

LESSON PLAN EXAMPLE

A lesson plan is a set of notes that teachers or instructors use to prepare their lessons. It is different from a handout or an information sheet in that it contains only brief notes about the subject – sort of like cue cards to remind you what you want to discuss next. The purpose of a lesson plan is to organize your information into a logical, engaging, and effective presentation.

GENERAL

Name: Liam	Topic: The History of the Long Trail
Course: Long Trail	Duration: 25 – 30 minutes
<p>Lesson Aim: This is the overall goal of your lesson. What is your lesson about? What are you trying to achieve in your lesson?</p> <p>This lesson will expose students to a selection of key dates and events on Vermont’s Long Trail. Students will examine historical figures, events, and peoples to assess how different groups interpret and understand wilderness over time.</p>	
<p>Success Criteria: How would you consider your lesson a success? What do you want your students to learn and be able to do by the end of the lesson?</p> <ul style="list-style-type: none"> • Students will understand the historical concepts of chronology, continuity and change. • Students will be able to organise events in a chronological order. • Students will be aware of how different peoples interpret and understand wilderness over time. 	

UNIVERSAL DESIGN FOR LEARNING

<p>I) Learning Environment:</p> <ul style="list-style-type: none"> • Is there a certain learning environment required for your lesson to be more authentic? For example teaching a geology lesson on the actual rock formation. • Is the outdoor environment that you have chosen to teach at conducive to learning (are there places to sit, is the sun in the students’ eyes, will students be able to hear you clearly, is there enough shade for students, or is this area too cold or windy?)? 	
<p>II) Learning Styles: How are you catering to different types of learners?</p>	
<p>Visual Learners Use images, colour, pictures, and maps to retain, organize, convey and communicate information.</p>	<ul style="list-style-type: none"> • Students will draw a picture of their time period to accompany a caption detailing key events, dates, and historical figures/peoples.
<p>Auditory Learners Use sound to retain, organize, convey and communicate information. For example verbal instructions, group discussions and narrated demonstrations.</p>	<ul style="list-style-type: none"> • Students will present their time period to other students verbally.
<p>Tactile Learners Use touch, movement, building, and drawing to retain, organize, convey, and communicate information.</p>	<ul style="list-style-type: none"> • Students have to physically move around the environment to organise timeline of the Long Trail into chronological order.
<p>Resources and Materials: List where you found your sources of information (MLA), what materials and resources you require for your lesson.</p> <p>References:</p> <ul style="list-style-type: none"> • Curtis, Jane, Will Curtis, and Frank Liberman. Green Mountain Adventure: Vermont’s Long Trail: An Illustrated History. Montpelier, VT.: The Green Mountain Club, 1985. Print. • Dunn, Sarah Tuff. “Vermont’s First Women of the Long Trail.” Seven Days. Seven Days, 23 Mar. 2016. Web. 14 Apr. 2017. 	

- “The Long Trail.” Vermont Historical Society. N.p., n.d. Web. 14 Apr. 2017. <<http://vermonthistory.org/research/research-resources-online/green-mountain-chronicles/the-long-trail-1910>>.
- Urban, Colin. “100 Years of the Long Trail.” Vermont Public Radio. N.p., 30 July 2010. Web. 14 Apr. 2017. <<http://www.vpr.net/vault/longtrail-100/index.html>>.

Resources:

- Paper and coloured pencils for timeline activity.

LESSON OUTLINE

Lesson Organisation	Description
<p>1. Settling Activity</p>	<p>This is a way to hook and calm your students down in order to participate in the lesson. It could also be a way to start building on necessary knowledge (scaffolding) for students to be successful in achieving your lesson’s success criteria.</p> <p>Ask students to write down on a piece of paper what they think change and continuity mean. Inform students they can write or draw their answers. Ask students to share their definitions and answers with the group.</p>
<p>2. Introduce Lesson</p>	<p>Explain to students the lesson topic and outline the plan of your lesson. Introduce the lesson topic to students and inform them of the lesson’s structure:</p> <ul style="list-style-type: none"> • Historical concepts: continuity, change, and chronology • Timeline activity • Group discussion: how do different groups or peoples interpret wilderness?
<p>3. Delivery and explanation of topic and/or key concepts</p>	<p>You are the master of this topic from all your research. Generally you will have to explain key concepts and information to students before commencing an activity. Do not assume that your peers have the same level of understanding of a topic as you. Explaining key concepts and information can be done through a mini-lecture, listening to a pod-cast, reading an article, or by undertaking a group discussion.</p> <p>Build on students’ prior drawings and definitions of continuity and change to establish more concrete definitions.</p>
<p>4. Checking for students’ understanding through an activity</p>	<p>Create a learning activity that incorporates the content of your topic (check the student lesson assessment sheet for a list of suggested activities). This is how you will assess if students’ understood the content from your lesson.</p> <p><i>Timeline Activity:</i> issue students with an extract of a key event that occurred near or on the Long Trail. Students must create a caption containing a date and a picture to summarise the event. Once students have finished they must make a physical timeline together using their events. This will require movement and discussion with other students to establish who has what date for their event. Each student will then present their event to the group.</p>
<p>5. Conclusion</p>	<p>Summarise the main points of your lesson and encourage any questions. Group Discussion: Have a group discussion with students addressing the following questions:</p> <ul style="list-style-type: none"> • Identify any aspects of continuity or change within the events they examined. • Infer how these events reflect different peoples or groups’ attitudes, values, and interpretation toward wilderness and landscape. • Identify what type of interpretation of wilderness this topic falls under (biophysical element, personal element, social/historical/cultural element or economic/political element). Link this topic to the students’ upcoming grand task.

LESSON PLAN

GENERAL

Name:	Topic:
Course:	Duration:
Lesson Aim:	
Success Criteria:	

UNIVERSAL DESIGN FOR LEARNING

I) Learning Environment:	
II) Learning Styles:	
Visual Learners	
Auditory Learners	
Tactile Learners	

Resources and Materials:

References:

Resources:

LESSON OUTLINE

Lesson Organisation	Description
1. Settling Activity	
2. Introduce Lesson	

<p>3. Delivery and explanation of topic and/or key concepts</p>	
<p>4. Checking for students' understanding through an activity</p>	
<p>5. Conclusion</p>	