



USING ESSEX HISTORY

Selected lesson plans submitted to UEH will be posted to our website as a resource for teachers. Please be sure that your lesson plan is clearly explained so that other teachers may easily incorporate it into their classrooms. The following represents the format in which lesson plans should be submitted. Any resources (textbooks, primary or secondary sources, websites, etc.) should be footnoted using the Turabian format for citations. Examples of the Turabian format are outlined at the end of this document.

Lesson Plan Criteria¹

UEH Seminar Topic

Title

Author

Grade Levels

For which grade levels is this lesson appropriate?

Time Frame

Please provide a lesson plan for a minimum of two days.

Links to Massachusetts History and Social Studies Frameworks

Which state standards are targeted in this lesson?

Essential Objectives

What will your students know or be able to do as a result of this lesson? Be specific. What information will your students use to achieve these objectives?

Essential Questions

Why are we teaching this? How does this connect to the course's themes? What is the thesis of the lesson?

Procedure

The procedure should be for a lesson that lasts 1-2 days. Be aware of transitions – how do you go from day 1 to day 2 of a lesson? Please include a detailed description of:

- 1) Introductory Activities – to introduce students to lesson plan content, explain how it fits into larger course framework, and what they should know by the end of the lesson.*
- 2) Developmental Activities – What is the content and procedure for student learning?*

Successful lesson plans will include at least two different instructional strategies.

Choices for instructional activities include:

¹ These standards are taken from Paul R. Burden and David M. Byrd, *Methods for Effective Teaching* (Boston: Pearson Education, Inc. 2004).

- a) *direct instructional approaches – lecture and guided student learning. If you are choosing to do a lecture, include bullet points detailing the main points of your lecture.*
- b) *inductive instructional approaches – an activity to help students discover a concept. For example: projects and reports*
- c) *social instructional approaches – teachers facilitate group work for students to learn the desired information and skills. Includes discussions, role playing, debates, etc.*
- d) *Independent instructional approaches – students pursue their own interests (or material provided by the teacher) to discover lesson objectives independently*
- 3) *Closing activities – to sum up the main points of the lesson and connect it to larger course themes and objectives. How does this lesson contribute to the overall goals of the course? How does it connect to goals for student knowledge?*²

Links to UEH Seminar

Explain the ways in which this lesson is connected to the UEH seminar you attended. How did this lesson plan grow out of UEH? Did you use the content and/or primary sources to shape this lesson?

Assessment

On what will your students' achievement be based? Students can take a test, write a research paper, create a journal or presentation, take part in a debate, etc. What criteria constitute successful completion of the lesson? IE: "Successful students will be able to..."

Primary Documents Used

Incorporate at least 2 primary documents into the lesson. Remember to cite your resources using the Turabian format.

Local Resources Used

Which local field resources can you incorporate into your lesson?

² Ibid., 157-158.

Turabian Formats for Footnoting

Historians generally use footnotes to cite their sources. Footnotes appear at the bottom of each page of a document and follow a standard format. For Microsoft Word users, footnotes can be inserted by clicking on Insert, then Reference, and then Footnote. This will automatically move your cursor to the bottom of the page where you can type in the reference information. The footnote format commonly used by historians is from Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. The following are common references in the Turabian style.

Books:

Name of Author, *Title of Book* (City of Publication: Publisher, Copyright Date), page number you are referencing.

For example, to cite page 104 of Mary Dudziak's *Cold War Civil Rights*, one would type:

Mary L. Dudziak, *Cold War Civil Rights: Race and the Image of American Democracy* (Princeton: Princeton University Press, 2000), 104.

Essays in a Collection:

Name of Chapter Author, "Chapter Title," in *Title of Book* ed. Name of Book Editor (City of Publication: Publisher, Date), page number.

For example, to cite page 21 of Edwin Redkey's chapter in the book *Hope and Glory*, you would type:

Edwin S. Redkey, "Brave Black Volunteers: A Profile of the Fifty-fourth Massachusetts Regiment," in *Hope & Glory: Essays on the Legacy of the 54th Massachusetts Regiment* eds. Martin H. Blatt, Thomas J. Brown, and Donald Yacovone (Amherst: UMass Press, 2001), 21.

Article in a Journal

Name of Author, "Article Title," *Journal Title* Volume Number, no. Issue Number (Year): pages.

For example, to footnote page 33 of James Drake's article in the *New England Quarterly* type:

James Drake, "Restraining Atrocity: The Conduct of King Philip's War," *The New England Quarterly* 70, No. 1 (March 1997): 33.

Article in a Magazine

Name of Author, "Article Title," *Magazine Title*, Day Month Year of Publication, pages.

For example to cite page 32 of an article in *Yankee Magazine*:

John Smith, "Essex County Sites," *Yankee Magazine*, 16 May 2004, 32.

Article in a Newspaper

Name of Author, "Title of Article," *Title of Newspaper*, Day Month Year, section number, p-pages.

For example to cite the following article on page E1:

Paul Richard, "In All its Glory, the 54th Marches Into Washington," *Washington Post*, 7 September 1997, sec. E, p.1.

Electronic Document

The format for electronic documents is a bit less rigid. For an article, book, etc. online, use the above formats and then include any relevant information (website, database name, date accessed) to help your reader find the source.

For example to cite the above article from an online source:

Paul Richard, "In All its Glory, the 54th Marches Into Washington," *Washington Post*, 7 September 1997, sec. E, p.1. Accessed July 17, 2006, online website, <http://www.washingtonpost.com/wp-srv/style/longterm/arts/shaw.htm>.