

## CONCEPT-BASED LESSON PLANNING PROCESS GUIDE

**Note:** The shaded areas indicate the shifts from more traditional lesson planning to a concept-based instructional design and asks teachers to metacognitively reflect on their planning. The red cells and shading indicate the primary focus of our work at the Institute. **The process guide is to help make visible “the invisible thinking” in which teachers engage as they plan lessons.** The guide is not intended to suggest that templates in use by teachers or in districts should be replaced; in fact, the process guide may be a valuable tool when used “side-by-side” with other lesson planning templates or tools. The intention is to illustrate the type of questioning that should occur consistently with any planning process when considering the instructional shifts implicit in the Colorado Academic Standards.

Shift in  Instructional Design	Lesson Elements and Design	Metacognitive Reflection
<p><b>The Unit Generalization and Focusing Lens asks students to ...</b></p>	<p><b>Lesson Focus:</b></p> <p><u>CCSS.ELA-LITERACY.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.3</u> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.5</u> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with</p>	<p><i>How does this specific lesson advance the big idea or generalization of the unit? What connections might be made between other content areas?</i></p> <p>This unit engages students with the craft of the historian through a close reading of an unpublished California Gold Rush Letter. Students will have to examine the claims of the letter and compare those to secondary sources about the 1849 Gold Rush, eventually writing their own history of the period. Close reading strategies and comparative analysis are similar to the close reading strategies in Language Arts.</p>

	<p>other information</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u>  Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>	
<p><b><i>This lesson objective / learning target is critical to student understanding because...</i></b></p>	<p><b>Objectives / Learning Targets:</b>  <i>By the end of today's lesson, students</i>  ...will be able to develop close reading skills with both primary and secondary sources.  ...will understand and be able to evaluate both the richness and limitations of primary sources.  ...will be able to process and integrate information from both primary and secondary sources in to a coherent and measurable understanding of the complexites of the California Gold Rush.</p>	<p><i>In what ways does the learning target support the generalization?</i></p> <p>The targets relate directly back to the reading and processing skills of the generalization statements, specifically how they relate to the use and processing of primary and secondary sources.</p>
<p><b><i>Instructional strategies</i></b></p>	<p><b>Instructional Strategy Menu (not exhaustive):</b></p> <ul style="list-style-type: none"> <li>• <i>Student-generated questions</i></li> <li>• <i>Teacher-provided inquiry questions</i></li> <li>• <i>Teacher modeling</i></li> <li>• <i>Close reading protocol</i></li> <li>• <i>Hands-on/experiential</i></li> <li>• <i>Collaborative groups</i></li> <li>• <i>Writing</i></li> </ul>	<p><i>Which instructional strategies will foster learning the lesson's skills, processes, or content?</i></p> <p>The content in this lesson is used as a vehicle for the processes. Students will come away with a braod and deep understanding of the California Gold Rush, but more importantly will understand the processes of enegagment with primary and secondary sources.</p>
<p><b><i>In the first 3-7 minutes of the lesson,</i></b></p>	<p><b><i>Opening (hook / anticipatory set / lesson launch)</i></b></p> <p><b>Instructional Strategy chosen:</b> Scenario – students will be put int o pairs and told that they have just “unearthed” a never- before- seen letter from the 1849 California Gold Rush. They are then given a copy of the original letter and asked to transcribe as much of it as they are able. In addition, they are asked to write down questions (bth process and content) that come to mind as they decipher the letter.</p> <p><b>Why is this strategy impactful:</b>  This anticipatory set gets stdents involved with a close reading of primary source right away. It provides students with a “problem to solve” right away so that interest and inquiry are heightened.</p> <p><b>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</b> Transcribing a letter from 1849 is a challenge as the wording and script are difficult to decipher. This is not beyond high school students however, but they will have to work to achieve</p>	<p><i>In what ways does the chosen strategy work toward a larger purpose at the beginning of the lesson (e.g., engaging students, increasing curiosity, stimulating student-generated questions, etc.)?</i></p> <p>Ideally, this set will have enough of a “story” behind it to pique some curiosity with students. It should also get students involved with the material and working in pairs right away.</p>

	<p>success with it. By having students work in pairs, they are fostering relationships and by asking questions of the primary text they are learning and practicing</p>	<p><i>In what ways does the chosen strategy(ies) work toward a larger purpose (e.g. increasing collaboration; interacting with complex texts; situating students in real-life, relevant experiences; increasing student agency; stimulating student discourse; etc.)?</i></p>
<p><b>The Learning Experience will</b></p>	<p><b>Learning Experience / Lesson</b></p> <p><b>Instructional Strategy chosen:</b> Pair and share/close reading/Collaboration</p> <p><b>Why is this strategy impactful:</b> By incorporating a variety of instructional strategies, students are always engaged with the materials of the lesson and asked to manipulate that material in meaningful and differing ways. There is no time during the lesson, that students are passive in their learning.</p> <p><b>How does this strategy support meeting the “just-right challenge,” or “building relationships,” or “creating relevancy,” or “fostering disciplinary literacy”?</b></p> <p>Instructions:</p> <p>As an historian, you and your partner have just found this letter buried in an archive. Here are your tasks:</p> <ol style="list-style-type: none"> <li>1. Collect as much metadata on the letter as you are able       <ol style="list-style-type: none"> <li>a. Who</li> <li>b. What</li> <li>c. When</li> <li>d. Where</li> <li>e. Why</li> <li>f. How</li> </ol> </li> <li>2. Transcribe the letter as best you are able on a separate sheet of paper– record questions that you have regarding things mentioned in the text or what something means.</li> <li>3. Using any electronic device at your disposal, find as many answers to the questions that came up as you were transcribing. Write down the answers you find.</li> <li>4. Now look at a map if the various routes to the gold fields. What does this help you understand about the letter? <a href="https://www.thinglink.com/scene/664470853617975298">https://www.thinglink.com/scene/664470853617975298</a></li> <li>5. Take a look at the transcription. What questions about the letter does this help answer? What questions does it bring up?</li> <li>6. Using an electronic device at your disposal, read the article at the link that corresponds to the letter you are given in class. As you read, write down those things that are similar to what the letter talks about as well as those things that are new or different.       <ol style="list-style-type: none"> <li>a. Gold Fever - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/goldfever.htm">http://www.pbs.org/weta/thewest/program/episodes/three/goldfever.htm</a></li> <li>b. My Share of the Rocks - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/myshare.htm">http://www.pbs.org/weta/thewest/program/episodes/three/myshare.htm</a></li> </ol> </li> </ol>	<p>Students are reliant upon each other and have a unique task to complete. All the while they are using close reading strategies o a primary source without really realizing it.</p> <p><i>In what ways does the chosen strategy cement the learning?</i></p> <p>Because students are actively involved in both deciphering a primary source as well as creating their own questions to investigate, they will be more engaged with the material.</p> <p><i>What evidence will show that the strategies impacted student learning? Were the strategies effective through the learning process?</i></p> <p>The “proof” in this lesson is ultimately the summative writing that students turn in as ticket out the door. If completed thoughtfully, it will show that students can contextualize a primary source and integrate that with secondary sources.</p>

	<p>c. Stay at Home - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/stayathome.htm">http://www.pbs.org/weta/thewest/program/episodes/three/stayathome.htm</a></p> <p>d. The Diggings - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/diggings.htm">http://www.pbs.org/weta/thewest/program/episodes/three/diggings.htm</a></p> <p>e. The Right of Conquest - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/conquest.htm">http://www.pbs.org/weta/thewest/program/episodes/three/conquest.htm</a></p> <p>f. The Land of Gold and Hope - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/goldandhope.htm">http://www.pbs.org/weta/thewest/program/episodes/three/goldandhope.htm</a></p> <p>g. Emporium of the Pacific - <a href="http://www.pbs.org/weta/thewest/program/episodes/three/empofpacific.htm">http://www.pbs.org/weta/thewest/program/episodes/three/empofpacific.htm</a></p> <p>7. Share your findings with your partner. Combine with another group and share your findings as well. Continue sharing until you have heard from each group.</p> <p>8. Now, with your partner, write a one to two paragraph description of the California Gold Rush in 1849. For full points, you must include at least two references to Mr. Garrison's letter.</p> <p>9. Share your description with one other group. Discuss what similarities and differences you find.</p> <p>10. Finally, discuss how difficult or easy it was to "write history." What does this tell us about how we should approach historical writing?</p>	
<p><b>The closing activity reinforces the learning.</b></p>	<p><b>Closure</b></p> <p><b>Instructional Strategy chosen:</b> Collaboration and writing – see numbers 8-10 in the Learning Experience / Lesson Section.</p> <p><b>Why is this strategy impactful:</b> It is a culminating activity that integrates all previous parts of the lesson, pulling together all the learning targets.</p> <p><b>How does this strategy support meeting the "just-right challenge," or "building relationships," or "creating relevancy," or "fostering disciplinary literacy"?</b> It completed in a thoughtful manner, students will be faced with a "just-right challenge"</p>	
<p><b>Technological resources that will support student learning and move students toward the learning target.</b></p>	<p><b>Technological Resource and application:</b> Please refer to numbers 3 and 6 in the Learning Experience / Lesson section above.</p> <p><b>How:</b> In what ways does this chosen resource support meeting the "just-right challenge," or "building relationships," or "creating relevancy," or "fostering disciplinary literacy"?</p>	<p><i>How will my students and I strategically use technology resources to enhance the learning experience (and support "meeting the just-right challenge," "building relationships," "creating relevancy," and/or "fostering disciplinary literacy")?</i></p> <p>Students will make use of appropriate internet resources as they would a textbook in a more traditional lesson. See sections 3, 5 and 6 in Learning Experience / Lesson section.</p>

<p><b>Formative assessment will be a quick Check for Understanding in which students will demonstrate they are or are not on track.</b></p>	<p><b>Formative Assessment</b></p> <p><b>Formative Assessment tool/method:</b> Discussion. Please see numbers 2 and 7 in Learning Experience / Lesson listed above. In addition, the product and discussion numbers 8 and 10 in the Learning Experience / Lesson section above will provide evidence that the learning targets were met fo the days' lesson.</p> <p><b>Learning indicators of success:</b> (What evidence will show that the learner is moving toward mastery of the learning target?)</p>	<p><i>What "indicators of success" will show that the students are gaining mastery?</i></p> <p>Students will hand in their final product – see number 8 in Learning Experience / Lesson section. This will be the graded portion of the lesson and will illustrate how well students grasped and applied the concepts of the lesson.</p> <p><i>How will I use that evidence in a feedback loop?</i></p> <p>I will give students individual feedback on their writing and indicate where they did well and where they could have made a stronger case.</p>

<p><b>Reflection:</b> (What are the strengths in the lesson plan? What changes would I make in the lesson plan for next time?) <b>I have not used this lesson yet.</b></p>
<p><b>Connection to Performance Goal:</b> (What did I do in this lesson that gives evidence or may be used as an artifact for my professional growth plan?) Any of the written materials both formal or informal could be used as evidence of student learning and skills aquisition. In addition, discussions in both large and small groups could be filmed and used as evidence.</p>
<p><b>Student Feedback:</b> (What did students say about the lesson? Did they find it engaging, interesting, appropriately challenging? Did their feedback confirm my own perception of the the lesson?) <b>As this is new lesson, I wdo not have student feedback yet.</b></p>

<b><i>Time Suggested</i></b>	One 90-minute block period
<b><i>Materials Needed</i></b>	Copies of original letter – enough for each pair in class to have one Copies of transcribed letter – enough for each pair in class to have one
<b><i>Co-teaching Opportunity</i></b>	This lesson could be used alongside a Language Arts class given the close reading structures and use of written primary sources. The content section could be combined with an earth science or geology class to contextualize the mining aspect of the lesson.
<b><i>Cross-Content Connections</i></b>	This lesson could connect to geography as students could go into greater detail about the physical environment and changing climate eluded to in the primary source. It could connect to economics and the principle of scarcity with the letter’s focus on the high cost of goods as the author heads west.