



The Colonial Williamsburg Foundation

TEACHER INSTITUTE

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 a week-long session 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 the Teacher Institute team at teacherdevelopment@cwf.org.

- **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 the 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: _____

State: _____

National History and/or State Standard: _____

Essential/Compelling Question(s):

- [Example of an **Essential/Compelling Question**: “How did a variety of cultures contribute to the developing American heritage?”]
- [Example of a STEM/STEAM **Essential/Compelling Question**: “How does an understanding of eighteenth-century science, technology, engineering, art, and math help us solve modern-day problems?”]

Content or experience(s) from the Bob and Marion Wilson Colonial Williamsburg Teacher Institute that inspired this lesson: _____

Lesson Summary:

In this lesson, students will . . . [In short paragraph form, describe the importance of the lesson’s content.]

Background Information for the Teacher:

[Write a paragraph with basic information about the topic and an explanation of how this lesson will contribute to the development of students’ understanding of the topic.]

Time Required:

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

[Example: 1–2 class periods]

Objectives:

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

1. [Discuss the essential/compelling question(s) with evidence from primary sources.]
2. [List as many objectives as necessary to adequately cover the material.]
3. [Refer to your state and national curriculum guidelines, as necessary.]

Materials:

- [List all primary source text, prints, images, and/or artifacts, etc., required to implement the lesson All printed materials, including primary sources, must be cited in this list, AND *provided as part of the submitted lesson document*. All materials must include thorough and complete citations. Use of multiple primary sources is *highly* encouraged.]
- Other media (i.e., resources from the Bob and Marion Wilson Educator Resource Library)
- 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. Introduce an artifact or primary source.
2. 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.)
3. Use the “Think-Pair-Share” strategy to elicit students’ prior knowledge and predict possible outcomes.
4. Present a literature piece that connects with the overall theme of the material.
5. Offer biographical background of key figures.
6. Present tableaus, show a video or use outside resources, such as a speaker.

Instructional Process:

This section provides numbered, step-by-step instructions for what the teacher does to enable all students to successfully acquire the knowledge and skills identified above. Describe specific strategies to use with the students to keep them engaged in the learning. All strategies should:

- Be engaging and interactive for students.
- Address multiple learning styles.
- Be culturally sensitive and inclusive.
- Include literacy connections.
- Develop higher order thinking skills.

Alternate Teaching Strategies:

Explain how your lesson can be adapted to differentiate instruction for a variety of learning styles and for gifted/talented students, special needs students, struggling readers, and/or English as Second Language Learners.

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. Create a webpage or a presentation in some other digital format.
2. Prepare an illustrated map and timeline with captions that highlight major events.
3. Design a newspaper front page with articles relating to the theme.
4. Write an original poem about the theme that describes key events or people.
5. 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.
6. Relate your colonial knowledge to current events.

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:

Include graphic organizers and copies of the primary sources or primary source excerpts used in the lesson. Include FULL citations for all sources, including titles, author(s), or artist(s) and 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 REVIEWER FORM

NAME OF LESSON: _____

NAME OF LESSON WRITER: _____

Check if true or, after the submitter has provided a revised lesson, write “As Corrected” in the space provided.

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

_____ Multiple primary sources are included in the lesson, 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, struggling readers, gifted/talented, or special needs students.

_____ The lesson is grade level specific.

_____ 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

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Materials	There are no primary sources or artifacts listed. No other lesson materials are listed and provided.	At least one primary source is included, but with incorrect citations. A few of the other lesson materials are listed and provided.	At least one primary source and/or artifact is listed and provided with correct citations. Most other lesson materials are listed and provided.	At least two primary sources and/or artifacts are listed and provided, with correct citations. All other lesson materials are listed and provided.	Three or more primary sources and/or artifacts are listed and provided, with correct citations. All other necessary lesson materials are listed and provided.
Objectives	Objectives are vague or not provided.	Objectives are listed, but not fully aligned with state and/or national history standards, and not implemented throughout the lesson.	Objectives are listed and aligned with state and/or national history standards, but weakly implemented throughout the lesson.	Objectives are listed and aligned with state and/or national history standards, and mostly implemented throughout the lesson.	Objectives are listed and aligned with state and/or national history standards and effectively implemented throughout the lesson based on students' needs and objectives.
Setting the Stage	Activity does not engage students, activate or build prior knowledge, and does not introduce content to students.	Activity somewhat engages students, activates or builds prior knowledge, and introduces content to students.	Activity engages students, activates or builds prior knowledge. Introduces content and background knowledge to students.	Activity engages students, activates or builds prior knowledge, and introduces content and background knowledge to students.	Activity dynamically engages students, activates or builds prior knowledge, and introduces content and in-depth background knowledge to students.
Strategies/ Procedures	Lesson is poorly explained and does not encourage students to interact with each other or the content. Standards and procedures do not align with stated learning objectives.	Lesson is poorly explained and does not encourage students to interact with each other or the content. Differentiation opportunities are minimal.	Lesson is sufficiently explained and encourages students to interact with each other or primary sources. Differentiation opportunities are available for most students.	Lesson is adequately explained and encourages students to interact with each other or primary sources. Differentiation opportunities are available for all students.	Lesson is clearly explained, has appropriate pre- and post-assessments, encourages students to interact with each other or primary sources. Differentiation opportunities are minimal and based on pre-assessment results.
Extension Activity	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.	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.	Activity enables students to relate issues to their own lives and continued interaction with history using a variety of teaching strategies.	Activity enables students to actively relate issues to their own lives and promotes continued interaction with history using a variety of teaching strategies and are unique in nature.	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.