



## 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 (2/18/11). 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).
- Have your student assessment answer some or all of your essential questions.

### 4. Historical Background Essay with Citations

- Needs to be 1-2 pages long of *your own words*, double-spaced, 12 pt. font.
- Make sure your background essay answers your essential questions.
- Avoid long paragraphs (each paragraph should contain about 3-5 sentences).
- Use parenthetical citations to cite sources used to write your essay.

### 5. Primary Sources Used (a bibliographical list)

- You must have *at least* one primary source listed here that is a *major part* of the lesson.
- Use primary sources that you have from the summer or those gathered by the graduate students – *make sure that students interact with these sources in some way*.
- 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 and include how long it takes.
- Have your students interact with primary sources! Try to get them to think like historians.
- Be as specific as possible! Tell us exactly how you conducted the lesson and how your students worked with sources.

## 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 the morning lectures were most useful for your understanding of American history content? What could be improved?
  - What parts of the master teacher 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? Did you work with cultural institutions after the summer?
  - 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 18-19, 2011

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:

- 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 18.
- We'll have a bonfire Friday evening and guest speakers.
- Saturday, February 19 will be a full day of events and a chance for you to share your work.
- 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 2011.
- Your completed assignment counts for 50 points (or half your total grade).

**Contact us if you have any questions:** <http://www.teachingushistory.org/contact.html>