

## **“Lesson Study” - A Guide for Planning - Version III**

### **I - Background and Context of the Lesson to Be Studied**

**1.** Unit, lesson topic and rationale - How does this lesson connect to the unit you will teach? Refer to state content and OUSD historical thinking standards.

**2.** What do you want students to understand at the end of the unit? - List 2-3 understandings.

Questions to consider:

- What does it mean to say a student understands a particular historical, event, individual, or concept?
- What academic skills, historical thinking skills, and understandings are essential to this lesson?
- What do you want students to know and understand about the selected topic and the history of democracy in America?

### **II - Preparing the “Lesson Study” Lesson**

**1.** What's the lesson's “drama,” or sequence of experiences, activities, and questions, that will help students achieve the goals you set for this lesson? What is the lesson plan?

Questions to consider:

- What specific information and understandings do you want students to get from this particular lesson? What question guides the lesson plan?
- What do students currently understand about this topic?
- What source document(s) will be used to focus the lesson?
- How will this work help students better understand the struggle for democracy?
- How might students respond to the questions and activities in the lesson? What problems and misconceptions might arise? What might be the response?