

# 2023 Bob and Marion Wilson Teacher Institute of Colonial Williamsburg

## Lesson Plan Template

### Directions:

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

Participants may elect, for an additional fee, to receive three hours of graduate credit from the University of San Diego. Graduate level extension credit will be given for attending all sessions of the Colonial Williamsburg Teacher Institute and submitting one original lesson. *Credit is only offered after the lesson has been submitted and approved.*

Please submit your lesson plan via email to Jodi Norman at [jnorman@cwfb.org](mailto:jnorman@cwfb.org)

- **Summer 2022 attendees** should submit their original lesson plans by December 1, 2022
- **Summer 2023 attendees** should submit their original lesson plans by December 1, 2023

If you need credit for the fall semester of the year you completed the Teacher Institute rather than the following spring semester, submit the lesson as early as possible along with a note indicating when you need the credit.

After we have received the lesson plan, you will receive information regarding how to pursue University of San Diego college credit. You must complete the online registration and pay the University of San Diego \$237 to receive three hours of graduate credit.

The following template will help you plan and format your original lesson. All sections are REQUIRED.

# Lesson Title

## Grade Level:

## Background Information:

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

## Lesson Summary:

In this lesson, students will... [one or two sentences that describe what students do or create in the lesson. Optional: include a guiding/essential/compelling question.]

## Time Required:

[Example] 1–2 class periods

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

## What is the Big Idea?

## What are the Essential/Compelling Questions?

## Objectives:

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

1. [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:

- [All materials necessary to complete the lesson must be cited in this list AND *provided within/with the lesson document*. All materials used must include thorough and complete citations.]
- Primary source text, prints, or images
- Other media
- Graphic organizers
- All other materials for teacher or student use (e.g., butcher paper, highlighters, etc.)

## 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 timeline 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.

**Instructional Process:**

This section provides step-by-step teacher instructions to enable all students to successfully acquire the knowledge and skills identified above. Describe specific strategies describing how students will be engaged in learning opportunities. Differentiated strategies should:

- Be engaging and interactive for students
- Address multiple learning styles
- Be culturally sensitive and inclusive
- Include literacy connections
- Support the English Language Development of English Learners
- Develop higher order thinking skills and strategies
- Assist struggling readers

**Alternate Teaching Strategies:**

This section is designed to provide alternate teaching strategies for ESL, below-grade readers, or special needs students.

**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 timeline 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. Consider an evaluation that asks students to communicate or critique conclusions or take action on a topic or inquiry.

**Primary Sources, Secondary Sources, Handouts, Graphic Organizers, etc.**

Include full copies of the primary sources and graphic organizers 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 FULL citations for all sources, including titles, author(s) or artist(s) 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: \_\_\_\_\_

NAME OF 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, properly cited, and effectively used in the lesson.

\_\_\_\_\_ The lesson strategies 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 identified grade level.

\_\_\_\_\_ All necessary background information and/or special instructions for teachers are included.

\_\_\_\_\_ All primary sources, secondary sources, and graphic organizers needed for the lesson are included.

COMMENTS/NOTES:

## LESSON PLAN RUBRIC

	1	2	3	4	5
<b>Materials</b>	There are no materials or primary sources listed or provided in the lesson.	There are few materials listed. There are very few primary sources listed or provided and/or with incorrect citations.	There are some materials listed. There are few primary sources listed or provided, and with correct citations.	Most materials needed are listed. There are several primary sources listed and provided, and with correct citations.	All materials needed are listed and provided. There are sufficient primary sources listed and provided, and with correct citations.
<b>Objectives</b>	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 mostly implemented throughout the lesson.	Objectives are listed and aligned with national history standards, and effectively implemented throughout the lesson.
<b>Setting the Stage</b>	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.
<b>Strategies/ Procedures</b>	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, and 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.
<b>Extension Activity</b>	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.