Title	[Lesson Title]
Author	[Name as you want it to appear]
Affiliation	[School or organization name]
Grade Band	[use K-4, 5-8, 9-12 to match Geography for Life grade bands]
Geography for Life Standards for content and skill(s)	[Primary standard(s) covered by this lesson; other standards can be listed below]
Duration	[Example: 100 minutes or 2 50-minute class periods]

Lesson Purpose and Description

- Purpose Statement (The purpose of this lesson is to…)
- Give a few sentences of overview of the lesson (Example: The first part of the lesson gives students the opportunity to learn about _____. The second part of the lesson…)
- Identification of the big idea or guiding question, geographic practices or skills used (This lesson addresses push and pull factors that influence the movement of people. The lesson gives students the opportunity to practice asking geographic questions and communicating geographic information).
- What knowledge is needed for students to have prior to the lesson? (Students need a solid understanding of erosion and deposition before this lesson begins; Students need to be able to read a map or compare data in two charts before beginning this lesson)

Learning Objectives

Learning Objectives should be written with clear connection to what student will know and be able to do. Examples:
- Students will describe and compare push and pull factors that influence the migration of people.
- Students will analyze and compare demographic data to determine the standard of living in a particular country.
- Students will identify renewable and non-renewable resources.

Spotlight on [Topic of Lesson]

Background knowledge for teachers related to the topic of lesson. This should be written to the teacher and focused on improving content knowledge. It should be ½ page – 1 page depending on the depth of the topic being explored.

Teacher's Toolbox

Special feature on a teaching strategy used in lesson. Example: Promoting effective discussion or using ArcGIS online or Cooperative Learning. This should be ½ page.

Alignment to National Standards	
	C3 Framework for State Social Studies Standards:
	Common Core (ELA for Science, Social Studies, and Technical Subjects):

Materials

Teacher Masters:	Student Handouts:	Other Materials (including examples of student work):
• List here	• List here	• List here

Developing Geography Vocabulary

List the key geography vocabulary that will be used in the lesson.

Assessing Student Learning

Formative Assessment:
Describe the formative assessments that teachers will use to assess student thinking throughout the lesson.

Summative Assessment:
Describe the summative assessment that will be used by the teacher to know whether or not students met stated objective(s). Include a rubric.

Advance Preparation

List the steps a teacher needs to do BEFORE the lesson (examples: make copies, collect images of something, prepare some visuals, etc.)

Lesson Procedure

Step-by-Step Instructions	*Teacher's Notebook*
1. Give detailed instructions for completing the lesson from start to finish. Provide more detail than you would normally think of for yourself- remember, other teachers will "re-create" this lesson, so the extra detail will be helpful. 2. Imbed discussion questions with examples of student responses. Provide the correct answers in [brackets] when appropriate. 3. Use **bold** font to highlight when a teacher master, student master, or other materials need to be used. 4. Use *italics* to highlight a vocabulary word. 5. Give estimates of time for each activity where possible (in parenthesis) **Opening of Lesson** **Developing Lesson** **Closure of Lesson**	*Use this column to make notes to the teacher on modifications to the lesson, resources that might be helpful, and to point out the purpose of each activity.* *Identify and integrate responses to common student misconceptions where appropriate.*

Extending the Lesson

How can the teacher extend the lesson for students? Give some possible follow-up activities here.

References and Resources

(For publication in an NCGE journal, use the Chicago Manual of Style)