

LESSON PLAN GUIDELINES

The following components must be included in your lesson.

Item (help/criteria)

OVERVIEW

Title

Helps other teachers anticipate the content and the learning process involved in the lesson. The title should be simple, concise and include key words or concepts addressed.

Overview

Describes the lesson in a few sentences. The overview is brief and accurate.

Goal

Is a theme related to the curriculum standards identified in the lesson. The goal is written in language that interests students and relates to the lesson.

Objectives

Are statements that describe desired learner outcomes in precise, measurable and obtainable terms. Objectives are precise, measurable and obtainable.

Investigative Question(s)

Provides a focus for the lesson where at completion the students will be able to answer this question. Use the investigative question to guide the exploration of a topic on concepts listed in curriculum standards related to the goal of the lesson. An investigative question moves students toward thinking about the lesson goal, is answered through participation in the lesson and is specifically articulated in the lesson procedures.

Time Required (1-3)

Indicates the approximate number of class periods (no more than 3) and number of minutes to implement and complete the lesson. Time required indicates time frames that are reasonable for the activities described and describes the distribution of class periods.

Recommended Grade Range

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

Subject / Sub-subject

Refers to the disciplinary or curriculum area, is often a curriculum strand or focus with a content area. The subject describes the subject/sub-subject where the content of the lesson plan is often taught.

Topic

List from American Memory home page at <http://memory.loc.gov/ammem/index.html>

Era

Identify the period of time from the American Memory Timeline on the Learning Page at <http://memory.loc.gov/learn/features/timeline/index.html>

STANDARDS

Standards (Illinois)

Use the Illinois Learning Standards at <http://www.isbe.net/ils/>

Lists the specific state and/or national standards that this lesson is designed to meet. Standards align significantly to the content provided in the lesson and provide an opportunity for students to demonstrate achievement of the standard through participation in the lesson.



MATERIALS

Materials Used

Are materials needed to conduct the lesson such as handouts, analysis tools, rubrics, specific texts and presentation slides. Materials are referenced in the Procedures and obey copyright laws.

Prepare MS Word versions of analysis tools, handouts, etc., used in the lesson.

RESOURCES

Resources Used

Includes Library of Congress resources, online materials and web sites referenced during the lesson. Resources used are referenced in the Procedures, obey all copyright laws (for info visit <http://memory.loc.gov/learn/start/cpyrt/index.html>), cites/references all sources used in each materials and supports students in using Library items to further learning.

PROCEDURE

Description of Procedure

Provides a numbered list of teacher actions needed to implement this lesson. Guide students through all phases of the inquiry cycle: connect, wonder, investigate, construct, reflect and express. The description gives instruction in clear and concise language about how to implement the lesson, uses Library of Congress resources to answer the investigative question and meet the goal of the lesson and uses primary sources to support student inquiry.

Inquiry Cycle

Indicates which phase of the inquiry cycle, if any, each procedure supports. Do not tag teacher actions that are not part of the inquiry cycle such as, "Pass out the analysis sheets." Inquiry cycle phases are Connect (students connect new insights to self or previous knowledge; gain background and context, observe, experience), Wonder (students develop questions and create hypothesis or predictions), Investigate (students find and evaluate information to answer questions; test hypothesis, think about information to illuminate new questions and hypothesis), Construct (students construct new understandings connected to previous knowledge; draw conclusions about questions and hypothesis), Express (students apply understandings to a new context, new situation; express new ideas to share learning with others) and Reflect (students reflect on own learning; ask new questions).

EVALUATION

Evaluation

Describes how the teacher will evaluate student learning. Evaluation establishes a clear expectation of the final student product or performance and includes all needed materials for the evaluation.

Extension

Offers possible extensions of the lesson plan content or student activities. Extensions provide activities based on the content or student tasks that further student achievement of the learning goals and suggest activities reasonable for the learner description.

CREDITS

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(information to be shared at a later date)

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