Lesson Plan Format for Social Science Education Project

Directions:
I. Keep in mind that margins for the project pages are 1” at the top, right, and bottom of the page BUT 1.5” on the left side of the page.

II. Type up the lesson plan information in the Lesson Plan Chart Template.
A. I suggest using 10-point type in the chart so it doesn’t take up as much space as 12-point type.
B. Try not to cut off the chart at the bottom of your pages.
C. Make sure the margins are set correctly so left side of chart doesn’t get caught in the gutter of the book.

III. Elements of EACH daily lesson plan (these should be in your grid for that day).
A. Standards
1. Be sure to cite the numbers, content area, and grade level for each standard and its benchmarks and indicators that you use:

   Example:
   8th Grade Kansas, United States, and World History
   4 The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.
   4.2 The student uses a working knowledge and understanding of individuals, groups, ideas, developments, and the causes and effect of the Civil War.
   4.2.3 (K) The student retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act-Popular Sovereignty, Uncle Tom’s Cabin).

2. If you find yourself using the same standards, benchmarks, and indicators day after day and/or that you have so many standards for each day’s lesson that they take up the whole first page of the chart, you might want to type up all of standards you meet in the unit plan and include them either in the pedagogical chapter or as an item in the appendix that can easily be accessed by the reader. For each day’s lesson, you will then need to cite the grade level, subject area, and numbers (e.g., 8th grade Kansas, United States, and World History: 4.2.3) in the Standards section of the chart.

3. If you only have one standard/benchmark/indicator for the entire lesson plan, you can type out the whole thing for the first daily plan and then just write “See Day One’s standards” for the rest of the days.

B. Purpose Section – In this section, you will discuss the CONTENT and SKILLS (not the activities) that will be the major focus of the lesson.
1. Give specific examples of the people places, events, ideas, etc. you will cover in the day’s lesson. For example, don’t just write that you will cover the causes of WW I. Instead include the causes that your students will be focusing on in the day’s lesson. This helps the committee understand what content is getting covered in the day’s lesson.
2. Make sure what you write matches the STANDARDS and their subsequent benchmarks and indicators.

C. Materials Needed - Provide a brief, bulleted list of the materials needed to carry out the day’s lesson. KEEP IN MIND THAT ANOTHER TEACHER SHOULD BE ABLE TO REPLICATE THIS LESSON PLAN!

1. Be sure to include the name of the class textbook (if you use one), titles of handouts, films, links to internet websites—anything you and your students need to carry out the day’s lesson.

2. Make sure all handouts have titles that indicate the content and/or activity and include directions for completing the activity.

   a. **All handouts will have to adhere to the 1.5 left margin**, so don’t forget to format them that way when including them in your project.

   b. It is preferable that you include all handouts that YOU created for the unit plan. Do not include copyrighted material from other sources. Instead, list in the Materials Section where the items can be found or put the information in a footnote, etc.

   c. You can also include power points you created; to save space, print off the pages with 6 or 8 slides per page.

D. Procedures Section

1. Activities

   a. **Beginning Class Activities (BCA)** - All daily lesson plans should begin with some kind of activity that will hook students into the lesson, etc. Ideally, these activities should last no longer than 10 minutes.

      1. Remember the BEM principle – We remember best that information that is presented first in a lesson and second best information that is presented last (closure activities).

      2. There’s also a lot of research to support activating prior knowledge to help students make connections with new knowledge.

      3. I strongly encourage you to use a different BCA for each day’s lesson.

   b. **Developmental Activities** – The number of activities will depend upon the length of your class period and the type of activity. Your activities should reflect current research and practice; i.e., you should vary your activities within the class period and from day to day and strive to meet the various learning styles of your students.

   c. **Closure** – All daily lesson plans should end with an activity that requires the STUDENTS to sum up the main points of the day’s lesson. Ideally, these activities should last no more than 10 minutes.

      1. Homework is NOT assigned as closure or during closure.

      2. I strongly encourage you to use a different Closure activity for each day’s lesson.
2. **Objectives:** Include the objective(s) within each activity’s section of the chart. You should have at least one objective for the BCA, each developmental activity, and the Closure activity.

3. **Brief explanation of steps/directions for carrying out EACH activity**
   a. Write CLEAR AND CONCISE directions for carrying out each activity. It should be clear what both the teacher and students are doing, and remember: other teachers should be able to replicate your lesson plan. Also, keep in mind that two of your committee members do not have a background in secondary education.
   
   b. Suggestion: Write each step using a simple sentence that begins with or includes an action verb that tells the reader (i.e., the teacher who will carry out the lesson plan) to do something.

   **Good Examples:**
   1. Pass out Cold War Guided notes.
   2. Tell students to fill in the blanks with key words or phrases as information is presented in the lecture.
   3. Walk around the room during the lecture to make sure students are completing guided notes.

   **Do Not Examples:**
   1. Do NOT use 3rd person: The teacher will pass out Cold War notes.
   2. Do NOT use 2nd person: You will pass out the Cold War notes.
   3. Try to avoid 1st person: I will pass out the Cold War notes.

   c. Include a heading for each activity that includes content and name of activity as well as a time estimate.

4. **Assessments** – List the types of assessment(s) you will use to be able to tell that your students have achieved your objectives for EACH activity.
   a. Keep this section brief.
   b. Label according to these three kinds of assessments:
      1. Informal Formative (teacher observation, completion grade)
      2. Formal Formative (grading for accuracy, quizzes, checklists, etc.)
      3. Summative (your chapter test or perhaps a unit project that will be graded with a rubric or some other type of formal assessment instrument).

5. **Rationale** – Cite ONE research-based theory, etc. that supports why the activity is “good for kids.” Since you will have discussed the research-based strategies and activities in more detail in the Pedagogical chapter, you don’t need to go into detail in the daily lesson plan.
   a. Make sure what you cite in lesson plan matches the research you cite/explain in the pedagogical chapter.
   b. For the activities that you didn’t include in the pedagogical chapter, you will need to cite some kind of research to support them (e.g., brain compatible learning principles, etc.)

VII. When you organize the lesson plans, be sure to include them in the following order:
A. Grid

B. **Power Point “Direction” slides of your class activities/directions.** Whatever you would show the students should be included, in order of use, in a series of power points slides. So: put your opening activity/ daily objectives/ directions for an activity/ closing activity etc. on Power Point slides. Make these visually interesting! Use color! Make them clear! Think about it this way: you need to include enough slides so that by following these slides anyone could implement your lesson plans. *Note: all Power Point Direction slides should be on the same background.

C. **All handouts/activities/ interactive Power Point lecture and discussion etc., in order of use.** (Don’t forget to add keys!). Make these creative, as well. This should be the culmination of all of your work at ESU. Don’t be boring—use color, implement graphics, etc. *Note: if you intend on giving an interactive Power Point lecture, make sure you select a background different from your Power Point Direction Slides. Make sure you also include a form for students to take notes.

Make sure all handouts have a title and directions and coordinate with what you wrote in the Materials Needed section.

VIII. Be sure to create a culminating project or chapter test to go along with your unit plan. If you choose a student project, you will need some kind of rubric to evaluate the project.

IX. **ALL PAGES MUST BE NUMBERED!**