

## **TOP Fellow Lesson – Completion Guide**

### **OBJECTIVE:**

Create an inquiry-based lesson or unit plan that will help your students learn more about contemporary Germany. Your lesson may incorporate historical context, but the topic must have a strong connection to contemporary Germany. Use your study tour experiences for inspiration.

### **C3 FRAMEWORK and INQUIRY DESIGN MODEL (IDM)<sup>™</sup>:**

Choose the C3 Framework indicators relevant for the subject and grade level you teach.  
<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>

You will use the Inquiry Design Model (IDM)<sup>™</sup> to help structure your lesson plan(s). Design your lesson around one Compelling Question, using Supporting Questions and Formative Performance Tasks (activities or graphic organizers, for example) to scaffold your students' learning. After completing the Formative Performance Tasks, your students should feel prepared to answer the Compelling Question during the Summative Performance Task.

<http://www.c3teachers.org/inquiry-design-model/>

### **EQUITY CENTERED DESIGN:**

As you design your inquiry, reflect on the following questions: Who are your students and what are their needs? How might this inquiry impact the following students: students of color, students who speak another language, LGBTQ students, students with disabilities, and undocumented students? Does your inquiry include their multiple perspectives? Whose narratives are missing or silenced? How are race, gender, class, etc. addressed in this inquiry? How can you make this inquiry more equity centered?

If you would like to learn more about Equity Centered Design, the K12 Lab at the Hasso Plattner Institute of Design at Stanford University offers many resources.

<https://dschool.stanford.edu/resources/equity-centered-design-framework>

Critical Lens Protocol:

<https://dschool.stanford.edu/resources/criticallens>

<https://drive.google.com/uc?export=download&id=1CAW9yShYGVfqqvZMsLee8CopSUAqEguO>

## FORMATTING:

- Submit as a Word document ([TOP Fellow Lesson Template](#)).
- Produce one self-contained document that includes all handouts.
- Attach a PowerPoint presentation (optional).
- You are producing a professional document. Please treat it as such in regards to font, font size, and line spacing.
- Your lesson should be of appropriate length and detail so that it can be 'transferable' for use and adaptation by other educators.
- Provide additional resources and links so that other educators can access helpful background information.
- If any resources, artifacts, materials, etc. are not accessible to all educators, identify alternatives that would allow access to similar resources.
- All primary and secondary contributions must be properly sourced. Please consult the [MLA Style and Formatting Guide](#) for information on proper citation.

## TEMPLATE GUIDE:

Below is an example of the TOP Fellow Lesson Template, with instructions for what each element requires. You should use the separately provided [TOP Fellow Lesson Template](#) Word file to author your inquiry. The template includes all information and criteria necessary for other educators to use or adapt your lesson on contemporary Germany with their students. You can also review TOP's instructional resource "[Germany in Focus: Inquiry Edition](#)" to see what a complete lesson looks like.

<b>Full Name:</b>
<b>School Name and Full Address:</b>
<b>Preferred Email Address:</b> one that you are comfortable with other teachers using if they want to reach out about your lesson.
<b>Target Grade Span:</b> Elementary (K-5), Middle (6-8), Secondary (9-12), or Post-Secondary
<b>Target Grade Level:</b> Please specify the grade level if this lesson cannot be used within the entire grade span selected above.
<b>Inquiry Overview:</b> Introduce the main focus of this inquiry and how it connects to contemporary Germany. Briefly describe what your students will do to engage with this content, and list the ways they will demonstrate what they have learned.
<b>Teacher Background Information:</b> Provide any information that would enable a teacher (perhaps unfamiliar with contemporary Germany) to facilitate this lesson. Briefly share relevant contextual information, list any prerequisite knowledge or concepts, and describe common misunderstandings that students may have about this topic. Be sure to explain how this lesson connects to current-day Germany.

<b>Suggested Time Frame:</b> Time needed for conducting this inquiry.
<b>Concept List:</b> List any terms that your students may not be familiar with, especially German concepts.
<b>Instructional Resources:</b> List of essential materials needed to teach the lesson and its components. If any resources, artifacts, materials, etc. are not accessible to all educators, identify alternatives that would allow access to similar resources.
<b>NCSS Thematic Strand(s):</b> List one or two relevant strands.
<b>Content Area Standards (State/Literacy):</b> List relevant content area standards required in your state, with appropriate literacy standards. Example: CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>C3 Framework Indicators:</b> The key indicator(s) forming the foundation for the inquiry. List 1-2 indicators from the C3 Framework. Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).
<b>Outcomes for Student Learning:</b> Include only key content concepts and skills from the lesson.
<b>Germany-related Learning Goals:</b> After students successfully complete this inquiry, describe exactly what they will be able to do (define, compare, synthesize...) in regard to a certain topic or certain information about contemporary Germany.
<b>Compelling Question:</b> Helps to frame the lesson and is addressed in the summative performance task. This question will also serve as the title for your inquiry. Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students and the curriculum and content with which students might have little experience. Example: <i>How much change must occur for something to be considered revolutionary?</i>
<b>Introductory Activity/Hook/Discussion:</b> Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. Example: <i>Discuss the question of how much change must occur for something to be considered revolutionary.</i>
<b>Supporting Question #1:</b> Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. Example: <i>What were the political changes that resulted from the American Revolution?</i>

**Formative Performance Task #1:**

Design one activity for each Supporting Question that helps the students build their knowledge so they can address the Compelling Question. Provide reproducible activity sheets or graphic organizers that will help students document their learning. Include evaluative criteria for each task (rubrics, sample answers).

Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task (in which they answer the Compelling Question). These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. *Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.*

**Featured Sources #1 (MLA citations):** List possible data sources that students may evaluate for evidence that will help them address this Supporting Question and eventually the Compelling Question. **Cite each source in MLA format.**

Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. *Example: Abigail Adams letter to John Adams (1776).*

**Supporting Question #2:** continues to scaffold and prepare your students to answer the Compelling Question.

**Formative Performance Task #2:**

**Featured Sources #2 (MLA citations):**

**Supporting Question #3:** continues to scaffold and prepare your students to answer the Compelling Question.

<p><b>Formative Performance Task #3:</b></p>
<p><b>Featured Sources #3 (MLA citations):</b></p>
<p><b><u>Summative Performance Task – Argument Option (Essay or Presentation):</u></b>  Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that <b>addresses the compelling question</b> using specific claims and relevant evidence from sources while acknowledging competing views.  <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i></p>
<p><b>Extension Option (Choice of Creative Format instead of Argument):</b> An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i></p>
<p><b>Taking Informed Action:</b> Design a hands-on activity that students can engage in after the lesson to address a related issue in their own school or community. The three activities described in this space represent a logic that asks students to a) understand the issues evident from the inquiry in a larger and/or current context, b) assess the relevance and impact of the issues, and c) act in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i></p> <p><i>Understand</i>  <i>Assess</i>  <i>Act</i></p>
<p><b>Modifications for Differentiation:</b> Include modifications that you would recommend to help differentiate for any students with special needs, English language learners, etc.</p>
<p><b>Reflection on Equity Centered Design:</b> Reflecting back on your finished inquiry, how would you evaluate yourself on the following scale in terms of your efforts to incorporate equity centered design? You may elect to check one of the boxes below or keep the answer to yourself and leave it blank. This question is intended to encourage self-reflection.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1- Satisfied</li> <li><input type="checkbox"/> 2- Somewhat satisfied</li> <li><input type="checkbox"/> 3- Neutral</li> <li><input type="checkbox"/> 4- Somewhat dissatisfied</li> <li><input type="checkbox"/> 5- Dissatisfied</li> </ul>

## IDM Blueprint:

Once you have completed your inquiry using the TOP Fellow Lesson Template, you should create an IDM Blueprint to accompany your lesson. The blueprint template is included in the same word document as the inquiry template. Below is a guide for completing the blueprint, but the task essentially requires plugging in relevant elements of your inquiry from the full template to create a quick overview of the lesson that can be viewed on one page. You can also review TOP's instructional resource "[Germany in Focus: Inquiry Edition](#)" to see what a complete lesson looks like and how the blueprint is used.

Compelling Question		
<b>C3 FRAMEWORK INDICATOR</b>	List C3 Framework Indicators	
<b>STAGING THE COMPELLING QUESTION</b>	Staging the inquiry to introduce students to the ideas behind the compelling question in order to generate curiosity in the topic.	
<b>SUPPORTING QUESTION 1</b>	<b>SUPPORTING QUESTION 2</b>	<b>SUPPORTING QUESTION 3</b>
State supporting question 1	State supporting question 2	State supporting question 3
<b>FORMATIVE PERFORMANCE TASK</b>	<b>FORMATIVE PERFORMANCE TASK</b>	<b>FORMATIVE PERFORMANCE TASK</b>
Formative Performance Tasks are activities designed to help students acquire knowledge to answer the Compelling Question and the Summative Task.		
<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>	<b>FEATURED SOURCES</b>
Each Formative Performance Task should have a few featured sources to help students build their understandings of the compelling and supporting questions.		
<b>SUMMATIVE PERFORMANCE TASK</b>	<b>ARGUMENT:</b> Each inquiry ends with students constructing an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from historical or contemporary sources while acknowledging competing views.	
	<b>EXTENSION:</b> An extension activity can be used in place of the summative task, or as an optional additional task.	
<b>TAKING INFORMED ACTION:</b> These three activities allow students to demonstrate understanding in a real-world context, and goes that extra step beyond the classroom.	<b>UNDERSTAND:</b>	
	<b>ASSESS:</b>	
	<b>ACT:</b>	



This inquiry-based lesson plan format was adapted from the [IDM Blueprint Template™](#) and [Inquiry Design Model \(IDM\) – At a Glance™](#), which were created by [C3 Teachers](#) (Grant, Lee, and Swan, 2014). Changes and additions were made by the [Transatlantic Outreach Program](#). All rights are reserved under a Creative Commons license Attribution-ShareAlike 4.0 International ([CC BY-SA 4.0](#)).

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