



The Conjurer by Hieronymus Bosch, 1502

MAGICAL ME!

A UNIT EXPLORING PERCEPTION

This unit is intended for third and fourth grade academically and intellectually gifted students. It was created for Durham AIG Spark Camp, 2017, but is appropriate for classroom and small group use with gifted students. Created by: Amanda Rakes, 2017.

II. Introduction (suggested length: 3 – 5 pages)

In this section, provide a brief overview to the unit. Include the following sections:

1. Rationale

In this unit, students will be exploring the concept of perception. Perception affects students in their daily lives, can provide an explanation for some of their outlooks, and plays a large role in the world around them. This concept can prove challenging and broad, allowing students room for exploration and meaning making. This is an important concept for students to understand because it will affect their own outlook as they learn and grow, as well as helping them to understand the outlooks of others. Perception is a strong factor in how people make decisions, see the world, and approach new situations.

There are many important skills in this unit, but there are a few that stand out. One of the skills expected throughout this unit is that students be able to conduct research and use various sources of information to gather information, draw conclusions, and create products that display their learning. Conducting research using sound sources is an important skill that students will use throughout the rest of their educational career, as well as in their adult life, be it through their choice of career or just in their everyday life. Students are also expected to use what they've learned to create unique learning products that can take a variety of formats. This is an important skill because it requires students to evaluate how the information and skills they've learned can be best presented. It also requires them to be creative and take risks. Making a choice about what format their product will take requires students to personally reflect on their strengths and how they can use them to engage and inform an audience of their peers. Another skill students will be developing with this unit is collaborating with their peers to answer questions, conduct research, and create their presentations. This is vital in their success in school and their personal life. It is important for students to be able to collaborate effectively with their peers in order to be successful in the classroom, socially, and later in their ability to secure a job and be successful in their career.

The content in this unit includes a lot of information and ideas that students may not encounter in their regular education classroom. They will learn about the social implications of perception, especially as it relates to

magic. This includes historical figures, religious points of view, historical points of view, and current figures in the field. Students explore art, articles appropriate for 5th and 6th graders, and the Salem Witch Trials (American History that can be covered in fifth grade or beyond). These add complexity to the concept of perception because they require students to push the maturity and depth of their thinking. The focus on learning magic tricks and illusions goes deeper than just watching videos and replicating them. Students have to think about the thought process behind the tricks, how they can modify them in order to wow their audience, and how their audiences' perception can make or break their show.

2. Differentiation for Gifted Learners

Process: This unit was created using lesson plan types that are tailored to the needs of gifted learners. Each of the lesson plans are designed to engage and challenge third and fourth grade students that are of higher ability than is generally seen or expected for their age. Within each lesson plan, there is a focus on asking questions that are higher-order and rigorous as a means to help students explore the content and make meaning. Each question was carefully considered in terms of order, thought level, connection, and type. Many times, if questions are not planned, they can end up being mostly lower level and recall. However, in this case, because the questions were planned beforehand and using Costa's levels of questioning, I ensured that they would challenge students to thoughtfully consider the content, as well as facilitating deeper, more mature discussion and learning.

Content: The content of the second lesson was based on the Salem Witch Trials and how the events leading up to and surrounding them were affected by perception. The content that we cover may have been too difficult in a typical third or fourth grade classroom, but is appropriate for these learners. Not only are students learning the historical facts surrounding the trials, but they are drawing conclusions about what lead to those events, making inferences about the different people involved, and connecting the events to the legal system in our country today. In order to learn the content of each lesson, students work with sources that were above their current grade level, but appropriate for their ability level. They complete questions to accompany each piece of the research sources and participate in discussion with a small group and whole group.

Product: In order to show their learning, students create a variety of products that require them to consider their own perceptions, perceptions of those around them, and perceptions of people included in the lessons and videos. They have a choice in their products, allowing for creativity and providing the challenge of choosing a way to present that will be the most beneficial to show their learning. I also made sure that each product is open ended, so students are not simply regurgitating information they learned, but are instead being required to think deeply and make meaning of their learning in order to transform the information into something that reflects their own thinking.

Learning Environment: The learning environment provides students with a lot of freedom and opportunity for discussion and self-expression. They also have the unique opportunity during Spark Camp to work with peers who are of the same or similar ability level as them, which facilitates deeper discussion, more challenge from the opinions of others, more chances to consider and challenge highly developed ideas, and a place for them to express their ideas and thinking to other people in their own age bracket who will be able to relate to and understand them.

3. Describe the population of gifted children for whom the unit is intended.

This unit is originally intended for third and fourth grade students attending Spark Camp, however, it is appropriate for third and fourth grade gifted students. This is not a gender based or biased unit, and should appeal to students of both genders, as well as any race. Students that participate in this unit would obviously be most engaged if they have an interest in magic and the history of magic, especially as it relates to them and their own ability to “do magic.” I expect that students who are interested in a lot of the literature for young adults involving magic, especially Harry Potter, would enjoy and gain a lot from this unit. Socioeconomic status should not affect a students’ ability to be successful with this unit or the activities required because discussion and background are built into the lessons to create an even playing field. I noticed during Spark Camp that almost all of the students that participated had read all of the Harry Potter series, but they did not have an advantage based on that. I felt that it just showed their interest in the content. Students would need to be able to think deeply in order to interact with some of the articles, art, and the concept of perception. I also expected a

higher level of intellectual maturity, especially in the Salem Witch Trials lesson, in order for students to be able to interact with and understand the content. I also expected that the students that would benefit from this unit would need challenge and depth in order to remain engaged and to really create outstanding products with creativity.

III. Goals and Outcomes

1. *Content Goal:* To develop a better understanding of the role of magic throughout history and its current place in our society.
 - a. Identify and learn about historical figures in the field of magic and why they are important
 - b. Conduct short research and reading to understand magic in the context of history as well as our current society
 - c. Apply learning to evaluate how the perception of magic has changed over time, as well as factors that influence society's perception of magic
2. *Process Goal:* To create products and presentations appropriate for a given audience based on research and reading.
 - a. Creatively apply what has been learned in order to create an appropriate product or presentation to effectively display new learning
 - b. Consider audience in order to create a successful, engaging presentation
 - c. Make meaning of learning in order to make a presentation or product that effectively represents individual understanding
3. *Concept Goal:* To develop an understanding of the concept of perception
 - a. Understand the definition of perception as it relates to people's outlooks on life.
 - b. Make inferences and draw conclusions about the perceptions of others in specific historical and literary situations.
 - c. Through research and literature, use an understanding of the definition of perception to reflect on how perception affects people's opinions, interactions, and life experiences.

- d. create presentations that are appealing and engaging to a given audience based on an understanding of perception

IV. Assessment Plan

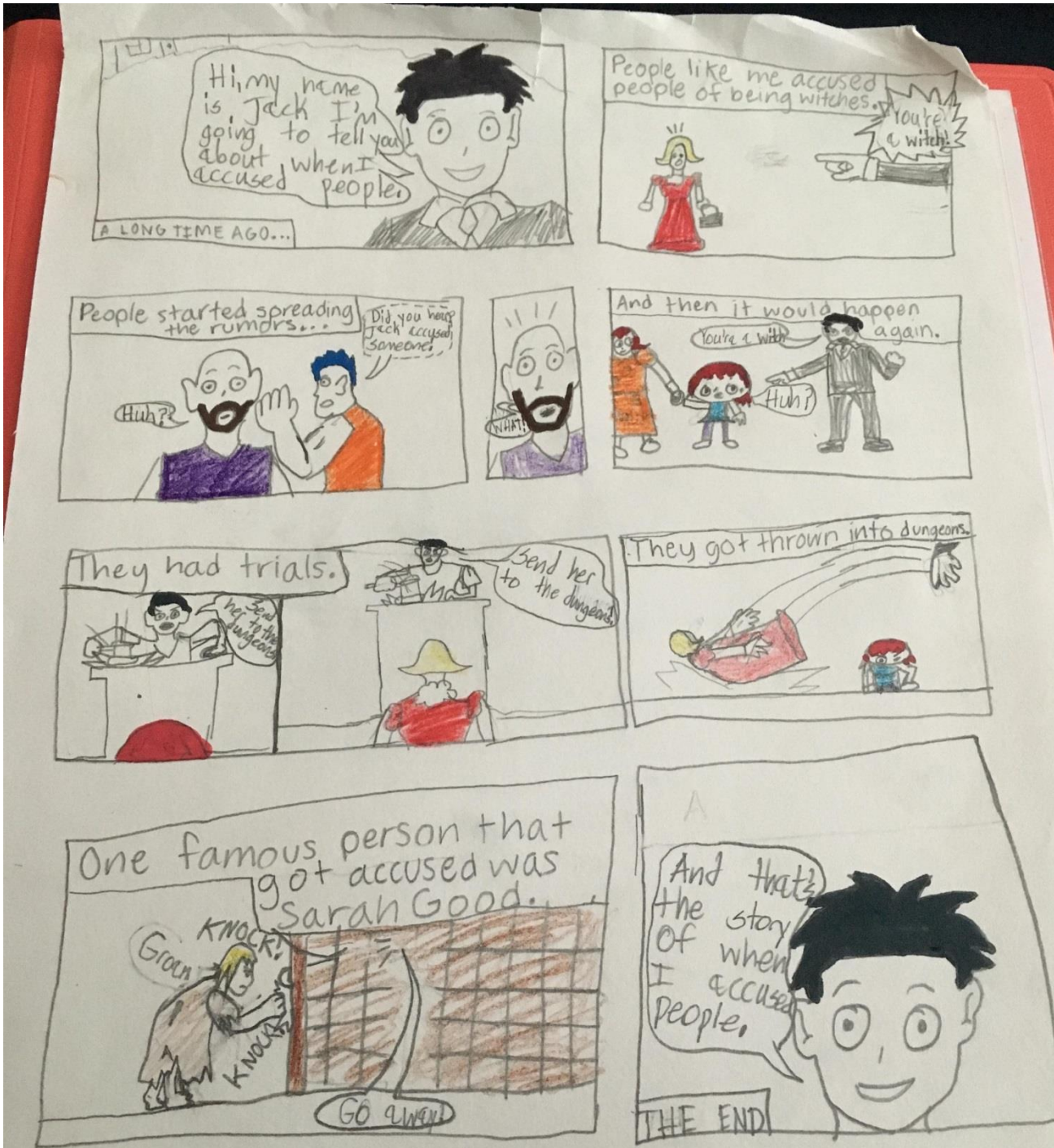
Lesson Plan 1 Assessments:

This lesson uses several different activities that can help me informally and formally assess students, both throughout the lesson and in conclusion. To begin the lesson, we will work on a KWL chart that students will add to throughout the lesson. They will then use the KWL chart at the end of the lesson to help with their independent formative assessment. Throughout the lesson, students will be recording their ideas and learning on a graphic organizer that will give me an idea of what they are learning, how they are relating their learning to their perceptions, and how they are using the definition of perception to explore the materials and the role of a magician. They then will create a product that shows how their perception changed from the beginning of the lesson to the end of the lesson with a focus on what perception is and how it affects their understanding of magicians/magic. The students will choose the type of product they create to allow for creativity and personal reflection. The product will require them to answer the lesson essential question so that I can check for understanding of the lesson before moving on the second day.

Lesson Plan 2 Assessments:

This is a questioning lesson. Throughout the lesson, students will be answering written higher order thinking questions that I will be able to look at as I move throughout the classroom to check for understanding. I will be able to see if students are interacting deeply with the text, drawing conclusions, making inferences, and able to answer higher order thinking questions. All of this will allow me to see if they understand the role that perception played in the Salem Witch Trials. Then, to end the lesson, I will be asking students to put themselves in the role of either accuser or accused in order to personally relate to the material and create a product that tells their story. This formative assessment allows me to see what students learned about the causes and effects of the Salem Witch Trials, the perceptions of people on both sides of the fence, and their overall understanding of how peoples' perceptions influenced their actions during that time period. The students had a choice in the format of

their product. The product is a group project. An example of a comic strip written by two students to show their perception of the actions of an accuser is attached.



Written by Peyton Jones, Illustrated by Kingst Robert
(We both came up with the ideas)

Lesson Plan 3 Assessment:

The Taba lesson assessment asks that students create a poster to show their understanding of what a magician is, what they do, how they are successful, and how they influence the perceptions of the audience. This will culminate their learning in the lesson, because they had to take the reading about how to become a magician, choose words and phrases they felt were important, and make meaning of the words and phrases and their relation to magic by creating groups of related words after determining the criteria for each group of words. After students create their posters, they are posted throughout the room and students complete a gallery walk.

Lesson Plan 4 Assessment:

The assessment for the last lesson is a performance task that serves as a summative assessment.

Performance Task

Congratulations! You've worked all week to learn new tricks and illusions, and now its time for you to be the magician! You've been requested to perform a magic show at a birthday party! The parents have specifically requested you because they know that not only have you learned new illusions, but you've learned the science behind them so you have the ability to start being even more creative. For the magic show, the parents would like you to keep a group of 5 kids interested for 15 minutes. The children will be ages 5-8 and are excited that an older kid is going to be showing them exciting new tricks. Make sure that you have enough tricks up your sleeve to keep them entertained for the entire fifteen minutes. You can use illusions you've learned throughout the week, illusions you've found through research, and even illusions you've created yourself. The sky is the limit! Just make sure that your illusions will be perceived as pure magic to these kiddos! Remember, true magicians have their performance all laid out. They know what they'll wear, what they'll say, and the order that they will perform their illusions in in order to create the biggest effect. Don't forget that sometimes props and visual aids go a long way. Parents have given you a supply of materials to use and expect you to determine which will be most useful in your show. Remember to choose your materials and methods with the perceptions of your audience in mind! These parents are expecting you to wow their kids and keep them interested! Now, let the show begin!

As students create their shows, they are displaying what they've learned about what a magician is and what they do, as well as how they can manipulate the perception of an audience in order to get a desired outcome. In order to do this, students have to have a strong understanding of what perception is and how it affects a person's experiences and opinions. It also shows what they learned throughout the week about a magician's craft and how their perception of what a successful magic show is has developed.

V. Lesson Plans

TEACHER NAME		Lesson #
Amanda Rakes		1
MODEL	CONTENT AREA	GRADE LEVEL
Bruner	Writing	4 th grade
CONCEPTUAL LENS		LESSON TOPIC
Perception		Magicians use specific tools, methods, and skills.
LEARNING OBJECTIVES (from State/Local Curriculum)		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Perception influences understanding.		How does perception influence understanding?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • Research can be conducted using many different sources. • Opinions, inferences, and ideas can be supported using research. • Reflection is an important part of forming opinions and drawing conclusions and we can make necessary revisions in light of new information or research. • Students will know that perception is a way of regarding, understanding, or interpreting something; a mental impression. (according to Merriam-Webster) • Students will know how their perception of things can influence what they learn. • Students will know the definition of a magician and how this relates to their prior understanding of a magician. • Students will know how their prior experiences and their experiences with different sources of information can influence their perceptions. • Students will know that perception influences the way that they process and understand new information. • Students will know what an illusion is as it relates to magic. They will also know how illusions, magic, and perception relate. 		<ul style="list-style-type: none"> • Students will use research to investigate different aspects of the topic. • Students will be able to use information they’ve learned to draw conclusions and form opinions about a topic. • Students will be able to support their opinions with facts from reliable sources. • Students will use analysis, reflection, and research to provide evidence of their understanding.
GUIDING QUESTIONS		
What questions will be asked to support instruction? Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
What is perception? What is your perception of a magician? What kinds of things do you think have formed this perception? (of a magician) What is research? How is it useful? What are some examples of sources	How do your perceptions change with each experience? How is your perception of the experience the same as or different from the other people in your group? Why are the perceptions of the same station different from one group	How does perception influence understanding? How did your perception change with each new observation or source of research? Specifically, how do you think science influences magic based on your experiences with the different stations? How does our perception of magic affect our understanding of what a magician is?

<p>we can use to do research? What is the difference between a reliable and unreliable source of information for research? What is observation? How can the observations I make through research build on my understanding or change my perception of what a magician is or does?</p>	<p>member to another? What does your observation or research tell you about a magician's skills or methods? How does what you've already seen affect what you think you'll see next? How do the observations you're making affect your perceptions of a magician?</p>	<p>How can a magician be related to or perceived as a scientist? How does our perception influence what we learn? What changes have you made to your perception of what a magician is after using different sources to research and investigate? How do you think the changes to your perception will affect your ability to create a magic show throughout this week? How might your perceptions make your show different from those of the other members of your group?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
	<p>Students will be learning through hands-on, higher order thinking activities that allow them to draw conclusions and make connections in order to create new learning.</p>	<p>Students will have a choice of product that will show their reflection of their initial perceptions and how those changed or stayed the same.</p>	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect- I will begin with a card magic trick for students. I will not explain what I'm doing, but I will ask students to shuffle the cards, and participate in the trick. I will show them the trick a couple of times so that they can see it work with a different student/card each time. Then, I will give students a chance to discuss what I did and how they saw me as a magician.

We will begin by listing attributes of a "magician" according to students on the board. First, I will ask students to briefly discuss what they know/think about what a magician is/does before we begin making our list, so that they have an opportunity for discussion and to share their ideas. They will record their ideas in their camp notebook. I will encourage them to discuss anything they know or think about magicians, including what they wear, what they do, how people feel about them, where they perform, etc. Students will be encouraged to explain their thinking during the listing of their ideas. This list will stay on the board so that we can reflect on it at to it throughout the lesson, as well as in conclusion.

After creating our list, I will explain to students that today, they will be working like magicians to build their knowledge of how to create a strong, engaging magic show. They will have a graphic organizer to go with each station that will help them to see how each station can add to their knowledge of what a magician is and how they can take what they've learned to hone their own abilities as a magician.

I will ask the pre-lesson questions, specifically with a focus on what perception is and what students know about how research and learning can influence it. Students will turn and talk about what they think perception means. We will cover the two most important definitions for our purposes:

- The ability to see, hear, or become aware of something through the senses
- A way of regarding, understanding, or interpreting something; a mental impression

First, students will turn and talk about the first definition and I will continue to ask questions.

- Based on what you know about making observations, how do you think the first definition of perception will be important for us as we learn about magicians and how they "do" magic?
- What is an example of something you've perceived as it relates to this definition so far this morning?

Next, I will stress the fact that we are going to be more heavily focused on the second definition of perception. Again students will turn and talk and I will be circulating, posing some more open ended questions that may broaden students' thinking.

- How do you think "mental impressions" might be an important part of what magicians do/of a magic show?
- What are your perceptions of magic, based on this definition? What mental impressions might have led to these perceptions?

Explore – Many people think of Harry Houdini when they think of magicians. We will begin by reading a short article about Harry Houdini's life and career as a magician from biography.com. We will also watch a short video that accompanies the biography and may be more appropriate for some of the different learning styles in the classroom. Students can underline/highlight important information from the story that may change what they think about magicians or add to their background knowledge, as well as jotting down their initial thoughts/questions/perceptions of Harry Houdini following the video. We will discuss what students read and add or make changes to our list if necessary.

<http://www.biography.com/people/harry-houdini-40056>

I will ask during lesson questions during this time, as well as after students finish the stations. One focus of the lesson will be to relate the work and art of magic to science. After students have a chance to share any new ideas/perceptions, we will break into groups of 4 – 5 students. Together, students will rotate through four different observation centers that they will reflect on and record ideas about. I will encourage students to discuss their observations about the perceptions of the characters, participants, or artists after each station, as well as their general observations of what they saw/felt/heard, and how it relates to magic. Students will carry their folders with them when they go to each center so that they can record their thoughts. Students will write their observations from each station, but will not talk while they are in the stations. After they get done with each station, I will give them time to write about what they think their observations mean and how it changes or adds to their perceptions of what a magician is and how magic and science are related. During this time they will also be able to discuss what they saw and thought at each station with the people in their group. Each station will last for 10 minutes, and then students will have 7 minutes with their group between each rotation in order to reflect.

Stations:

At each station, students will have a graphic organizer to fill out that will ask them about how these concepts and skills apply to being a magician.

1. Webster Dictionary Definition- this includes multiple definitions as well as synonyms. <https://www.merriam-webster.com/dictionary/magician>
2. Two pieces of artwork that depict “magicians”- these are very different from each other. One piece is much darker than the other so students will see two different interpretations
3. Excerpt from *Harry Potter and the Sorcerer’s Stone*- Students will read about when Harry finds out that he is a wizard and what his perception was, as well as his first day of lessons at Hogwarts.
4. Video of “The Carbonaro Effect” television show from TruTV. This is an illusionist who tries his tricks on random people. <https://www.youtube.com/watch?v=arJPE6INQSc> Students will have the opportunity to watch the clip twice, in order to have more time to figure out his trick and how they think he was able to create the illusion.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

After finishing all four rotations, students will have a last, longer opportunity to meet with their group and one other group to discuss what they saw, what generalizations they made on their questioning sheets, and how their perceptions changed or were added to throughout. Students will meet with their group first, for 10-15 minutes to discuss their ideas and come to some common conclusions. After meeting in their group, I will ask them to partner with one other group in the classroom to share what they saw/learned/perceived, how it relates to science, and how they think magicians and magic are perceived in general. They will have 15-20 minutes for this discussion and will use a new sheet in their notebook to record new thoughts that have occurred to them or were shared with them in their discussion with the second group. Then, students will share what they need to add to the list and if there is anything that they would like to remove from the class list. Students will be able to comment on what they hear from other groups, as well as share their opinions of how other students feel the list should change. They can disagree, add to what the group has said, or share their own impression of the same thing that led to that group’s perception.

I will ask the after lesson questions during this time.

Elaborate —In this phase, students will use the list and what they learned to work in their small group to create their own definition of what a magician is, including what a magician might look like, what they do, how/when/why they perform their tricks, and who can be a magician. I will also ask them to include ways that they think the titles “magician” and “scientist” may relate and why. They can choose to illustrate their definition. We will post their work and students will participate in a gallery walk to the work. They will explain why they included what they included in the definition, based on the research sources they had today, as well as their perceptions beforehand.

Evaluate: Students will create a product that will show the evolution of their perception of a magician and what he or she does throughout the lesson by answering the lesson essential question. They may choose to format their product as a written reflection, a graphic organizer, a poster, an article, or a piece of art. I will also be open to students’ creativity and other ideas that they may have for the format of their product.

TEACHER NAME		Lesson #
Amanda Rakes		2
MODEL	1	GRADE LEVEL
Questioning	ELA and Social Studies	3 rd -4 th
CONCEPTUAL LENS		LESSON TOPIC
Perception		Salem Witch Trials
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>Language Arts RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>Social Studies 3.H.2 Use historical thinking skills to understand the context of events, people, and places.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)	THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)	
Perception influences understanding	How does perception influence understanding?	
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)	PROCESS SKILLS (What will students be able to do as a result of this lesson?)	
<p>Students will know that perception is a way of regarding, understanding, or interpreting something; a mental impression. (according to Merriam-Webster)</p> <p>Students will know that people’s perception of the actions of others affects their understanding of specific events and actions.</p> <p>Students will know that the basis of the Salem Witch Trials and the accused was based on the perception of good vs. evil according to religious leaders in the community.</p> <p>Students will know that the Salem Witch Trials had a longstanding effect on how people are tried and convicted of crimes in the United States.</p> <p>Students will know how to analyze the influence of the perceptions of community members on the events of the Salem Witch Trials.</p> <p>Students will know that the Salem Witch Trials are similar to witch trials that occurred in other countries.</p>	<p>Students will be able to answer level 2 and 3 questions according to Costa’s levels of questioning based on a nonfiction text.</p> <p>Students will evaluate and synthesize nonfiction historical texts in order to draw conclusions about the Salem Witch Trials.</p> <p>Students will be speculate on how people’s perceptions affect their understanding of actions, events, and ideas of/surrounding others and make judgments based on their speculations.</p> <p>Students will creatively use what they’ve learned to make choices about the unique type of product they will create.</p>	
GUIDING QUESTIONS		
<p>What questions will be asked to support instruction?</p> <p>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What prior knowledge do you have about the Salem Witch Trials?</p> <p>What comes to mind when you hear the word “witch”?</p> <p>What did you learn from the video that you did not previously know about the Salem Witch Trials?</p> <p>What about the perceptions of the people of Salem did the girl in the video mention?</p> <p>How do you think perceptions influenced or drove people to assume women were witches?</p> <p>What do you hope to learn about the</p>	<p>Article 1 Questions:</p> <p>1. How do you think the doctor came to the conclusion that the girls had been bewitched and what prior experiences (longstanding perceptions) do you think led to his diagnoses?</p> <p>2. From what you read about the perceptions of the community members, why do you think other girls began acting strangely and the hysteria spread?</p> <p>Article 2:</p>	<p>How does perception affect understanding?</p> <p>How did perception affect the outcomes of the Salem Witch Trials?</p> <p>Think of a situation in your own life where perception has played an important role (personal experience, news event, experience of a friend/family member, etc.). How was your situation similar to/different from that of the townspeople accused of witchcraft?</p> <p>What perceptions of magic did you find in your reading about the Salem Witch trials? How do you think those perceptions compare with the perceptions still held about magic today? In what communities/situations/context do you think these</p>

<p>Salem Witch trials? What predictions can you make about what we will learn about the community of Salem based on the video? How did the incorrect information that led to the community members' understanding of the events leading up to the girls' hysteria affect the perception of the people involved?</p>	<ol style="list-style-type: none"> 1. What do you think led the girls to accuse the three women they chose and how did the townspeople's' perceptions of the women influence their acceptance of the girls' accusations? 2. What stands out to you about the methods for determining witchcraft and how do you think people's perceptions of magic led them to determine those methods to be valid ways of finding and identifying witches? <p>Article 3:</p> <ol style="list-style-type: none"> 1. Why do you think that Reverend Parris tried to keep the Abigail and Betty's condition a secret and what does his shame tell you about the importance of perceptions in the town of Salem? 2. How did the townspeople's perception of the Putnam family influence the accusations and trials in Salem? <p>Article 4:</p> <ol style="list-style-type: none"> 1. How did the people's experiences and their perceptions affect their understanding of Sarah Good's actions and involvement in the girls' illnesses? 2. How do you think the perception of Sarah Good would be similar or different today? <p>After History.com video: What is your opinion of the food poisoning explanation? How do you think peoples' perceptions may have varied if they'd had more available knowledge about the possibility of rye food poisoning or if this were occurring today? How do you think the events/outcomes would have changed if the community had been more scientifically knowledgeable? How do you think the reactions of people then would be similar or different to those of people now? Why?</p>	<p>perceptions occur? How has our society's perception of magic changed over time in your opinion? How do you think the Salem Witch Trials affected how people are accused and tried for crimes now?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
In order to answer the higher order questions	Questioning will require students to more deeply	The product allows students a choice, as well	

posed, students will be reading higher level nonfiction texts that require them to think deeply and analyze information.	interact with/analyze the historical text they are reading. Questions posed will challenge students and higher-level question types will increase rigor and critical thinking.	as helping them to make meaning and connections to what they learned. They are given the opportunity to be creative in creating something unique to showcase their learning.	
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PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

First, students will share with a partner anything they already know/comes to mind when they hear "Salem Witch Trials." I will ask them to share any information, ideas, or predictions they have based on prior knowledge. We will then watch a short video that is a "first hand account" of a woman who was accused as a child of being a witch during the Salem Witch trials.

<https://www.teachertube.com/video/1-salem-witch-trials-57864>

The video provides background on the community of Salem, the events that led to the trials, and the way the accused were dealt with. We will stop the video at 4 minutes (the last few seconds include some information that I don't think is appropriate for the age level of the students). I will give the students a couple of minutes to discuss with a partner what piqued their interest, what surprised them, what they may have already known, etc. and then we will share. (10-15 minutes)

After discussing their immediate reactions and impressions of the video, I will ask students the pre-lesson questions. Students will be encouraged to respond to their answers of their peers, build on what they've heard, and reference their prior experiences/perceptions - in their answers. (20-30 minutes)

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will be rotating through stations with three different articles pertaining to the Salem Witch Trials. Students will be able to divide into groups of 4 to move through the stations and they will discuss what they read and their questions with each other at each station.

Article 1: <http://kids.nationalgeographic.com/explore/history/salem-witch-trials/> (there are two articles on this website about the trials that have some of the same information, however, both will be at this station for students to read and discuss.

Article 2: http://www.ducksters.com/history/colonial_america/salem_witch_trials.php

Article 3: <http://mrnussbaum.com/history-2-2/salem/>

Article 4: <https://school.discoveryeducation.com/schooladventures/salemwitchtrials/people/good.html> (I will only use a portion of this article to exclude the ending that may not be appropriate for the age group.)

At each station, there will be a set of questions that go along with the articles. In their folders, students will jot down notes and their ideas about how perception affects understanding, but their primary focus will be on discussing the questions with their group members. After the students have been to each station, I will ask some of the questions aloud and students will respond and share what they discussed in their groups.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Now that students have had the opportunity to read and explore information about the Salem Witch Trials, I will ask them what they think caused the hysteria in the girls and the hysteria in the townsfolk that led to such brutal actions in the cases of the accused. I will introduce them to a theory put forth by historians that the girls symptoms may have been caused by a rare food poisoning that is possible in rye.

<http://www.history.com/topics/salem-witch-trials/videos>

After watching the video, I will ask students to discuss the theory put forth about the cause of the girls' symptoms. Then, I will move on to ask the after video questions. We will discuss each question and students will again have the opportunity to respond to their peer's answers and to reflect on their answers to the questions about the articles they read during the rotations.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

After finishing our questions, I will ask students to create a journal entry in their notebooks about what they've learned. They can include questions they have for the class, questions they still have about the events, and their understanding of the events that led to and were part of the trials. The most important thing that I want students to include in their journal entry is how they think the understanding of magic as well as the causes of the girls' hysteria by the puritan community of Salem affected their perception of their fellow townspeople and those who were accused. I also would like them to reflect on how their perception of some of the people involved, especially the pastor and Sarah Good affected their actions and how they understood the series of events leading up to the girls' illnesses.

When students have finished their reflections, students who would like to will share questions they still have or questions they'd like to ask their peers opinions about. I will ask the after lesson questions and students can reference their journal, as well as the articles we read in their answers.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be provided with this assignment:

Provide an illustration of life as

An accused witch in the community of Salem

Or

An accuser in the community of Salem.

Create a journal entry, comic strip, newspaper article, letter, etc. to tell about your life and why you feel you were accused/why you felt the person you accused was guilty based on what you read. Tell what your perception of magic is, what your perception of the girls' illnesses is, and how you feel about your role in the community. Your account should provide information about the history of the trials, the actions of the people, and how you specifically are involved/affected by them. How does your perception of magic in your community affect your understanding of your situation?

If you are unsure about your product, or have questions, please ask me.

TEACHER NAME		Lesson #
Amanda Rakes		3
MODEL	CONTENT AREA	GRADE LEVEL
Taba Concept Development	English Language Arts	3 rd -4 th
CONCEPTUAL LENS		LESSON TOPIC
Perception		Becoming a Magician
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to “uncover” the Essential Understanding)
Perception affects understanding		How does perception affect people’s understanding?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Students will know that perception is a way of regarding, understanding, or interpreting something; a mental impression. (according to Merriam-Webster)</p> <p>Students will know that perception affects how people understand something they’ve seen.</p> <p>Students will know that magicians use illusion to affect how people perceive a trick.</p> <p>Students will know that magic tricks can be learned using many different sources and that technical sources of information can be used to acquire new skills.</p> <p>Students will know that magic tricks or illusions require techniques that are based in science (observation, concentration, slight of hand, etc.).</p>		<p>Students will be able to:</p> <p>Make generalizations about the definition of perception based on discussions with their peers.</p> <p>Use analysis to draw conclusions about information read in an above level nonfiction article to evaluate the impact of perceptions.</p> <p>Organize and synthesize ideas and information in order to make generalizations.</p> <p>Judge a predetermined list of items to sort information into specific groups.</p> <p>Analyze a list of information in order to compare the items.</p> <p>Evaluate one’s own perceptions and understandings.</p>
GUIDING QUESTIONS		
<p><i>What questions will be asked to support instruction?</i></p> <p><i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i></p>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>What are the characteristics of a magician?</p> <p>How does perception affect magic?</p> <p>How can people learn to do magic tricks?</p> <p>What did the magician say and do to influence the audiences’ perception of what was happening in the toothpick trick?</p> <p>How do you think the magician’s trick works and how did he use perception to make it more effective?</p>	<p>What can you do to become a magician?</p> <p>What parts of magic are related to or are types of science?</p> <p>What are some key words related to magic and being a magician and why do you think these words are important?</p> <p>How can you sort the information in the list to address different aspects of magic and the role of a magician?</p> <p>What criteria did you use to create each list and how does that criteria affect your perception of a magician’s role/work?</p> <p>What strategies helped you agree as a group on how to sort each item?</p>	<p>How does perception affect understanding?</p> <p>What were some ways that you see that science can influence magic or form a basis for tricks and illusions?</p> <p>What challenges did you find when trying to sort your items?</p> <p>How does people’s perceptions affect their understanding of what happens during a magic show?</p> <p>How can you manipulate/influence perception in order to create a magic show?</p> <p>What types of magic are you most interested in using in a magic show after this lesson?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.)

Content	Process	Product	Learning Environment
The reading provides students with grade level and above grade level vocabulary and content.	Students are required to think critically in order to group their ideas and regroup them according to how they analyze the content. Students will also need to apply the content to their life in order to decide how they can create an engaging magic show.	Students will have an option of how they creatively display their learning and will have the opportunity to present it to the class. They will also have a choice in the types of tricks they decide to do in order to create a unique show.	

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will begin by watching a video on how to do basic magic tricks and their secrets. I will explain to them beforehand that the observations they make will act as a tool in their development as a magician.

<https://www.youtube.com/watch?v=Y5ICHkea0nI> (we will only watch the first trick with the matchsticks and the explanation of that trick in order to avoid parts of the video that contain adult language).

We will watch the toothpick penetration trick and I will pause the video. I will ask "What did the magician say and do to influence the audiences' perception of what was happening?" Then, we will watch the explanation.

Next, we will watch a card trick called "The Mind reading card trick." <https://www.youtube.com/watch?v=sk6NpGgUVU> After we watch the trick. I'll pause the video and ask students again, "What did the magician say and do to influence the audience's perception of what was happening?" I will also ask students to talk with a partner about how they think the trick works. They will share their ideas and then we will watch the explanation of the trick. In partners, I will give students a few minutes to practice the trick. Students will discuss how the magician wanted the magic to be perceived and how that affected their understanding of how the trick worked.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Listing

Students will read about how they can become a magician.

<http://www.falseshuffle.com/articles/how-to-be-a-magician>

Students will begin by reading the articles independently and then aloud with a partner. In their folder, they will collect information and write down important facts while they are reading independently. Then, they will share information and ideas that they learned from the article when they are reading with a partner. If they are unsure of vocabulary, they will list words on a sticky note that they can discuss with a partner for clarification. If their partner is also unsure of the vocabulary word, we will discuss it as a class.

I will ask the first three during lesson questions and we will create a list on the board. I will write down students' ideas and information about what a magician is, what science is involved in magic tricks, and how perception is a large part of magic shows. Before we begin listing, I will explain to students that their answers should be concise and focused more on specific words and phrases than sentences. I will prompt them to list all the words/phrases that they find related to perceptions. We will list specific words and ideas that they found in the article, rather than their full answers to the questions posed. These questions are designed to increase students' thinking and interaction with the article in order to create a more complex list.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Grouping and Labeling

To begin, I will review with students what it means to sort information. They've done sorting activities before, so this should be a review.

Four groups of four students will work together to make their lists. They will think about what the different ideas we wrote on the board have in common and make at least three different groups. Students will be able to explain how they grouped the information. I will explain to students that their list has to have at least three ideas in it and that they have to make sure none of the items go in more than one group. This will challenge them to define their groups and make sure that their information makes sense as a group. I will give students time to discuss their ideas for groupings before I offer any input or assistance. If groups are struggling, I will ask clarifying questions about what their items have in common and how they decided on their groups, but I will ask students to make the final decisions about their groupings. I will encourage each group member to be an active participant in the discussion.

After creating their groups, we will discuss them as a class. Students will share the categories they decided on and their strategies for deciding on their labels. We will discuss similarities and differences between each group's categories and strategies for defining each category. We will also discuss any difficulties students had in grouping their information, as well as any ideas or items that they had trouble narrowing down to one group.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Regrouping

I will explain to students that I would like them to regroup their items in a different way with new similarities determining their categories. This time, students will be able to put items in more than one group, but will still need to have at least three groups and this time each will have at least four items. I will encourage students to build off the class discussion, but to avoid grouping their items in the same way that another group specifically grouped theirs. This will make the regrouping more challenging and will require students to dive more deeply into their discussion of the items, as well as the similarities and differences between the items.

After students have had some time to regroup their items and discuss how they could sort them differently, students will have an opportunity to share. Students can share any challenges they found, how their new groups compared with their first groups, their strategies for regrouping, and what they learned through the experience.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

I will ask the post lesson questions and we will discuss them as a group to informally assess student learning. They will create a poster for a gallery walk that defines their understanding of perception and how perceptions influence a magician's craft. Their poster can include words, pictures, and examples that help them make generalizations about perception.

Then, I will ask students to work in partners to begin thinking about how they would create their own magic show. They will discuss what types of magic they are most interested in, brainstorm places to research magic tricks, and look through magic books for ideas. I will also have some technology/books for them to use to begin looking at magic tricks that they'd like to learn. They will begin to draft a rough idea of their magic show and the tricks they will perform. This will show their understanding of magic, how to be a magician, and how to successfully create and execute a magic show. I will be moving throughout the groups during this time to informally assess students' understanding of how perception affects people's understanding of magic tricks and how they can use that in their own show.

TEACHER NAME		Lesson #
Amanda Rakes		4
MODEL	CONTENT AREA	GRADE LEVEL
Creative Problem Solving	ELA- Research and Presentation	3 rd -4 th
CONCEPTUAL LENS		LESSON TOPIC
Perception		Problem Solving
LEARNING OBJECTIVES (from State/Local Curriculum)		
<p>W3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>W4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>SL5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		
THE ESSENTIAL UNDERSTANDING (What is the overarching idea students will understand as a result of this lesson?)		THE ESSENTIAL QUESTION (What question will be asked to lead students to "uncover" the Essential Understanding)
Perception influences understanding		How does perception influence understanding?
CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<p>Research can be used to create a presentation.</p> <p>Research sources should be evaluated to ensure that they appropriate and reliable.</p> <p>A presentation can be created for a specific audience using a variety of sources, visual aids/models, and materials.</p> <p>Perception influences audiences' understanding of magic tricks and can be influenced by the magician's actions and statements.</p>		<p>Students will be able to:</p> <p>Judge the reliability of resources to conduct short research in order to create a unique presentation.</p> <p>Organize and synthesize ideas and information to create a unique presentation for a given audience.</p> <p>Appraise and validate the usefulness of visual aids and models to construct an engaging magic show.</p> <p>Analyze and evaluate information in order to answer a problem based performance task.</p> <p>Critique a variety of magic tricks in order to prioritize which tricks would produce the best show.</p> <p>Personally relate information to one's own perceptions and understandings.</p> <p>Analyze scientific themes/skills in magic tricks and carry out those tricks for an audience.</p>

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>How can you determine whether a source is appropriate and reliable when doing research?</p> <p>How can research help you to create a presentation?</p> <p>What was the most engaging aspect of the magic show and why?</p> <p>How did the magician engage the audience and how did this affect the overall success of the show?</p> <p>What are the most important aspects of a magic show that you will address?</p> <p>What parts of the performance task do you have questions or feel unclear about?</p>	<p>How will your perception of your audience affect your choices of which tricks to included in your show?</p> <p>How will your performance consider and play on the perceptions of your audience?</p> <p>Which materials did you choose to use and why? How did perception play a role in your evaluation of these materials, including your perception of the audience as well as how you want the audience to perceive your magic?</p> <p>How will you engage your audience throughout your show?</p> <p>Which resources do you find most helpful in organizing your show and why?</p>	<p>How does perception affect understanding?</p> <p>What role does perception play in the organization of your magic show and how can you use your understanding of the perceptions to create unique presentations in the future?</p> <p>How did you use perception to affect your audience's engagement in your magic show? How will the perceptions you created affect their understanding of your tricks?</p> <p>What challenges did you find when creating your show?</p> <p>How does your final presentation differ from what you had envisioned before doing your research?</p> <p>How did your research inform your show, as well as your perception of what a magician is?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will find appropriate sources in order to address the task, rather than having information presented to them. They will also be working to an above grade level standard when creating their presentation.</p>	<p>Students will have to use judgment and imagination to determine what information/visuals/tricks they would like to include in their magic show and they will have to plan based on their perception of what their audience will respond to.</p>	<p>Students will have justify their choices of how to organize their tricks and reflect on their presentation in order to make sure it is appropriate for the expected audience. They will have to analyze their problem and evaluate the usefulness of different methods and materials to make decisions about how to present their tricks in a unique way, as well as how to engage with their audience.</p>	<p>Students will be able to have flexibility in their choice of workspace and materials in order to encourage creativity and independence in creating their presentation.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the room, the teacher and peer coach will be handing out tickets to a "magic show". Students will take their seats and music will be playing to pique their interest. The teacher will begin by giving a short magic show demonstration, involving the audience in each of the tricks and moving throughout the audience during the performance. After the performance, I will ask the pre-lesson questions, with a focus on the aspects of the magic show that were intriguing and engaging, the types of magic tricks used, and what could have been added to the show to make it more audience centered.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Mess Finding: I will provide students with their performance task. They are expected to create a magic show for a targeted audience of younger children for a birthday party. The students are allowed to use whatever materials and tricks they'd like, but they will need to create a performance that is at least 15 minutes long and engages the audience.

Fact Finding: I will have laid out several magic trick books that students can use to find appropriate tricks. They will also have access to technology (laptop, iPad) to use to research other tricks or videos of tricks to use. I will also have materials laid out for students that are common in many magic tricks, including playing cards, coins, and handkerchiefs. I will go over any questions students may have about the performance task and explain their time limit and that their research can be done in partners, but that their show will need to be unique. I will also explain to them that they are allowed to use or create what they need for their show and that they

should also focus on the dialogue that they will incorporate. Interacting with the audience will be an important part of their show with a focus on considering how their tricks will be perceived.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Problem Finding: In partners or independently, students will begin to jot down ideas about what they'd like to incorporate in their show and what their plan will be for research, practice, and organization of their show.

Idea Finding: Students will have the chance to use the books and technology to find tricks/illusions and ideas for their shows. They will be able to use their time to practice tricks and find which are appropriate and engaging, and which might not be a good addition to their show. They will be able to try their ideas out with a partner and receive feedback about their show and how to adjust it.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Solution Finding: Students narrow down exactly what tricks they will use and what types of methods they will use to engage their audience (dialogue, music, visual aids, materials). Their partner or peers can continue to be asked for feedback during this time.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Acceptance Finding: Students will begin to sequence their tricks and practice their dialogue. They will have time to practice their show and make sure that it is put together the way that they want it to be for their performance. They will still have access to the books and technology during this time, as well as the opportunity to continue gathering materials. I will be moving around the room answering questions and listening to the dialogue involved in the show. After they've had some time to work on their show, I will ask the during lesson questions.

Performance: Each student will have the opportunity to perform their show for a small group of their peers. They will have an opportunity after they've performed to explain their choices in tricks to their audience, as well as how they came up with their dialogue and any other methods they used to affect the audiences' perception of their tricks.

After the students have had a chance to perform, I will ask the post lesson questions. We will discuss the shows and the positives, as well as the challenges the students faced in creating and performing their shows.

VI. Unit Resources

Cover Page Art

Bosch, Hieronymus. (1502). *The Conjuror* [Oil on Wood]. Collection of Musee Municipal in St. Germain-en-Laye. Retrieved from [https://en.wikipedia.org/wiki/The_Conjuror_\(painting\)](https://en.wikipedia.org/wiki/The_Conjuror_(painting)).

Lesson 1 Resources

Station 1: Definitions

You're a magician in training! How do you use these definitions to:

Keep your audience interested:	Choose your tricks and illusions:
General Observations as a Magician:	Changes in your perception of what a magician is:

Station 2: Artwork

Your perceptions are important, just like the perceptions that people may have of you! You're a magician! How do these pieces of art illustrate...

<p>What people think you do as a magician?</p> <p>Artwork 1:</p> <p>Artwork 2:</p>	<p>How people feel about your work?</p> <p>Artwork 1:</p> <p>Artwork 2:</p>
<p>General observations as a Magician:</p>	<p>Changes in your perception of what a magician is:</p>

Artwork:

Reilly, Jennifer R. (2103) *The Prisoner of Canton* [Photograph-Digital Art]. Taken of Strobridge Litho Company Poster created 1908. Retrieved from <https://fineartamerica.com/featured/the-prisoner-of-canton-the-vault-jennifer-rondinelli-reilly.html>

Bosch, Hieronymus. (1502). *The Conjuror* [Oil on Wood]. Collection of Musee Municipal in St. Germain-en-Laye. Retrieved from [https://en.wikipedia.org/wiki/The_Conjuror_\(painting\)](https://en.wikipedia.org/wiki/The_Conjuror_(painting)).

Station 3:

Harry Potter is one of the most popular series of books in our country. He is a boy your age. If you were Harry how would you....

Perceive the news Hagrid is giving you?	Act in your first lessons? How will your perception of magic change after the lesson?
General observations as a Magician:	Changes in your perception of what a magician is:

Station 4: The Carbonara Effect

You're a magician in training! After observing the video....

<p>What have you learned from the illusionist that you can use in your show?</p>	<p>What ways do you see the illusionist using perception to engage/affect his audience?</p>
<p>General observations as a Magician:</p>	<p>Changes in your perception of what a magician is:</p>

Video:

<https://www.youtube.com/watch?v=arJPE6lNQSc>

In this video, Michael Carbonara uses an illusion to make random people think that he is able to turn a check into cash.

Lesson 2 Resources

<https://www.teachertube.com/video/1-salem-witch-trials-57864>

Activating Strategy Video: Provides “firsthand” account of an individual that lived during the times of the Salem Witch Trials and was imprisoned as a child for being accused of witchcraft.

Articles for Students:

National Geographic Kids. 2017. *The Salem Witch Trials*. Retrieved from

<http://kids.nationalgeographic.com/explore/history/salem-witch-trials/? sm au =i5VS3WjSnrMZt55Q>

Technical Solutions Inc. 2017 *Colonial America: Salem Witch Trials*. Retrieved from

http://www.ducksters.com/history/colonial_america/salem_witch_trials.php? sm au =i5VS3WjSnrMZt55Q

Nussbaum Education Network, LLC. 2015. *Salem Witch Trials for Kids*. Retrieved from

<http://mrnussbaum.com/history-2-2/salem/? sm au =i5VS3WjSnrMZt55Q>

Discovery Education. 2015. *Salem Witch Trials: The World Behind the Hysteria*. Retrieved from

<https://school.discoveryeducation.com/schooladventures/salemwitchtrials/people/good.html? sm au =i5VS3WjSnrMZt55Q>

Video

<http://www.history.com/topics/salem-witch-trials/videos>

This video explains a theory that has been put forth that the hysteria and symptoms experienced by the girls may have been due to rye poisoning, which wasn't understood at the time.

National Geographic Kids

The Salem Witch Trials

1. How do you think the doctor came to the conclusion that the girls had been bewitched and what prior experiences (longstanding perceptions) do you think led to his diagnosis?

2. From what you read about the perceptions of the community members, why do you think the girls began acting strangely and the hysteria spread?

Ducksters.com

Colonial America: Salem Witch Trials

1. What do you think led the girls to accuse the three women they chose and how did the townspeople's perceptions of the women influence their acceptance of the girls' accusations?

2. What stands out to you about the methods for determining witchcraft and how do you think people's perceptions of magic led them to determine those methods to be valid ways of finding and identifying witches?

Mrnussbaum.com

Salem Witch Trials for Kids

1. Why do you think that Reverend Parris tried to keep Abigail and Betty's condition a secret and what does his shame tell you about the importance of perceptions in the town of Salem?

2. How did the townspeople's perception of the Putnam family influence the accusations and trials in Salem?

Discovery Education

Sarah Good

1. How did people's experiences and their perceptions affect their understanding of Sarah Good's actions and involvement in the girls' illnesses?

2. How do you think the perception of Sarah Good would be similar or different today?

Lesson Plan 3 Resources

<https://www.youtube.com/watch?v=Y5ICHkea0nI>

Both of these videos show students magic tricks, then go on to explain how the magic tricks are done. This will give students ideas about magic tricks they can include in their shows, as well as how perception is important in creating a magic show and pulling off magic tricks.

Kurlak, John. 2017. *How to Be a Magician*. Retrieved from: http://www.falseshuffle.com/articles/how-to-be-a-magician?sm_au=i5VS3WjSnrMZt55Q