

Lesson Title (this is Arial Font, 16)

Lesson Design by: Your Name, School, Grade, Subject
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Teaching Traditional American History Program
Funded by U.S. Department of Education
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<http://www.chillihistoryproject.com/>

Lesson Overview: *Teacher, insert a brief description of your lesson for the reader to quickly assess it's use in their classroom. Tell what the lesson is about and how it can meet the needs of the students. Cross curriculum application information may be included.*

Essential Question(s): *A question that lies at the heart of a subject or curriculum and promotes inquiry and uncoverage of a subject. They do not yield a single straightforward answer, like a leading question. Essential questions produce different plausible responses, about which thoughtful and knowledgeable people may disagree.*

Objectives: After completing this lesson the student will be able to:

- *Teacher, use bullets as shown here. State the objectives in behavioral terms using the DESE GLEs but they need to be written out so that the reader who does not have the GLEs or is not from MO will know what the objectives are. However, inserting the GLEs would make the lesson user friendly for colleagues in Missouri.*
- *Teacher, be sure each objective is stated separately...i.e. one behavior or one verb per objective*
- *Teacher, make the objectives measurable but you do not need to state percents, etc. Remember these are objectives, not activities. Check with Bloom's Taxonomy for reference and the Six Facets of Understanding.*

Assessment: *Teacher, design and include your assessment for the lesson and scoring guide or appropriate measure of student success. For help with scoring guides, try <http://rubistar.4teachers.org/index.php>*

Planning assessment before instruction, helps focus on the essential questions and understandings desired. The assessor asks the questions:

- *What evidence can show that students have achieved the desired results?*
- *What assessment tasks and other evidence will anchor the lesson/unit and guide instruction?*
- *What should we look for to determine the extent of student understanding?*