



A. Guidelines for Your Lesson Plans

Here are some basic tips as you continue to work on your lessons for the TAHSC project. Remember, your lesson needs to cover a South Carolina history topic and incorporate at least one **local** primary source from a cultural institution. Final lessons are due at the Midyear Retreat (2/19/10). Turn in both a hardcopy and electronic copy (on disk). Please format your lesson using the following 9 sections.

1. Lesson Name

- Try to think of a catchy title, since your lesson may be added to our website. Using a quote from one of your sources is a good strategy.

2. Academic Standard(s)

- List a specific indicator along with the broader standard that best matches the content of your lesson.
- Include appropriate Literacy Elements.

3. Essential Question(s)

- Your lesson should have 1-3 Essential Questions.
- “How” and “Why” questions are best since this encourages analysis.
- Make sure your students use primary sources to help answer your essential question(s).

4. Historical Background Essay with Citations

- Needs to be 1-2 pages long, double-spaced, 12 pt. font (Times New Roman).
- Make sure your background essay answers your essential questions.
- Avoid long paragraphs (each paragraph should contain about 3-5 sentences).
- Use parenthetical citations.

5. Primary Sources Used (a bibliographical list)

- You must have at least one primary source listed here.
- Use primary sources that you have from the summer or those gathered by the graduate students.
- Limit the use of primary sources from the web.

6. Secondary Sources Used (a bibliographical list)

- You should have at least two books that cover your subject at length (see the bibliography in your binder).
- The best secondary sources are typically published by universities (USC Press, Oxford University Press, etc.)
- Limit the use of web sources

7. Materials Needed

- Include additional items, such as worksheets, timelines or graphic organizers

8. Procedures

- Write step-by-step instructions on how you teach this lesson.

- Have your students interact with primary sources!
- Be as specific as possible! Tell us exactly how your students used primary sources.
- Be sure to mention how long the lesson should take.

9. Assessment

- Create standards-based, performance assessment rubrics or traditional multiple-choice tasks

B. Guidelines for Your Summary Essay

We want to know how our course has influenced your teaching. The summary essay part of your assignment helps us know what is working (and what is not working) with our program. After you teach your lessons for TAHSC (or use any ideas you gained from the institute), take a moment to jot down a few notes about your experience. This will help when you are looking for something to say in your final essay. Here are some things to remember as you write your summary essay:

- Be as specific as possible!
- Essay needs to be 3-5 pages, double-spaced, 12 pt. font (Times New Roman)
- Read through the notes you took during the institute.
- Cite specific examples of how *TAHSC* influenced your teaching. Citing examples from your lessons and student work, consider the following questions:
 - How has the course influenced the way you use primary sources with your students? Give examples.
 - What parts of Kevin's lectures were most useful for your understanding of American history content? What could be improved?
 - What parts of Wardie's sessions were most useful for strategies and ideas for teaching American history? What could be improved?
 - Which of the cultural institution sessions were most useful for your teaching? What could be improved?
 - What evidence from student work illustrates effective instruction?
 - Focus most of your essay on your experiences during the Fall and Winter, as opposed to summarizing your experience during the summer institute.

C. Things to Know About the Midyear Retreat, February 19-20, 2010

Just to be sure everyone is on the same page, here are a few reminders about our upcoming Midyear Retreat. We are looking forward to the retreat, since we'll have everyone together from all three summer institutes. Here is some basic information about the retreat:

- Takes place at White Oak Conference Center near Winnsboro.
- Lodging for Friday night is covered by the grant, and you will have your own room.
- Retreat begins with reception/dinner at White Oak from 6-8 p.m. on Friday, February 10.
- We'll have a bonfire Friday evening and guest speakers.
- Saturday, February 11 will be a full day of fun events.
- You will receive your remaining stipend of \$200 after the retreat.
- The grant will also reimburse your mileage for driving to White Oak.
- **All work is due at the retreat.** Master teachers will grade your lessons soon after, and you should have your final grade by April 2010.
- Your completed assignment counts for 50 points (or half your total grade).

D. If you have any questions, let us hear from you!

- Contact Don Stewart at stewart@scdah.state.sc.us or 803-896-6224 or 803-413-4721 (cell).