



LESSON 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. (📖 90)

**Goal** Is a theme related to the curriculum standards identified in the lesson and written in language that interests students and relates to the lesson. (📖 90)

**Objectives** Are statements describing desired learner outcomes in precise, measurable & obtainable terms.

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- ▶
- ▶
- ▶

**Investigative Question** Provides focus for the lesson where upon completion students are able to answer the question. Use to guide exploration of topic/concept listed in curriculum standards related to the goal. It encourages students to think about the goal, is answered through participation and is articulated in the procedures. (📖 90)

**Time Required** Indicates the approximate number of class periods (no more than 3) and number of minutes to implement and complete the lesson.

\_\_\_\_\_ class periods of \_\_\_\_\_ minutes

**Grade Range** Recommends a suggested grade range for participants. Grade range describes a grade range appropriate for the complexity of the lesson.

Pre-K-2

3-5

6-8

9-12

**Subject / Sub-subject** Refers to the disciplinary or curriculum area in which the content of the lesson plan is often taught and is often a curriculum strand or focus within a content area.

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

|                 |                                 |                           |
|-----------------|---------------------------------|---------------------------|
| Advertising     | African American History        | Architecture, Landscape   |
| Cities, Towns   | Culture, Folklife               | Environment, Conservation |
| Government, Law | Immigration, American Expansion | Literature                |
| Maps            | Native American History         | Performing Arts, Music    |
| Presidents      | Religion                        | Sports, Recreation        |
| War, Military   | Technology, Industry            | Women's History           |

**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>

|  |  |
|--|--|
| Settlement, Beginning to 1763          | The American Revolution, 1763-1783       |
| The New Nation, 1783-1815              | National Expansion and Reform, 1815-1860 |
| Civil War and Reconstruction 1861-1877 | Rise of Industrial America, 1876-1900    |
| Progressive Era to New Era, 1900-1929  | Great Depression/World War II, 1929-1945 |
| Postwar United States, 1945-1968       |  |



|                              |   |
|------------------------------|---|
| <b>LESSON STANDARDS</b>      | <p><b>Standards (Illinois)</b> <a href="http://www.isbe.net/ils">http://www.isbe.net/ils</a> List specific GOAL (#) and LEARNING STANDARD (CAPITAL LETTER) that this lesson is designed to meet. Standards align significantly to lesson content and provide opportunity for students to demonstrate achievement of a standard through participation in the lesson. (📖 100)</p> <p>Ex. Social Studies #16—Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.<br/>B—Understand the development of significant political events</p>   |
| <b>LESSON MATERIALS</b>      | <p><b>Materials Used</b> Are materials needed to conduct the lesson such as handouts, analysis tools, rubrics, specific texts and presentation slides. Materials are referenced in the <i>Procedures</i> and obey copyright laws. Prepare MS Word versions of analysis tools, handouts, etc., used in the lesson. (Copyright 📖 40)</p> <p>Handouts:</p> <p>Analysis Tools:</p> <p>Rubrics:</p> <p>Books:</p> <p>PowerPoint slides:</p> <p>Materials:</p> <p>Other:</p>  |
| <b>Lesson Resources Used</b> | <p><b>Resources Used</b> Includes Library of Congress resources, online materials and web sites referenced during lesson. Resources used are referenced in <i>Procedures</i>, obey copyright laws, cite/reference all sources used and supports students in using Library items to further learning. (Bibliography 📖 34, URL 📖 39)</p> <p>Library of Congress Primary Sources</p> <p>Title: _____ Collection: _____<br/>Type: _____</p> <p>Title: _____ Collection: _____<br/>Type: _____</p> <p>Title: _____ Collection: _____<br/>Type: _____</p> <p>Online Resources:</p> <p>Title _____ URL _____<br/>Description _____</p> <p>Title _____ URL _____<br/>Description _____</p> <p>Other _____</p> |



LESSON PROCEDURES

**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..."

*Inquiry cycle phases followed by examples of teaching strategies are:*

**Connect** -connect new insights to self or previous knowledge; gain background and context, observe, experience (small group discussion, dialogue, learning log, primary source, webbing, engagement and exploration, pre-reading aids)

**Wonder**-develop questions and create hypothesis or predictions (class brainstorming, peer questioning, questions stems, anticipation guides)

**Investigate**- find & evaluate information to answer questions; test hypothesis, form new questions & hypothesis (locate information, notes, guided practice, organize or sort, evaluate, analyze)

**Construct**-construct new understanding connected to prior knowledge; draw conclusions about questions and hypothesis (chart, mind map, compose, questioning (teacher to student, student to student, etc.)

**Express**-apply understanding to new context, & situation; express new ideas to share learning with others (produce, create) and **Reflect**-reflect on own learning; ask new questions (reflection logs, journals, feedback) (Inquiry Model 77+)

| Procedure Step # | Resource or Material Referenced | Inquiry Cycle Phase  |
|------------------|---------------------------------|--|
| 1.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 2.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 3.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 4.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 5.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 6.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 7.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 8.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 9.               |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 10.              |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 11.              |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 12.              |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 13.              |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| 14.              |                                 | <input type="checkbox"/> Connect <input type="checkbox"/> Wonder<br><input type="checkbox"/> Investigate <input type="checkbox"/> Construct<br><input type="checkbox"/> Express <input type="checkbox"/> Reflect |
| Notes:           |                                 |  |



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|--------------------------|--|
| <b>LESSON EVALUATION</b> | <b>Evaluation</b> <i>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.</i>  |
|                          | <b>Extension</b> <i>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.</i> |
| <b>LESSON CREDITS</b>    | <b>Author &amp; Contributor Credits</b><br><br>Name:<br><br>School:  |