

Teacher Institute Lesson Plan Template



*Colonial
Williamsburg*

Department of Education Outreach

Teacher Institute Lesson Plan Template

Directions:

Select a unit, topic, or theme you would like to develop into lessons and activities, based on your experience at the Colonial Williamsburg Teacher Institute.

Participants may elect, for an additional fee, to receive three hours of graduate credit from the University of San Diego. Credit will be given for attending all sessions of the Colonial Williamsburg Teacher Institute and submitting one original lesson plan within one year of attending the program.

Please submit your lesson plan by mail to:

Jodi Norman
Manager, Teacher Development
Colonial Williamsburg Foundation
P.O. Box 1776
Williamsburg, VA 23187-1776

Or email to: jnorman@cwf.org. The lesson is due by **December 31, 2012** for it be reviewed in January. Should you desire credit for the fall semester rather than the spring semester, submit the lesson by November 1 attaching a note indicating you need the fall credit.

Upon receipt of the lesson plan, the participant will receive a University of San Diego college credit application. The participant must submit the completed application and a check for \$180 (payable to the University of San Diego) to receive three hours of graduate credit.

The following template will help you plan and format your original lesson.

TITLE OF LESSON

GRADE LEVEL

BACKGROUND INFORMATION

Include a brief discussion of any background information relevant to the lesson.

TIME REQUIRED

1–2 class periods [for example]

[How long will it take a class to cover the material you have developed?]

OBJECTIVES

As a result of this lesson, students will be able to:

1. [Here, list as many objectives as necessary to adequately cover the material.]
2. [Describe the importance of the lesson’s content.]
3. [Refer to your state curriculum guidelines as necessary.]

MATERIALS

Primary sources

Prints or images

Song collections or other media

Graphic organizers

Educational technology (such as overhead projector, etc.)

Other materials for teacher or student use (e.g. butcher paper, highlighters, etc.)

Citations must be thorough and complete!

SETTING THE STAGE

This section is designed to set up specific goals, ignite student interest, call up prior knowledge, develop background, introduce necessary vocabulary or terms, and anything else necessary to “set the stage” for the lesson.

Sample Activities:

1. Draw a time line for students: Where in time does this event or lesson material fit? (**Note:** a timeline or other orienting piece may be placed at the top of the page for easy reference.)
2. Use the “Think–Pair–Share” strategy to elicit students’ prior knowledge and predict possible

outcomes.

3. Present a literature piece that connects with the overall theme of the material.
4. Offer biographical background of key figures.
5. Present tableaux, show a video or use outside resources, such as a speaker.

STRATEGY

This section is designed to develop comprehension, enhance and clarify students' thinking, aid ongoing interpretation, etc. Activities should encourage students to interact with each other and with the primary sources and other materials used. This section should also explain how activities could be adapted for students with special needs. [Please note: *If you attended a middle/high or high school program*, this section must also include an explicit connection to one (or if appropriate/desired, several) of the Value Tensions sets that were used as the pedagogical framework for the entire week.]

Sample Activities:

1. Cooperative groups
2. Reader's Theatre, storytelling, or other forms of dramatization
3. Student response journals
4. Use of primary sources, biographies, and historical fiction
5. Computer programs and audio-visual or multimedia sources (as appropriate)

EXTENSION ACTIVITY

This section is designed to extend comprehension, encourage deeper response and continued interaction with history, and enable students to relate the issue to their own lives.

Sample Activities:

1. Write an original poem about the theme, including a personal reaction of the key events or people.
2. Write a letter in which you pretend to be a key figure engaged in trying to explain to an old friend a certain action you are taking in the event.
3. Write a new ending to the event.
4. Design a newspaper front page with articles relating to the theme.
5. Prepare an illustrated map and time line with captions that highlight major events.

6. Prepare a poster for the “film version” of the event. Include names of real-life actors cast in the main roles, descriptive phrases that suggest the plot, and illustrations that reflect the essence of the story line.

EVALUATION/ASSESSMENT

Identify activities for evaluation. Specify the type of evaluation tool to be used, such as an oral presentation, research report, test, assessment of works collected in a portfolio, or other tools.

PRIMARY SOURCES, HANDOUTS, WORKSHEETS, ETC.

Include full copies of the primary sources and graphic organizers (if any) that are needed for the lesson. Include information about where these sources were obtained, as well as any other special materials for use by teachers or students. Include their titles, authors or artists, and if possible where the original primary sources are located (e.g. “Library of Congress,” or “New York Public Library,” and the collection name, if available).

LESSON PLAN REVIEW FORM

NAME OF LESSON: _____

LESSON WRITER: _____

Check if true, or write “As Corrected” in the space provided, after you have edited the lesson.

_____ The lesson follows the agreed-upon lesson format, so that all completed lessons will be similar.

_____ Primary sources are included and effectively used in the lesson.

_____ The strategies in the lesson involve active participation and are appropriate to the age/grade level of students.

_____ Alternate teaching strategies are included for ESL, below-grade readers, or special needs students.

_____ The lesson relates directly to the curriculum taught at the grade level identified.

_____ Any necessary background information and/or special instructions for teachers are included.

_____ [For middle/high or high school week graduates] The lesson includes an explicit connection to one (or if appropriate/desired, several) of the Value Tensions sets that were used as the pedagogical framework for the entire week.

COMMENTS/NOTES:

LESSON PLAN RUBRIC

	1	2	3	4	5
Materials	There are no materials listed and no primary sources are listed.	There are few materials listed. There are a small number of primary sources listed with incorrect citations.	There are some materials listed. There are not many primary sources listed with correct citations.	Most materials needed are listed. There are several primary sources with correct citations.	All materials needed are listed. There are sufficient primary sources with correct citations.
Objectives	Objectives are not listed.	Objectives are listed, but not fully aligned with national standards but not implemented throughout the lesson.	Objectives are listed and aligned with national history standards, but weakly implemented throughout the lesson.	Objectives are listed and aligned with national history standards and implemented somewhat throughout the lesson.	Objectives are listed and aligned with national history standards, and effectively implemented throughout the lesson.
Setting the Stage	The activity does not engage students, activate or build prior knowledge, and does not introduce students to content.	The activity slightly engages students, activates or builds prior knowledge, and introduces students to content.	The activity somewhat engages students, activates or builds prior knowledge, and introduces students to content.	The activity engages students, activates or builds prior knowledge, and introduces students to content.	The activity dynamically engages students, activates or builds prior knowledge, and introduces students to content.
Strategies/ Procedures	The lesson is poorly explained, the activity does not encourage students to interact with each other or with primary sources. Modifications for students with special needs are not listed.	The lesson is partly explained, the activity minimally encourages students to interact with each other or with primary sources. Modifications for students with special needs are not listed.	The lesson is sufficiently explained, the activity encourages students to interact with each other or with primary sources. Modifications for students with special needs are not listed.	The lesson is adequately explained, the activity encourages students to interact with each other or with primary sources. Modifications for students with special needs are listed.	The lesson is clearly explained, the activity encourages students to interact with each other or with primary sources using critical thinking skills. Modifications for students with special needs are listed.
Extension Activity	The activity does not encourage students to relate issues to their own lives nor does it continue interaction with history using a variety of teaching strategies.	The activity does not clearly enable students to relate issues to their own lives nor does it continue interaction with history using a variety of teaching strategies.	The activity enables students to relate issues to their own lives and continued interaction with history using a variety of teaching strategies.	The activity enables students to actively relate issues to their own lives and promotes continued interaction with history using a variety of teaching strategies.	The activity enables students to personally relate issues to their own lives, encourages a meaningful response, and promotes continued interaction with history using a variety of teaching strategies.