



The Teacher's Playbook: Practical Pedagogy for Classical Educators with Jerilyn Olson

Lecture 7: Instruction: Planning

Outline:

The individual part of both a unit and a lesson plan helps the teacher identify the goal and skill that will be addressed in that unit or lesson. Each section helps the teacher to focus and create a workable plan.

Unit Plan

- Unit overview includes mention of previous and future material as well as indication of how it fits within the discipline's goals and the skill and goals for the student.
- Unit Plan Includes:
 - clear and specific objectives for the student in the unit.
 - a framework for progression across the lessons.
 - resources for the teacher so they can dig deeper into the content.

Lesson Plan Objectives

- Made First
 - Did this lesson come out of the unit goals?
 - Was it driven by a creative activity?
 - Do we understand the real purpose of the lesson?
 - How do my objectives reflect the classical liberal arts content as well as a development of intellectual skills?
- Most Important
 - Is this the best thing we can get in our limited time with the students?
- Measurable
 - How do you know you are successful?
 - How can you check their progress incrementally?
- Manageable
 - Can this be accomplished in the lesson?
 - Is there a good activity that will fit in the time frame?
- Our objectives do not always point to what is evaluated in a summative assessment. Objectives may include things we never test for.
- Both our objectives and assessments should point to our highest desires for our students.
- Daily objectives and assessments should tell us if we are meeting or moving towards our goals.



Lesson Plan: Warm Up

- This should engage the class as they enter the room or transition to a new activity.
- It should be designed to ask a student to review previous material or set up new material.
- It should be quick, efficient and supported by previously established routines.

Lesson Plan: Introduction to the Lesson

- The introduction should not just introduce or give definitions or algorithms. It should also not just chant the day's objectives.
- It should incite wonder or inquiry in the student.

Lesson Plan: Discussion, Learning activity

- The main presentation of information which may be done through lecture, interactive question and answering, a lab, an imitation exercise or even extended story telling with questions mixed in.
- The main activity should be varied depending on the subject.
- Teachers should not be doing 90% of the talking, reading or thinking. The activity should prioritize student approaching and discovering the content when possible.

Lesson Plan: Student Practice

- There should be at least one moment where you check the student's understanding.

Lesson Plan: Closure

- Students should not be wondering what they were supposed to get from the lesson.

Lesson Plan: Pacing

- A quality lesson plan includes the sections above as well as milestones for pacing the lesson.
- Using double planning (2-column plan) listing in one column what the teacher is doing and in the other column what the student should be doing at that point helps to keep an effective pace and provide clear instructions.

Accommodations

- Some students will have unique needs and challenges.
- Accommodations should be used only as long as they are needed.
- Accommodations may include:
 - Preferential seating
 - Proximity Redirection
 - Supplemental Notes
 - Extended Time for Assignments



- Chunked larger assignments and projects with specific due dates
- Study Guide (sometimes given in advance)
- Extended time on tests
- Oral Testing
- Shortened or “Chunked” Test spread over several days

History Grade 3

Unit 9: Vikings

GreatHearts®

Unit Overview

Prior to studying the Vikings, students will have just finished a unit on Ancient Rome where they learned the stories of Rome's founding and met many of her famous citizens. The Viking unit “bridges” the Atlantic and shifts our focus to North America for the remainder of the year. Both the founding of Ancient Rome and history of the Vikings deal with leaving one place and founding something new in another. The Vikings are part of the whole story of European exploration & colonization of North America which itself is part of the larger story of how societies begin and grow. However, this story is unique in that religion is not the cause of exploration. Like all cultures, Viking culture was strongly influenced by the terrain in which the Scandinavians lived, which was very different from the rest of mainland Europe

Main Objectives

- Identify those who lived in Scandinavia as Norsemen
- Explain Vikings as Norsemen who pillaged, plundered, and raided in order to gain wealth
- Identify the raid on Lindisfarne Monastery in A.D. 793 as the beginning of the Viking era
- Identify the Scandinavian peninsula, Denmark, Iceland, and Greenland (and Newfoundland) on a map
- Explain how geographic location made Norsemen skilled sailors and shipbuilders, and traders
- Explain the distinguishing characteristics of the longship
- Identify Old Norse as the language of the Norsemen
- Explain the reasons Vikings left Scandinavia
- Identify the terms runes, law speak, a Thing, werqild

Extra Resources for Teachers

Teacher Research

- *Vikings: The North Atlantic Saga*
- *The Oxford Illustrated History of the Vikings*, Peter Sawyer
- [The Great Courses – Vikings](#)
- [PBS.org article on Viking Ships](#)

Student Readers

- *Story of the World - Middle Ages* (Chapters 14-15)
- *D'Aulaire's Book of Norse Myths: Leif the Lucky*, D'Aulaire
- *A History of US - The First Americans*, Ch. 13 (pp. 60-65)
- *Pearson - History & Geography (Grade 3): The Vikings*
- *Core Knowledge - Grade 3 Text Resources*

Lesson Outline

Day 1: Introduction: Norse Raiders
Day 2: Geography and Climate
Day 3: Viking Culture
Day 4: Impetus for leaving Scandinavia
Day 5: Where did they go & did they stay?
Day 6: Significance and legacy
Day 7: Remaining Questions
Day 8: Conclusion



History – Grade 3

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Course Overview

The study of geography and history in third grade helps students understand the world beyond their immediate location, time, and culture. Geography lessons will expand upon earlier knowledge of topics such as continents, oceans, cardinal directions, and map-reading skills. Students will be expected to read and create maps complete with legends, keys, compass roses, and scales. To support student understanding of the diversity found in the world, they will take a more in-depth look at the unique geologic features of the seven continents. Additionally, they will identify by name and location the major rivers of the world.

History topics for third grade expand student understanding of the complexities inherent to human civilization through an examination of cultures both past and present. Beginning closer to home, students start the year by studying the history and culture of Canada. Through this examination, students can begin to compare and contrast their own cultural heritage with that of another culture heavily influenced by European exploration. Students will finish their studies of Canada by learning about the indigenous people in the area. Later in the year, students will circle back to indigenous culture as they look in-depth at select native peoples who make their home in the United States. Students will then turn their attention to the more unfamiliar Viking and ancient Roman civilizations. A study of Roman and Scandinavian history provides an opportunity for students to continue to develop understanding of the influences that ancient cultures have on modern daily life. Through examining Roman and Norse mythology, students can engage in discussions about the role creation myths and religion play in human interactions. Finally, students come back around to the more European colonization. By studying exploration and settlement, students encounter other motivational factors which inform the development of communities. They will be able to articulate how contemporary cultural differences between three different regions of the U.S. (the South, New England, and the Midlands) directly relate to the interests pursued by the founders of the original thirteen colonies.