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| Summary | | | |
| \*Lesson Title (create a title for your lesson): | | | |
| \*Lesson Summary (1-3 sentence summary): | | | |
| \*Subject (e.g. Language Arts, Math, Science, Social Studies/History, Art, Music, etc.): | | | |
| \*Intended Audience/Grade Level: | | \*Time Frame (designate whether this lesson will compose a series of lessons or a single lesson and approximate time frame): | |
| Standards and Purpose | | | |
| \*Standards (link appropriate Common Core State Standards, Next Generation Sunshine State Standards, or other standards below ): | | | |
| \*UFDC Resources (Identify and permalink for documents utilized from the UFDC here): | | | |
| Guiding Question (s) (What are the guiding questions for this lesson? Guiding questions are broad questions that students and the teacher can come back to throughout the learning experience. A good guiding question is (a) thought-provoking, counterintuitive, and/or controversial, (b) requires students to draw upon content knowledge and personal experience, and (c) can be revisited throughout the lesson to engage students in an evolving discussion.): | | \*Objectives (What should students know and be able to do as a result of this lesson? What are the learning objectives for this lesson? What will students know and be able to do as a result of this lesson? Try to make the objectives measurable and specific.): | |
| Assessment (how will data be collected on student performance?) | | | |
| \*Formative (Describe how and when the students will get feedback about their performance or understanding during the lesson. How and when will they have an opportunity to use this feedback to improve their performance?): | | \*Summative (Describe how the teacher will determine if the students have reached the learning targets for this lesson. How will the teacher measure the impact of this lesson on student learning?): | |
| Teaching Phase (step by step narrative guide to instruction) | | | |
| \*Activate/Build Prior knowledge (Describe how the teacher will gather information about student understanding and prior knowledge before the lesson or at the beginning of the lesson. How and when can the teacher use this information during the lesson?): | | | |
| \*Direct Instruction (How will the teacher present the concept or skill to students?): | | | |
| \*Guided Practice (What activity or exercise will the students complete with teacher guidance?): | | | |
| \*Independent Practice (What activities or exercises will the students complete to reinforce the concepts and skills developed in the lesson?): | | | |
| \*Closure (How will the learning from the lesson be reinforced over time?): | | | |
| Reading strategies (describe strategies in detail): | Writing strategies (describe strategies in detail): | | Speaking and listening strategies (describe strategies in detail: |
| \*Accommodations  (Describe how to accommodate students with special needs and how to differentiate instruction.) | | | |
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| \*Extensions  (Describe possible extensions of this lesson.) | | | |
| Re-Teaching: | | Enrichment: | |
| \*Materials | | | |
| Special materials/preparation needed (Describe what special materials or preparations are needed for this lesson.): | | Suggested technology (What are the suggested technology requirements to use this lesson?): | |
| Notes and Additional Recommendations (Provide recommendations concerning the preparation or implementation of your lesson): | | | |
| Reflection  (Questions to stimulate reflection on the process of teaching with primary sources for the implementing teacher – not for completion by the lesson developer) | | | |
| Teacher learning:   * How did my students respond? * What would I do differently next time? * What would I keep the same? * How will I use primary sources in the future? | | | |
| Attachments  (Attach or imbed worksheets and additional documents below) | | | |
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