added my own activity to it because my students struggled with points of view of Jonathon Edwards. I also created my own post-assessment over "Sinners in the Hands of an Angry God" to show student progress and knowledge from the pre-assessment to the post-assessment. I included the essay assignment to measure student knowledge of the entire unit as a whole.

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4.5 Provide a rationale for your instructional design.

Students learn best when being assessed in numerous ways and being provided information in numerous ways. Not every student learns the same way, so I included informal assessments through classroom discussions and formal assessments through homework question/answer activities, an essay paper, and a test that consisted of multiple-choice, matching, and a short essay question. As juniors, these students were able to handle more information in less time, extra reading outside of class, and more critical thinking questions that constantly challenged them. I know that students at this age are sensitive to social interactions, whether that be positive or negative, so I adjusted my classroom management procedures to reflect this sensitivity. Best practice in the content area I am teaching consisted of combining historical background information to literary works and figures. Literature goes hand-in-hand with history, so I know that in order to be an effective English teacher, I also need to be an effective history teacher. With English, discussions are always a huge part of class time and questions are usually open to opinions rather than “right” answers. Discussions can quickly turn into debates if not monitored efficiently. I also know that if the classroom setting allows it, best practice for English teaching, since discussions are at the center of our lessons, would be to place the class in a circle so everyone can see each other and respond during discussions.

Critical thinking and problem solving skills come into play during homework activities. Students have to read the question, review classroom discussions, class readings, and outside readings, then provide their answers accordingly. Students had to read outside of class and solve problems on their own with no help from me. They had to depend solely on their problem solving abilities to get them through new material and questions. Students had to draw conclusions from the classroom discussions and use these conclusions for their essay assignment.

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Creative thinking also played a role in cognitive procedures during the essay assignment and classroom discussions. Students had to make connections to lessons and use those connections to create their own opinions for the essay assignment. They also had to use evidence from the classroom discussions and readings to assist in their creative thinking process.

The homework activities, I felt, were engaging enough as is, but I allowed students to choose a partner who was not sitting at their table, approve the partnership with me, then work on the assignment together. This was to encourage positive engagement in learning and interaction between students. I also did this in the hopes that it would cut down on bullying. Students benefited from this positive interaction by creating new social relationships with others, communicating positively/affectively, and deepening their engagement in learning both in and outside of the classroom. By having students work with others they are not as familiar with, both students will have to figure out a way to communicate effectively using a common ground (this unit) and use their new relationship to engage in learning. Adding something new to the mix is sometimes all it takes for students to have a new found engagement in learning.

I believe that all students can learn if given the encouragement and opportunities to do so. I am really good about understanding when students are having a hard time grasping a concept, so naturally I am good about knowing what to do or how to restate things in a way that students will better understand. I know that some students are shy and care a lot about how peers view them, so I know that it is not always a good practice to call on everyone to answer a question. It is better, in that case, to allow them to come in and show you that they understand or assign individual creative assignments to let them shine. I create my lessons to be student centered and I take into consideration what will be achievable, meaningful, and motivating to this class both on a group basis and an individual basis.

Phase II

Instruction

Instructional Decision- Making

Instructional Decision-Making

The teacher candidate uses ongoing (daily) analysis of student learning and student behaviors based upon daily assessments to make instructional decisions.

Tasks:

5.1 Describe the changes you made, if any, to your lesson while teaching it and provide a rationale for the changes you made.

I originally planned to have students working on all activities and homework assignments individually, but that soon changed. Because there was such an issue with classroom bullying, I decided to break students up from their normal peer group and have them work with someone they did not sit with in class. This was optional, but everyone decided to participate. I knew I did not have to make it mandatory because this class seems to follow the “class leaders”, those students who lead the class discussions or volunteer for various tasks. Once these “class leaders” got up and started sitting with someone at a different table, the rest of the students followed suit. Each partnership had to be authorized by me before they began their homework assignments. This was set in place because I wanted to be sure that the partnership would be a positive experience for both students. I would not allow someone who notoriously bullied a student to work with that student because I knew my eyes could not be on them at all times. I chose to change up my lesson plan because I wanted students to get to know each other better and engage in learning in a new way. I also wanted to cut back on the classroom bullying, so my hope was that students would work with others they did not know as well (possibly coming from different social groups) and forming a relationship with that student. I wish I would have thought of this

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sooner because the students responded very well to the change in plans and the classroom bullying started to decrease little by little.

I had student work to grade almost every night of this unit because I knew that if any changes needed to be made, I would find out by grading their formative homework assessments. Due to the block schedule, students had two days to get work done before turning it in to me, so I had no problem assigning homework almost every night. This means I had two days myself to grade all of my classes' papers. I would take home the gradebook and the student work every night and go through my students' assignments one by one. This allowed me to make three piles of papers after I graded them. I would figure out a number that landed in the middle of the total points (i.e. if the total points offered was 60, the middle of the total would then be 30) and decide what range of papers would go with that number. What I mean to say is, if the total amount of points offered was 60, I would place all students who received a 50 or higher in a pile. All students who received 30-50 were placed in a different pile. Finally, all students who received a 0-30 were placed in yet a different pile. After doing so, I kept a record of where students fell in the piles so that I could compare or contrast as they give me more of their work. I wanted to see if they were being consistent, falling, or rising. This gave me enough feedback to know that if most of my students ended up in the middle to lower piles, I have failed them in some way and I need to go back in my lesson to clear up some points students were missing. On the contrary, if most of my students ended up in the higher pile, I knew that I was teaching effectively and we are on track with the unit. Luckily, most of the students always fell in the higher pile, so I rarely had to go back in my lesson to provide more clarification. I also plugged in student work to a graphing system on Excel so that I would have a clear visual of student progress in-case any parents questioned what I was teaching or why I was teaching it in a certain way.

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Informal discussions provide a wonderful idea of where students fall in their comprehension of the unit, but formative assessments during the unit provide clear data that allows me to decide if my teaching has been effective or if I need to make changes to my unit and go deeper into lecture/discussion because my students aren't comprehending like they should be. I also take into consideration any observations I had made during the unit, take note of it on my sheet of paper on the podium, and include that observation with my data. Sometimes I was observing the same problems students were showing through their homework assignments and sometimes I was observing additional problems. In any case, I always took to my lesson plan and made the changes accordingly so that I would remember what needed to be discussed further or what students seemed to grasp and didn't need clarification on. Data was my strongest piece of information for my instructional strategy. If the data showed student progress, I knew to keep my lessons going the way they were, but if the data showed student digression, I knew to review my lesson plans and make changes as I saw fit in order to ensure student success.

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5.2 Discuss the impact of the changes described above citing evidence or examples to support your assertion.

Students had a really hard time understanding that Edwards could display two different points of view in his sermons. Because the first sermon they read by him was “Sinners in the Hands of an Angry God”, students assumed this was his only view point. They assumed he was a mad and or evil person who just wanted everyone to do what he wanted. They also thought that by writing his sermon with the language and point of view he chose, that he only thought God was angry and vengeful, not loving and kind as they grew up learning in today’s society. I took all of this into consideration after Day 1 and included a different sermon and activity to go along with Activity 1 for Day 2 homework. I knew that they would begin to see the difference between the two points of view because it was clearly evident. Once I made this change, students came back on Day 3 and said they could see the difference in the two points of view but they didn’t know why someone would change points of view so drastically. This was perfect because I had an inkling that they would ask this question, so I made changes to Day 3’s lesson to include the different points of view of another famous speaker whom students only saw in a positive light, unlike Edwards. Martin Luther King, Jr. was brought up and we discussed points of view between the two men. Students had that “ah-ha” moment we all hope for as teachers, so I knew I had made the right decision in making the changes.

I also decided to change the homework assignments from individual work to partner work if students so chose. They knew the rules of picking a partner, and everyone abided by those rules. This took less stress off of the students to try and figure out a reading on their own because now they had a partner to assist them in the comprehension of the reading while also developing effective communication skills with a new student. I took a risk with this change in

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my lesson, but it was a successful risk because the bullying issues decreased and students were excited to come to class and receive a new partner every day that homework was assigned. I believe this fueled their need to feel accepted by their peers, so I encouraged the partnerships to grow both in and outside of class. The classroom environment, in turn, became more inviting and students who didn't raise their hands very much before started to raise their hands to answer questions in class. Students also came up to me and told me that they like working with someone they didn't know very well because it was fun to get to know them and help each other in the class. Students who came from the middle-high class began finding things in common with students from the low-middle class. This was highly successful and my mentor teacher decided to keep the idea even after I left.

The changes to adaptations for the two students with high anxiety proved to be very effective. They expressed gratitude at the end of the unit for my adaptations. The students who were bullied felt a lot better about raising their hands in class to answer questions after I made changes to the homework plans. The students who lacked confidence and felt like they needed my approval or feedback immediately were happy that I changed the due dates if they needed it because it gave them more time to think about their answers and ask questions. They were also happy that I had them do the work first then come see me if they still required feedback. This way, I wasn't as used as a crutch. They struggled with not having me there every step of the way at first, but after I made the change, they started to think for themselves and found it even more fun to do the work on their own and simply check with me later if they had an issue with a question or two. I worked very hard on keeping my lessons student centered, so if changes needed to be made, I was sure to do it immediately.

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5.3 Describe any changes you need to make for the class as a whole in the next lesson in the unit and provide a rationale for the changes you intend to make.

Additional changes for the next lesson included providing more positive feedback after students answered a question in class and allowing the students time in class to find a partner and work on their homework together. I want to change the way I interact with my students because I found that they respond better when they are given positive feedback and constructive criticism about their answers. This makes the class run smoother and it creates a safer classroom environment at the same time.

I also want to allow time at the end of the class period for students to find partners and have a little time to begin working on their homework. This way, if any initial questions come about, I am available to answer them right away. By allowing students time to work on homework in class for the last 10-15 minutes of the period, I can make sure everyone is on task and it cuts down on the amounts of people who come in to see me during or after school. Without as many people coming in to see me, I am more available for those who need extra help with catching up in class. I have one student in particular who has failed almost everything we have done throughout the unit. I meet with this student every day, but sometimes I am cut short by the all of the students who come in to ask just one or two questions about their homework. If I have more time, I can better assist students who greatly need the extra help. I will make this change permanent throughout the rest of the unit because there are some students who need the extra one on one teaching to become successful. The students who are on task and have just one or two questions are welcome to ask me, but they can now ask me during class time.

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5.4 Describe any changes you need to make for any individual or group in the class in the next lesson in the unit and provide a rationale for the changes you intend to make.

I had the data results all laid out and I realized that I had one student who was failing almost everything they had done for the unit. I decided I needed to change my unit for this student somehow, so I started using more visuals since the student said they had a hard time listening and remembering everything that was said. I began verbally stating when something was important to keep in mind, writing key concepts on the board, and using pictures to assist in the lessons. I should have done this from the very beginning, but I didn't take into consideration how important visuals can be in the classroom. The student did not know that they were the reason I made the changes to my lesson and began including visuals along with my lecture. Unfortunately, it only seemed to help this student very little and even though I changed my lessons around to allow students to ask more questions in class so I could have more time with this student, not much could be done. I chose to use visuals because the student complained of not being able to remember everything that was said and not knowing what should or should not be written down in notes. I believed that a combination of more visuals and private lessons on note-taking strategies would have made the student successful. Although the student did improve a bit, too much needed to be done individually outside of the unit.

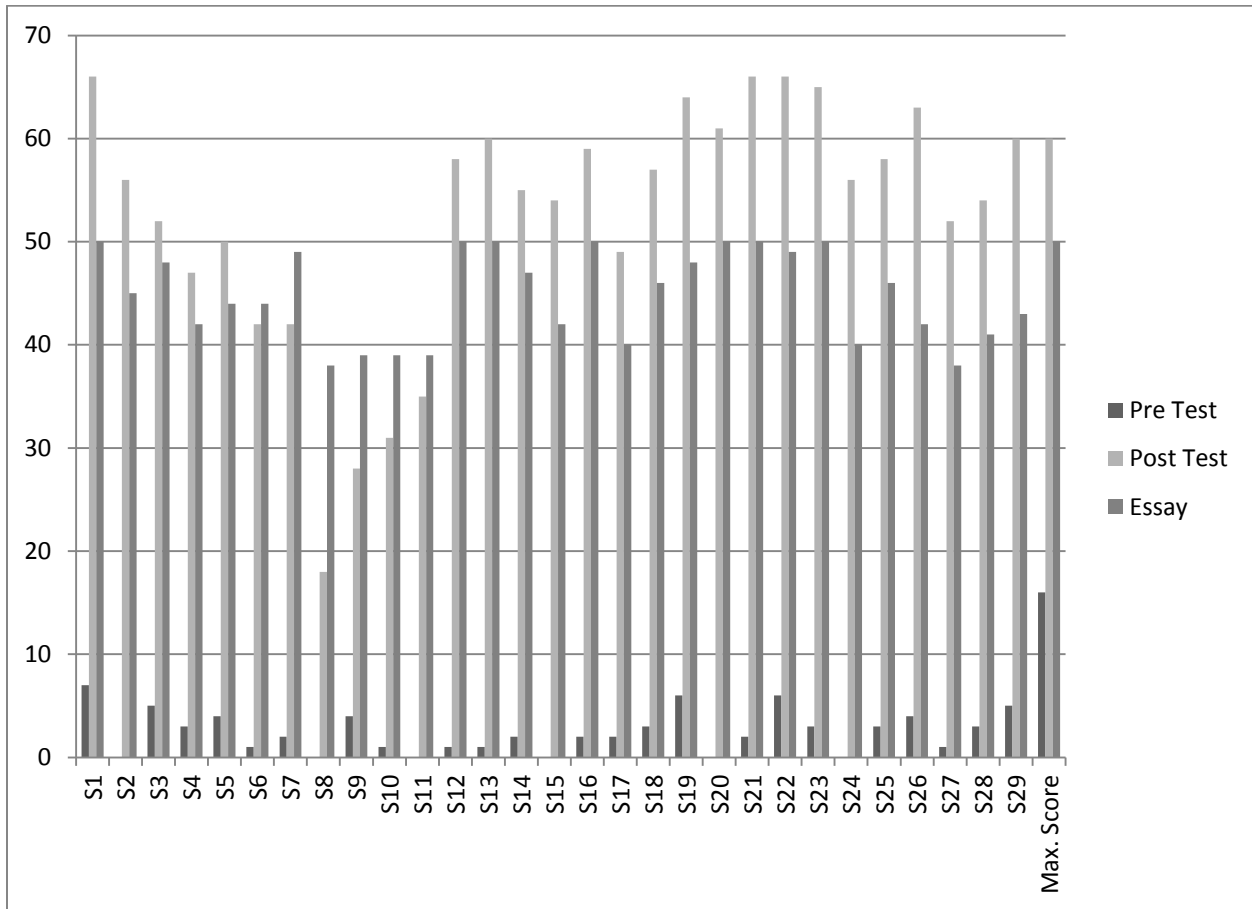
The group of students who struggled with confidence issues also had an influence on the changes made to the unit. I started moving from lecturing to discussing more often because lectures made them feel uncomfortable because they were afraid I would call on them to answer a question before they had the chance to hear what others had to say and decide whether or not they felt comfortable enough to participate.

Analysis and Interpretation of Student Learning and Performance

Christmas

Analysis and Interpretation of Student Learning and Performance

The teacher candidate uses assessment data collected from all students in the class to analyze student learning and performance and communicate this information about student progress and achievement.



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Tasks:

6.1 Describe the results of student learning and performance, using visual representations and narrative, based on your summative assessments.

The overall learning objective that required students to read and interpret a variety of literary works was the strongest objective in this unit. Although it may look as if students overall did better on the test rather than the essay, the test was worth a possible 66 points including the extra credit offered. The essay was only worth 50 points with no extra credit available. Students ranged in grades on the test from 18-66 whereas students only ranged from 38-50 on the essay assignment. Because this was an honors class, most of these students loved writing and never complained about having to write the essay or answer the short essay question. The essay assignment geared specifically towards this overall objective whereas the test geared towards the objective that required students to understand how literary elements and techniques are used to convey meaning. Students seemed to be better able to read and interpret a variety of literary works and produce an essay that proved their grasp on this objective. Students did very well on both the test and the essay assignment, but the absolute best grades came from the essay assignment rather than the test. The lowest grade on the essay assignment was a “C” and the lowest grade on the test was an “F”. This data proves that students could read a variety of literary works and provide an essay that displays a relationship between all of these works and the First Great Awakening. The interpreting comes in when students have to use their readings as evidence to support their arguments or opinions. Students excelled with this assignment and this specific objective was successfully completed.

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Students were least successful with the objective that asked them to understand how literary elements and techniques are used to convey meaning. This objective was my primary objective used to create my test. Students were not as successful with this objective as shown in the data collected. The lowest grade was an “F” and that student was the one failing everything else during the unit. The one thing that student did not fail, however, was the essay assignment. That student received a “C” on the essay because they grasped the objective covered for the assignment better than the one covered for the test. Everyone in the class improved at least a little from the pre-assessment to the post-assessment test, which was very good, but the results still showed a lack of understanding with this objective.

When I went back in the test, I could see a trend where students were missing the same questions. I then reflected on my teaching and wondered if I did not cover that material very well. I came to the conclusion that although the material could have been covered in more depth, I still went over it enough for them to know the answers. That is why I did not throw any questions out after giving the test, regardless of the grades. The test covered many different figures of speech and imagery, which was discussed on Day 1 and built upon ever since. I believe that students still struggled with what a figure of speech was in “Sinners in the Hands of an Angry God” but did not voice those struggles to me in the class. Another reason could be that students perhaps understood what literary elements or techniques were, but they did not understand how they could be used to convey meaning. In any case, the scores still remained high for the test, with most students scoring a “C” or better. I was happy with the results and kept in mind that next time I will have to make sure to ask more questions in class geared towards objective knowledge rather than content knowledge.

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The adaptations I made to this unit included moving from lecturing to more discussions, allowing students time in class to ask questions, and providing visuals to assist with my lessons. Once I moved to more discussions and less lecturing, students with confidence issues were able to hear what other peers had to say in class first and decide whether or not they felt comfortable enough to participate in the discussions. This took less pressure and stress off of them and allowed them the opportunity to express their opinions in a safe classroom environment.

I changed my lessons so that I would allow students 10-15 minutes at the end of each class period to find a partner to work with and ask questions regarding the discussions or homework readings. By doing this, I was able to spend more time with individuals who desperately needed more one on one attention like the student who was failing everything and the two students with high anxiety. The three individual students slowly started to raise their grades, so the extra attention was successful. In the end, two out of the three individuals passed with flying colors on both post-assessments and the other one passed one of the two post-assessments. This showed their mastery of the objectives, which was overall successful for these individuals and most likely would not have been if I didn't have the extra time to devote to their individual needs.

The individual student who needed more visuals to learn the objectives and content was the same individual who failed one post-assessment but passed the other. I went back in my lessons and found that I had used more images to discuss various literary works and used the images as an aide to interpret their meanings. This individual showed success with the objective I used more images with, so in the future, I will be sure to include more visuals and images in my lessons for all of the overall objectives being taught, not just one. I did a disservice to this individual by not providing what they needed to be successful.

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6.2 Analyze all student data to explain progress and achievement toward lesson objectives and ILS benchmarks.

I think the biggest indicator about my students' learning did not necessarily come from the data, but rather my post-assessments. What I mean is, students in this class tend to show comprehension and understanding of content and objectives much better through written thought, not multiple-choice or matching questions. The data showed that students excelled through their writing and not so much through their test taking. This could also be because students had more time to plan out how they could demonstrate objective and content knowledge successfully rather than being given a test that slapped a time restriction on their thought process. I believe that students learn more, have an opportunity to prove what they had learned, and perform better on essay assignments because they have plenty of time to think through how they want to execute their thoughts in written form. A lot of students in this class were nervous going into the test because they knew they only had 40 minutes to prove their knowledge. Students perform better when they are given a post-assessment that does not require them to spit out as much as they can possibly remember in one class period.

Considering that only one student received a 7 out of 16 on the pre-assessment and everyone else scored below that, I am very happy with the end results of the unit. Students had little to no prior knowledge about the First Great Awakening or any literary figures during that time. To go from mostly low scores to mostly high scores was very rewarding for me and my students. Because the scores were mostly high for both post-assessments, I could safely say that most of my students proved an understanding of both overall objectives for this unit. The leaps in the data from pre-assessment to post-assessments are sharply raised to reflect student knowledge of the overall objectives they have mastered from beginning to end.

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6.3 Provide an interpretation of your results and discuss the implications.

I touched a little bit on student learning and performance and how they can be more successful by using essay post-assessments rather than tests. In addition to this, I also believe that student learning and performance was enhanced by allowing students to work with others as well as working individually to meet an objective goal. I do not think that students should always work individually or always work in groups because I don't feel like their learning and performance would be raised. In order to create an effective unit that displays student progress from beginning to end and student mastery of overall objectives, I made my lessons student centered and took into consideration individual or group needs and adjusted my lesson plans as necessary. I believe that because I did this, student learning and performance was raised high during the post-assessments.

My lesson plans were always changing to reflect student needs. Had I not taken student needs into consideration and changed my lessons around, I don't believe as many students would have mastered the overall objectives and content matter. In the future, I plan to continue this and work harder to ensure that every single student need has been met during the lessons and outside of the classroom. I failed the student who needed more visuals and images to learn the objectives, so I do not want to repeat that. I also plan on having students work with partners they do not know very well and individually to keep the atmosphere fresh and bully-free as best as possible. For the low performing students, which I did not have many of, I would set up time frames before, during, or after school to meet with them individually or in small groups and keep this time frame set for each week. This way, this time is set aside solely for individuals who are low performing so that they can have my undivided attention and one on one interaction with feedback.

Phase III

Post-

Instruction

Reflection and Self- Evaluation

Reflection and Self-Evaluation

The teacher candidate reflects on his or her instruction and student learning to improve his or her teaching.

Tasks:

7.1 Discuss your implementation of this unit in terms of its impact on student learning in light of the major schools of thought that you previously discussed under contextual factors.

Student characteristics such as high anxiety and low confidence were big in terms of what I needed to do to adapt and make changes to what I thought was a very well written out plan of attack. I had to take a step back several times and adjust my unit to address all student needs. Consistently, I had to make changes during the unit and outside of the classroom in order to ensure student success for this unit. The time restraints I had for this unit did not help the students with high anxiety or the student who was failing nearly everything because they all didn't have the proper time to let information sink into their long term memories. These students were learning just enough to get them through the homework assignments, essay assignment, and test before I started spending time with them outside of school. I believe that with these student characteristics, a unit covering so much material should not be condensed to two weeks. It is too much information for these students to handle in such a short amount of time. Other than the time restraints of the unit as a whole, these student characteristics benefitted from more time outside of class, more time to get homework done if necessary, and slowing my lesson plans down so that I am focusing on just a few things a day. This way, students did not feel so

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overwhelmed and mystified by the information coming at them. The bullying came to a halt as well, due to having students working with others they weren't best friends with. This created a safer classroom environment where my students with high anxiety or low confidence could speak in front of peers for once and not feel criticized for doing so.

Content mastery was well displayed through both post-assessments. Both showed grades for every student at mostly a "C" level or higher for the overall objectives and content. Students enjoyed this unit because it was open to opinions and included aspects of religion, something that was very important to a majority of my students. Once the classroom became a safer environment for learning, more students would jump in to answer content knowledge questions during the discussions. Students were given extra reading outside of class by other literary figures in an effort to allow students the opportunity to tie all literary figures together under the First Great Awakening. This assisted students in their content knowledge by asking them to read on their own, interpret the reading on their own, and answer content based questions on their own before discussing it in class. Although some students were incredibly frustrated by this, a lot of students enjoyed taking charge of their content learning. This made learning fun for most of the students in the class and it was challenging enough for an honors class. I would not have done this in a general education setting.

Daily objectives and overall objectives were well met by students, especially in the post-assessments. I stuck with two overall objectives for the entire unit because I knew I had roughly 5 days to guide students on how to master the overall objectives, daily objectives, benchmarks, and content knowledge. I did not want to include more than I believed I could handle and my students could master within the time restraints. Each activity was given specifically to determine whether or not a student had mastered the day's objectives or not. I used the data from

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the assessments to adjust my lessons if needed. I was very good about collecting students' work and grading the work the night I received it and allowing the next night to make changes if the data was not where I thought it should be. From the pre-assessment to the post-assessment, students seemed to understand content and master objectives at their grade level successfully.

The benchmarks went pretty much hand-in-hand with the objectives for the unit. If the students struggled with proving their mastery of the objectives, students were also struggling with their mastery of the benchmarks. Benchmarks were what I used to pick the activities for the unit. The site I found included activities that I thought went along with my benchmarks I had planned out, which was another reason why I chose to use the site. Throughout the unit, students picked up on the benchmarks and objectives being taught and provided completed activities that demonstrated the understanding of the benchmarks, objectives, and content. I had students analyzing literary works by assigning the extra readings outside of class and having them tie everything together in an essay assignment. I also had students analyzing form with Activity 1, which asked them to find imagery, metaphors/similes, planned repetition, and parallelism in both of Jonathon Edwards' sermons. These assignments went right along with the benchmarks chosen for this unit.

Students struggled with anxiety issues, as I have mentioned. They did not feel like they could get everything done on time and they worried since Day 1 about the test. In order to keep these students on track and not feel so overwhelmed, I scheduled time in the mornings to meet with them and go over the information at a slower pace. These students benefitted from this and proved their mastery of the information in their post-assessments, with one student receiving an "A" on both post-assessments and the other receiving an "A" on one and a "B" on the other. These students also felt confident enough by the end of the unit to raise their hands in class.

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A lot of my students experienced confidence issues during the unit and I had to combat this by allowing students to work with partners they were not best friends with. By doing this, students were encouraged to take charge of their learning and engage in the learning process in a whole new way, simply by working with someone they did not know as well. This cut down on the confidence issues and soon, the classroom environment felt a lot safer to students and allowed these students, who were afraid of being bullied or made fun of for their answers in class, to raise their hands and participate in classroom discussions. I also met with these students during or after school to go over homework or class discussion questions if they did not feel confident in their answers. I had these students do their work before coming to see me so they would not be using me as a crutch, but rather a guide. The success of these students was shown through post-assessment results, with none of them scoring below a “C” on either assessment.

The biggest insight into student learning and motivation I had was providing positive feedback immediately to students who attempted to answer questions both one on one with me or during class discussions. Students felt more confident in their answers if I followed up each answer with a positive comment. Many students approached my mentor teacher and told my mentor that they felt better answering questions when I would smile and encourage their answers with positive comments and constructive criticism. This was a skill I worked hard on and it paid off. Student motivation is still something I struggle with at times. Although my positive comments after student answers were embraced by students and encouraged them to participate more often, I still had a hard time with figuring out how to motivate everyone to engage in the reading materials. Some students did not want to read after learning about “Sinners in the Hands of an Angry God” because they were so annoyed with Edwards’ use of imagery and point of view. They almost shut down and did not want to read anything else.

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I have since learned that in order for me to be a better teacher, I will have to spend more time on point of view and linking work that may make students upset or angry to pieces of work that are more relevant to them. I attempted to do this with the “I Have A Dream” speech, but there were still some students who couldn’t let go of their initial opinions of Edwards’ sermon. I also realized that student learning comes at all levels. I did not initially prepare to spend so much time with individuals or small groups outside of the classroom because I thought I had everything adapted and well thought out on my original lesson plans. Now I know that each student learns differently and if I don’t allow time outside of the classroom to devote to struggling learners, I would have failed them as a teacher. I will figure out times I can be available for extra help and stick to those times throughout the year, no matter what unit I am teaching. This will allow my students to become more successful both in and outside of the classroom. I will also develop better relationships with the aides and special education teachers in the school because they are there to help struggling learners just as much as I am. They also know more techniques to assist in student learning, so I can become a better teacher using their knowledge in my own classrooms.

*Note – The site used for this unit, Edsitement, can be found at:

<http://edsitement.neh.gov/lesson-plan/first-great-awakening#sect-introduction>

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7.2 Discuss what you learned about yourself as a teacher.

My teaching/leadership style is effortless. I was used to holding leadership positions in high school and college, so leadership tends to come naturally to me. Teaching also seems to come naturally to me. I knew what it was like to have bad teachers and good teachers, so I took what I liked from the good teachers and built on it while I made note of what the bad teachers did so I would not repeat the same mistakes in my own classroom. I got excited to go to work every day because teaching is fun for me. I like getting to know my students, going to their extra-curricular activities, and supporting their learning in my classroom. I think my strongest aspect as a teacher is my ability to understand what is important to students and how I can support them in all aspects of their lives. Students wanted to do the work, participate, and come to class every day when I made the effort to support them outside of the classroom as well (i.e. going to football games, helping out with the marching band, or co-choreographing the dance team). I am also more of a laid-back teacher when students were used to teachers breathing down their throats at all times. Because I was so laid-back, students became more relaxed. This less tense atmosphere was a better learning environment for everyone.

Classroom management was usually not a struggle for me. Because I was more laid-back, I could switch the tone of my voice and students would listen immediately. Some teachers in the building yelled all of the time at their students or got on their students for every little thing. I quickly saw how negatively students responded to this and I decided to be more laid-back and soft-spoken. This way, if I got upset with how students were conducting themselves, I only had to switch the tone and volume of my voice to get their undivided attention. I didn't have to yell or scream and the class quickly shaped up and the mistake was rarely ever done again. My

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mentor teacher complimented me on this classroom management skill. I knew when to be firm and when to be relaxed, which is sometimes hard for teachers.

I did not have an effective routine set in place at first, so the class was in a state of confusion every time they had to write a paper or turn something in. I quickly decided to take time out of class to explain to students that all work done for me must be given to me and not placed in their class tray. I also explained that all papers must be formatted a certain way if they are done for me. After the routine was set in place following these explanations, students were no longer confused. I should have done this since the very beginning, but I know now to do that when I receive a teaching job. This created less chaos, took away less time during class time, and made the class run more smoothly. Students also knew that the routine for each day was to turn in any work that was due that day at the beginning of the class period, take out a sheet of paper and a pencil for notes, lecture began the day, followed by discussion, ending with classroom activities and wrap/up questions. This routine was practiced every day and students were ready to go when the bell rang.

Students behaved fairly well besides the classroom bullying. I realized what I needed to do to stop the bullying, so I took the risk of having students work with others they didn't know. The risk paid off and the classroom bullying came to an end after the first week. This was an honors class, so students wanted to do their homework and get good grades if not for themselves, then for their parents. After the bullying stopped, students were more supportive of others during classroom discussions, which allowed for more students to participate. I saw that if I treated students with kindness, caring, and respect, they were usually very good about returning the gestures. I also learned that if I took the time outside of class to meet with struggling learners, they were grateful to have a teacher who understood their issues and handled them with care.

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My greatest strength as a teacher is the understanding that some students will excel with assignments while others will struggle. I am very good about knowing where my students are coming from when they get frustrated or feel beaten down by tough assignments. I struggled as a student in high school and college to understand some assignments and I remember what it felt like to feel hopeless. Because of this, I am very good with rephrasing what I have stated in a way that struggling learners can understand. This is usually done one on one or in small groups outside of class. I take great pride in this teaching skill and will continue to build on this as I become a full time teacher. I know how effective extra time devoted to students can be, so I made sure to always offer my services in and outside of the classroom. It is up to the students to decide whether or not to receive my help. The students who did decide to come in were successful with this unit. That included all of the students who had confidence issues and the two students with high anxiety.

I need to work on improving my adaptations and looking over more materials about how to assist students with special needs. I am usually very good with assisting struggling learners, but there is a difference between struggling learners and students with special needs. I don't feel like the special education courses we took on campus were enough to understand how to adapt lesson plans for students with special needs or accommodations. Luckily, the school I student taught in had aides and special education teachers who were devoted to not only helping their students who were diagnosed with special needs or accommodations, they were also very welcoming to students who were undiagnosed but wanted assistance. The two high anxiety students were a handful for me. I knew how to handle high anxiety if they were my patients because of my Western EMS background. As far as how to handle it as a teacher, I was lost. I found it hard to understand what they really needed me to do in order to help them be more

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successful. I asked one of the aides to assist me in my adaptations for these students and the aide was more than knowledgeable about how to handle the situation. The aide suggested that I spend time with just the two of them together, go over material at a slower and cleared pace, make sure they take notes of the information and when assignments were due, and check up on them every day. The aide also suggested that I hold mini discussions with the two students so that I could measure what they are taking away from class. I noticed a trend of what they remembered and what they had a hard time with, so eventually, I started making changes to my lesson in class to reflect their learning styles. I would not have been able to do all of this without the aide, so I will be sure to immediately speak with the special education teachers and the aides in my school to form a plan if such issues should arise.

This also proves my commitment to becoming an effective teacher because I went out of my way to seek help when I knew I needed it and used the helper's information to make changes in the way I teach so that my students may be more successful. I not only worked during my 7 hours of the school day, I also worked at least 5 hours every day after school grading papers, meeting with students, going to extra-curricular activities, and making adaptations/changes to my lesson plans to ensure student success. It is a very time consuming and demanding job, but if done right, it is also very rewarding. I started to utilize the NCTE website and chat rooms more because they were effective tools in my commitment to becoming a better teacher. I do not claim to know everything there is to know about teaching, so I have no problem looking up additional resources to help me understand how to teach and what to teach. I had to organize some things I enjoyed doing in my personal life to fit the time it required to ensure student success in my professional life. I believe every effective teacher finds the right balance between professional and personal, which in turn makes for a better educator and role model.

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7.3 Reflect on possibilities for your own professional development.

My strength in understanding student hardships can be utilized to assist in student learning both in and outside of the classroom. Instead of presenting hard topics or points to the classroom in one way, I could use multiple modes of learning to express the same topics/points. I could use visuals, images, PowerPoints, blogs, audio recordings, movies, or anything else I could think of to assist in the learning process. Perhaps by using multiple means, students will understand the topics/points better and the information will end up in their long term memories. I can also use this strength to build a rapport with struggling students so that they will feel comfortable coming to me for help.

I am also very good with building student confidence in the classroom. I remember how good it felt to have a teacher give me positive feedback in front of all my peers and I also recall that by the teacher giving me positive comments along with constructive criticism, I wanted to work harder for that teacher. These students were no different. They thrived on the positive comments and took the constructive criticism as a positive challenge to work hard and provide a better answer the next time they participated. I also knew that a smile went a long way in the classroom. Not everything had to be so serious, and I picked up on this with my students. I found out that if I smiled and showed how enthusiastic I was about the material, students began to smile more and feed on my enthusiasm. I saw how effective role modeling could be because whatever I did, students seemed to follow suit, whether that be positive or negative.

As I have previously mentioned, the area I need most improvement in is my adaptations for students with special needs or accommodations. I intend to strengthen this area by reading more materials about special education, special needs students, and how to develop adapted

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lesson plans, speaking with special education teachers, developing a relationship with the school aides, and managing IEPs better. I felt lost when I didn't know where to begin with the two students who had high anxiety. My hope is that by refreshing my memory about how to include IEPs, write accommodations, and teach students with special needs, my teaching will become stronger and more effective. I didn't think I would have any issues like this in my honors class, but I know now that is never safe to assume. I realized during this unit how important and under-acknowledged special education teachers and aides are. I would not have been as successful as a teacher without the school aide. I also plan on attending special education workshops that are offered all over the state. I had the opportunity to go to some of these workshops while in college, but I didn't think I would need to attend them because there were special education teachers and aides to handle students with special needs. I was so far beyond mistaken to ever think this. I regret not attending these conferences and workshops because I believe they would have provided me with more information I desperately needed. I will look online and keep an eye out for these workshops and conferences because I know I will need the information to become a better overall teacher in the future.

I recently renewed my membership with NCTE so I can utilize the information on the website to assist in my professional development. I also intend on furthering my education once I have gained a few years of experience as a teacher. I plan on going back to school to take more classes and eventually receive a master's degree in education. Taking extra classes will keep me up-to-date on what is changing in the education world and what I can do as a teacher to further my students' learning. This will positively impact student learning by providing me more content and pedagogical knowledge to instill upon my students and a plan to build upon student success.

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Western Illinois University
Teacher and Professional Education Program

Western Teacher Work Sample Signature Page*

Date Submitted: 12/6/13 Major: English Education

Name: Caitlin Christmas Student Number: 908-31-6465

Permanent Address: 5909 Bunny Avenue, McHenry, IL 60051

WIU Student Teaching Supervisor: Ben Bishop

Mentor Teacher: Susie Lafary

Student Teaching Placement (School and District): Lewistown High School District 97

WTWS Grade Level(s): 11th Grade WTWS Content Area(s): First Great Awakening

I affirm and testify that all materials included in this teacher work sample were completed by me. I understand that submission of materials identical to those of another teacher education candidate constitutes academic dishonesty and may lead to dismissal from the teacher education program.

Date: 12/6/13

Student Teacher Signature: _____

I give permission for my teacher work sample to be used, without my name identified, as an example for the benefit of teacher educators and future student teachers. I understand that excerpts from my teacher work sample may be posted on a website, presented at a conference, or appear as part of a written publication.

Agree: Yes Disagree: _____ Date: 12/6/13

Student Teacher Signature: _____

I affirm that events described in this teacher work sample represent an accurate depiction of the events that took place during the teaching of this unit.

Date: 11/7/13

Mentor Teacher Signature: _____

*Adapted from the University of Northern Iowa Teacher Work Sample Cover Page; 6/16/09