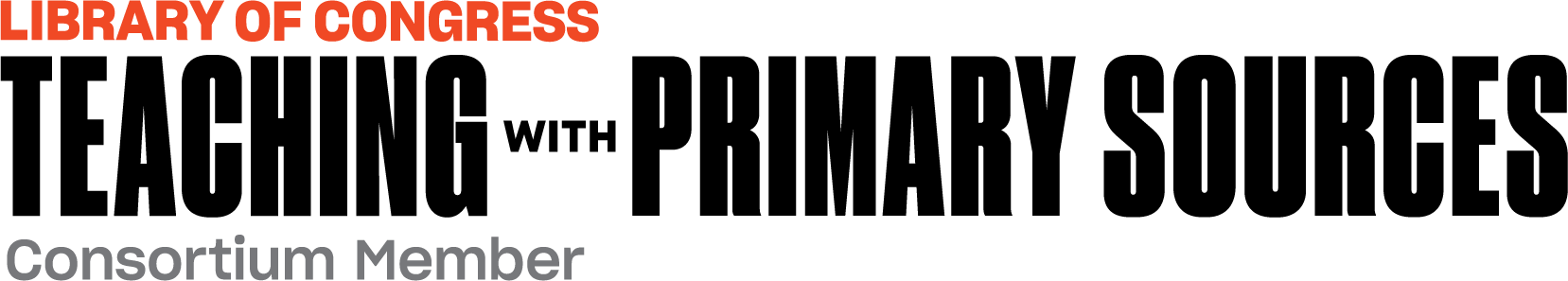
(Cover Page)



**Title of Learning Unit:** (Concise descriptive name)

**Subjects:** (Content areas covered. -- e.g. Geography and Math)

**Grade Level:**

**Overarching Concept:** (Reference the content-related theme and social studies strand(s): <https://www.socialstudies.org/standards/strands>.)

**Overview:** (Describe the learning unit in 5 to 8 sentences. Intended to communicate the main goal and overall plan to other educators.)

**Written By:** (List all members of your group.)

**Date:**

**\*\*\* \*\*\* \*\*\* \*\*\***

**Pre-instructional Assessment/Introduction:** (Describe an activity in which you will introduce the topic and assess students’ prior knowledge. Indicate the “big ideas” you will be assessing and how student background knowledge of these overarching themes will be integrated throughout the unit.)

**NOTE: Remove instructions (gray type) from this document before submission.**

Submit final version in MS Word to be considered for publication on the TPS Eastern Region webpage. Please choose a primary source to represent this lesson and include the URL and title:

**Representative Primary Source:**

**URL:**

**Title:**

**Title of Lesson/Activity #1:** (Descriptive title for this lesson)

**Created By:** (Individual who created this lesson.)

**Overview of Lesson:** (Describe this lesson/activity in 3 to 5 sentences.)

## PA Standards: (Your lesson/activity should address at least one PA Academic Social Studies standard and at least one PA Common Core.)

## Investigative Question for this activity: (Overarching question to be investigated)

## Objective(s): (One to three clearly stated, measurable objectives, each related to standards listed above and assessment defined below: e.g. TSW…by…% accuracy.)

### Materials: (List all classroom materials used throughout the plan. *E.g. student journals, markers, etc.*)

### Printed Sources: (Numbered list of each handout and worksheet to be printed. If digital, include the hyperlink, as well. Attach a copy of each print or worksheet.)

### Online Resources/Collections/Exhibits/Websites: (List only if students accessing directly.)

**Student Learning Process:** (Step-by-step **numbered** instructions written in student-centric language. Include Key Instructional Questions.)

**Closure:** (Describe how you will wrap-up the lesson.)

**Modifications/Accommodation Techniques for Students with Special Needs:**

**Assessment:** (Include copies of all formal assessment instruments--rubrics, worksheets, tests, etc. referenced in this lesson.) (If informal assessment used, describe—teacher observation of group participation, etc.)

Each unit MUST include:

1. Description of pre-instructional assessment/ introductory activity
2. 3 to 5 formal lesson plans:
   1. One lesson based on your Book Backdrop
   2. One primary source analysis activity
   3. One lesson relating the historic topic to the modern day
3. Post-instructional assessment activity (NOT a written exam).

**Lesson/Activity #2**

\*\*\*\*\*\*Title of Lesson, etc…. Follow the same format as before. \*\*\*\*\*

**NOTE:** Each lesson should begin on a new page.

**Lesson/Activity #3**

\*\*\*\*\*\*Title of Lesson, etc…. Follow the same format as before. \*\*\*\*\*

**NOTE:** Each lesson should begin on a new page.

**Lesson/Activity #4**

\*\*\*\*\*\*Title of Lesson, etc…. Follow the same format as before. \*\*\*\*\*

**NOTE:** Each lesson should begin on a new page.

**Lesson/Activity #5**

\*\*\*\*\*\*Title of Lesson, etc…. Follow the same format as before. \*\*\*\*\*

**NOTE:** Each lesson should begin on a new page.

**\*\*\* \*\*\* \*\*\* \*\*\***

**Post-instruction Assessment: (**Describe how you will assess the knowledge of the subject and/or the skills that students have gained during the learning unit. Describe how this information will be used to inform future lessons and/or activities to address deficits. Include a copy of the assessment tool if appropriate. Think about what you want students to gain.)