TPS-DePaul Level II Program
Lesson Plan Format

1. Title: Helps other teachers anticipate the content and the learning process involved in the lesson.
- Concise
- Includes key words or concepts addressed in the lesson

2. Overview: Describes the lesson in a few sentences.
- Brief
- Accurate

3. Goal: A broad statement of what the lesson will accomplish. Goals are general, abstract and intangible.

4. Objectives: Statements that describe desired learner outcomes in **precise**, **measurable**, and **obtainable** terms.

5. Investigative Question: On the completion of the lesson students, will be able to answer this question; guides the exploration of a topic on concepts listed in curriculum standards related to the goal of the lesson.
- Moves student toward thinking about the lesson goal
- Is answered through participation in the lesson
- Is specifically articulated in the lesson procedures

6. Time Required
- Indicates the approximate number of minutes/number of class periods needed to implement and complete the lesson
- Indicates time frames that are reasonable for the activities described
- Describes the distribution of class periods

7. Recommended Grade Range
- Offers a suggested grade range for participants (Pre-K-2, 3-5, 6-8, 9-12)
- Describes a grade range appropriate for the complexity of the lesson

8. Subject / Sub-Subject: Refers to the disciplinary or curriculum area. Is often a curriculum strand or focus within a curriculum area: Arts, Counseling, Foreign Languages, Language Arts, Library, Math, PE/Health, Professional Studies, Science, Social Studies, Technology.

9. Standards: The <u>**specific**</u> Illinois and Common Core standards that this lesson is designed to meet.

10. Credits: Designer(s)/writers of the lesson

PREPARATION

11. Materials Used: Analysis tools, handouts, rubrics, PowerPoint slides, etc. needed to conduct the lesson

12. Resources Used: Specific texts, online materials and Web sites referenced during the lesson. Resources must:
- Be referenced in the Procedures section
- Obey copyright laws
- Cite/reference all sources used
- Support students in using Library Items to further learning

Fields for entering a Library of Congress item:
- Title
- URL
- Author/Creator
- Date

PROCEDURE

13. Description of Procedure: Provides a numbered list of procedures, providing instruction in clear and concise language about how to implement the lesson and use Library of Congress primary sources to answer the investigative question and meet the goal of the lesson.

Optional To guide you, you may want to use the Stripling inquiry cycle, as described below.

(Please note that the order in which students undertake various phases of the inquiry cycle is not always linear, and may not follow the order of the list below)

The Inquiry Cycle:
- **Connect**: Students connect new insights to self or previous knowledge; gain background and context; observe, experience
- **Wonder:** Students develop questions and create hypotheses or predictions
- **Investigate:** Find and evaluate information to answer questions; test hypotheses; think about information to illuminate new questions and hypotheses
- **Construct:** Construct new understandings connected to previous knowledge; draw conclusions about questions and hypotheses
- **Express:** Apply understandings to a new context and new situations; express new ideas to share learning with others
- **Reflect:** Reflect on own learning; ask new questions

14. Extensions (if applicable)

EVALUATION

15. Evaluation: Details about how the teacher will evaluate student learning

KEY CONSIDERATIONS:

The Lesson:
- Directly addresses both Illinois and Common Core standards
- Uses primary sources to support inquiry and effective teaching practices
- Explicitly includes and addresses all phases of the inquiry process
- Presents primary sources in an historically accurate context
- Requires students to use primary sources as evidence
- Promotes the desired learning and skill development stated in its goal and objectives, as well as the learning standards specified
- Builds historical or content understanding
- Is clear, complete, and easy to follow