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Date June 9, 1975

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A LESSON PLANNING MODULE OF INDIVIDUALIZED INSTRUCTION FOR THE SECONDARY EDUCATION DEPARTMENT AT MONTANA STATE UNIVERSITY

by

KATHLEEN ANN MONTANA

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Approved:

Chairman, Examining Committee

Head, Major Department

Graduate Dean

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ABSTRACT

The purpose of this study was to develop an individualized lesson planning module for the Secondary Education department, undergraduate teacher preparation program at Montana State University. In order to develop such a module, a number of preliminary investigations were conducted. These investigations considered the essential elements necessary to such a module, the time factor, the grading and evaluation possibilities, the available resource materials, and the organizational schemata. Upon completion of these investigations, the module was designed. The results of the investigations may be found in Chapter 4 of this study.

The completed form of the module is presented in this study. The student version of the module is presented in Chapter 5, while the additional materials needed to complete the module appear in Appendixes A, B, and C. The module is divided into five units or MILMODs (Montana State University Individualized Lesson Planning Module). These MILMODs are called: Why Plan?, Concept Formation, Yearly Plans, Unit Plans, and Lesson Plans.

The entire module requires thirty hours to complete, is one course credit, possesses a pass/fail grading system, employs a myriad of evaluation techniques, and utilizes a variety of media. While the module is individualized, the students does participate in a number of group activities. These activities include peer-teaching, micro-teaching, and periodic faculty conferences.

The module exists in a usable form for individualized instruction or can be employed as a resource unit for planning activities in large group situations.

It is hoped that the module can be used at Montana State University after it has been experimentally tested.

Chapter 1

INTRODUCTION

> The purpose of any planned program in teacher training should be to produce teachers and administrators who manifest skills and behaviors which will result in positive educational achievement for all children. Typically, prior and present-day teacher training focus upon educational theory which does not necessarily result in specific teaching competencies other than verbal. Seldom does teacher training focus upon the basic premise that should underlie all theoretical considerations - that all teaching competencies should be defined within the framework of the definition of learning. Learning has been empirically defined as relatively permanent changes of behavior. Learning, then, is inferred rather than observed, and those behaviors that are defined as learning may be called performance behavior. (Pettigrew, 1974, p. 78)

The quotation above leads to the conclusion that persons who aspire to be teachers must, of necessity, be able to demonstrate the ability to change behaviors. Behavioral change or modification represent a destination or goal that a prospective teacher must reach. To reach this destination, a teacher needs to decide upon appropriate routes. But how is the prospective teacher to choose the most appropriate route among the myriad that exist? The answer to this question lies within the realm of teacher preparation programs. If prospective teachers will be expected to change behaviors, appropriate training programs must be initiated to facilitate the development of skills that will lead to the ability to

change behavior.

An integral part of such a training program should be an emphasis upon the environmental conditions in which pupils learn and behave. In planning, the focus needs to be concentrated upon "promoting achievement of educationally relevant behaviors through positive control of the learning environment and its pupil participants." (Pettigrew, 1974, p. 75) This implies that teachers need to be able to design and implement activities and experiences appropriate to the learner.

In view of this challenge to teachers, educators must re-examine their present programs of teacher training to determine whether these programs are aiding the prospective teacher in meeting this challenge. Educators need not only to ask the question: is their particular program "promoting achievement of educationally relevant behaviors through positive control of the learning environment and its pupil participants" (Pettigrew, 1974, p. 75) but also to ask the question: is their particular program representative of the most appropriate route to their destination?

STATEMENT OF THE PROBLEM

Planning is an essential element in any teaching

situation. It is the strategy that precedes the actual experience. To plan is simply to predetermine destinations and routes. Consequently, planning should be an integral and major portion of a teacher preparation program. Therefore, the purpose of this study is to develop a lesson planning module for the Secondary Education department, undergraduate, teacher preparation program at Montana State University. This module, although designed as an individualized learning package, could be adapted for use in large group instruction, if necessary. In general, this study will attempt to offer a new mode of presenting the concept of lesson planning.

APPLICATION AND CONTRIBUTION TO EDUCATIONAL THEORY AND PRODUCT

In recent years, educators as well as laymen have expressed the desire for more qualified teachers. Because the term "more qualified" is nebulous, it has been necessary to more precisely define its nature in concrete terminology. This concrete terminology now exists in the form of extensive lists of competencies or skills which teachers should demonstrate in the process of educating and guiding pupils through learning activities. These lists have virtually forced educators to re-examine their teacher preparation

programs in an effort to determine their adequacy and appropriateness in developing these competencies and skills. This, in turn, has led teacher educators to develop new instructional methods and to subsequently, compare these new methods with those presently in use.

This interest in methodology and technique is far from new, it has existed from the earliest days of educational concern. It is this interest that stimulates the growth of educational theory and encourages educators to objectively evaluate the attributes of various methodological techniques for their prospective appropriateness to educational goals.

This study will attempt to add to both educational theory and product. More specifically, this study will offer the Montana State University, undergraduate, secondary teacher preparation program an alternate technique for teaching lesson planning.

This new technique will offer an alternative to the large group instruction format presently employed. It will also provide a more extensive use of media to convey concepts often presented in the lecture mode. In addition, the student will become more actively involved in the learning process by assuming a personal responsibility for his progress. This module will be developed into a usable form.

This study would, therefore, contribute both to educational theory and product. Its contribution to theory lies in the area of employing an individualized instruction format in the teacher preparation program at Montana State University. Its contribution to educational product would be a usable module that could be employed within the classroom.

GENERAL QUESTIONS TO BE ANSWERED

The questions to be answered by this study fall into the realm of pre-module development. These queries concern the most appropriate subject matter and format to be utilized in a module developed for Montana State University. These questions are of an investigative nature. The following represent the general nature of the questions to be asked:

1. What elements are considered essential to a lesson planning module by Montana State University Secondary Education instructors and by curriculum theorists as shown by a review of literary subject matter in the field?

2. What amount of time is considered suitable for a lesson planning module?

3. What measurement criteria will be most appropriate for an individualized instruction module?

4. What resource materials (books, audio-visual

equipment, instructors, etc.) are presently available for use in such a module?

5. What organizational schemata will be most appropriate for a module to be used at Montana State University?

The answers to the above questions will be discovered through the investigations of this study. Once these questions are answered, the actual module development will proceed.

GENERAL PROCEDURES

To develop an individualized lesson planning module, the following procedure will be utilized. First, a critical review of existing literature in the field will be undertaken to determine the elements considered necessary for a lesson planning module. Second, a personal interview survey of the two Secondary Education professors involved in teaching lesson planning will be conducted. This survey will attempt to determine what elements are considered most appropriate for Montana State University's program and its goals. Next, a feasibility study will be undertaken to determine the time factor considerations and measurement criteria possibilities. Then, an informal survey of existing resources will be conducted. After these activities have been concluded, the

lesson planning module will be designed and constructed. The module will be a direct result of the investigations.

LIMITATIONS AND DELIMITATIONS

The development of a new teaching technique involves a number of limitations. These limitations arise from the fact that any untried technique must first exhibit its worth and acceptability before potentially unwarranted time and expense are devoted to it. The limitations imposed on the development of an individualized lesson planning module for Montana State University are as follows:

1. The time element of the module must conform to the university course credit system.
2. The existing resource material.
3. The instructor time that can be utilized for such a module.

This study will also be delimited by various factors. These delimitations result from self-imposed restrictions. The restrictions include:

1. The module will only consider the following:
    a. the planning rationale
    b. concept formation
    c. yearly plans

d. unit plans

e. lesson plans

2. The module will only provide specific instructions and designs for instructional materials; film strips, slide presentation, etc. will not actually be produced in their final form.

These limitations and delimitations, however, will not preclude the immediate usability of the module in the classroom.

DEFINITION OF TERMS

Throughout this study, the term individualized lesson planning module will be utilized to describe a new experimental technique. However, the precise nature of its meaning must be delineated to aid the reader in understanding not only its essence but its implications for a teacher preparation program.

The term individualized refers to the fact that the student will be personally responsible for completing the material. The student will also be responsible for time management and scheduling. It will be the student who decides how and when he will complete the material. The concept of lesson planning will encompass a brief discussion of both

strategies and tactics as well as the actual planning and development of yearly plans, unit plans, and lesson plans. The word module refers to the packaged unit, itself.

When the three terms are combined to form the phrase, individualized lesson planning module, a specific meaning is intended. It describes the new technique to be devised by this researcher. Although, the term individualized is employed, it refers only to the student's personal responsibility. The actual module will consist of a number of activites in which the student will be involved in group experiences. Faculty-student conferences will also be scheduled within the module. Therefore, while the module is individualized for the student, he will not always be working on his own.

The area of lesson planning can also be more explicitly explained. Lesson planning relies on a knowledge of strategies and tactics, therefore, any module on lesson planning must provide experiences which will acquaint the student with the various existing methods and techniques used in planning. It must offer the student experience in applying the building blocks of planning as well as aid him in synthesizing his knowledge to choose appropriate routes and destinations for learners in any given situation. Further, a module on lesson planning must attempt to merge theoretical

learning and practical application of this learning in simulated teaching situations.

Therefore, when the phrase individualized lesson planning module is employed, it will refer to the new technique to be developed by this researcher and not to the myriad of other techniques that have been developed by other educators. The above definitions represent a tentative postulation of the concept of an individualized lesson planning module, the actual definition and its connotations and denotations will become more apparent once the module is completed and presented.

SUMMARY

Educators throughout the ages have been concerned with methodology and techniques amd this researcher is no exception. By re-examining present methods and by developing new instructional techniques, educators strive to discover appropriate routes and destinations for the educational process. The challenges of our educational system for the prospective teacher are many and varied. The purpose of any teacher preparation program should be to aid prospective teachers in meeting these challenges. This study will attempt to examine only one aspect of one teacher preparation program: that of lesson planning in the Montana State University

Secondary Education teacher training program. This study proposes to develop an alternate technique; an individualized lesson planning module to be used by Montana State University.

Chapter 2

REVIEW OF RELATED LITERATURE

"The systematic concern with what to teach and how to teach it stimulates the growth of educational theory. . ." (Broudy and Palmer, 1965, p.1) The question of what to teach and how to teach it can best be answered by the instructional process of planning. Effective planning is a skill and an aspect of the teaching act that should not be taken lightly by prospective teachers or the designers of educational training units.

This review will consider two aspects of planning units for teacher preparation programs: the rationale for planning and curriculum considerations for an instructional design model on planning.

PLANNING: A RATIONALE

Educators throughout our nation have been engaged in compiling lists which attempt to identify behaviors, teachers should demonstrate in performing their role as an educaotr. While these lists often differ on a myriad of points, two general areas of competence appear consistently; the ability to write objectives that express a clearly defined outcome

and the ability to plan effectively to reach a given objective.

The question of why these two areas occur so frequently requires closer examination, for only by considering the rationale behind their inclusion, can one explain their importance to education.

Robert F. Mager (1962, p.1) succintly expressed the rationale for inclusion of specific objectives:

> Once an instructor or programmer decides he will teach his students something, several kinds of activity are necessary on his part if he is to succeed. He must then select procedures, content, and methods which are relevant to the objectives, cause the students to interact with appropriate subject matter in accordance with principles of learning, and finally measure or evaluate the student's performance according to the objectives and goals originally selected. . .If we are interested in preparing instructional programs, we must first be sure our objectives are clearly and unequivocally stated. We must not concern ourselves with the problems of selecting the most efficient route to our destination until we know what our destination is.

To reach a destination, one must discover a route. These routes and destinations should not simply be chance selections governed by whim or circumstances. The process of planning, thus, becomes of vital concern to those involved in education. A prospective teacher needs to know why planning is important before he can proceed to learn planning skills.

The planning rationale has often been presented by educators who believe in the value of planning. Their comments are of importance to the explanation of the planning rationale

as well as to the basis for a unit on the planning rationale. For example, Clark and Starr (1970, p. 97) express their feelings in the following manner:

> The Key to successful teaching is good planning. There is no substitute for it. Good planning helps create correct discipline, pleasant class atmosphere, and purposeful activity free from dead spots and waste motion-in short, good planning is likely to result in worthwhile learning. No one can teach well for long without planning.

While Clark and Starr view planning as the key, Clark (1968, p. 145) has an additional comment in another work. He believes:

> Planning is an essential element in the development of any strategy. In a sense it is the strategy, because a strategy is a plan. It is by far the major part of the preparation step in the common pattern of teaching.

Although, some educators present more extensive justification for planning, Hoover (1973, p. 30) purports his philosophy rather succintly:

> Planning, like map making, enables one to predict the future course of events. In essence, a plan is a blueprint a plan of action.

Unlike Hoover; Lueck, Campbell, Eastman, Edwards, Thomas, and Zeller (1966, p. 79) are more elaborate in expressing their views on planning. Of course, six men must be commended on being able to agree on a subject so important to all future teachers. These men agree:

> Teachers plan in order to improve their work and that of students. Careful planning toward desirable goals

> gives direction and purpose to both teacher and student efforts. A teacher who is prepared to use a carefully made plan has greater confidence in his work; the students are motivated, more secure in their work, and much less likely to misbehave. Both teachers and students will experience greater satisfaction in their work if it is judiously planned.

Educators continue to explain and emphasize the importance of planning. While all the comments presented up to this point have expressed the need to plan, none have expressed it quite as elegantly as Harley Adamson of Weber State College. In his WILKIT (1972, Enclosure 2) selection on "Why Plan", Mr. Adamson employs an analogy to convey his thoughts on planning:

> A traveler would rarely set out to make a trip of any distance or any consequence without charting in advance where it was he intended to go and how he planned to get there. The same thing is true of teaching. Since we recognize the tremendous importance and complexity of teaching, it seems totally unreasonable to expect to accomplish desirable goals without charting in advance the goals themselves and the course that will be taken to arrive at them. This, of course, is the overriding reason why teachers need to plan.

The preceding quotations reveal only a small portion of the comments made by educators concerning the need to plan. Obviously, the planning process represents a skill needed by all prospective teachers. These quotes also serve as a basis for any instructional unit on planning. Without understanding the need to plan, the entire planning process will become meaningless to the student. There is and should be a growing

concern among educators to improve their methods of presenting these skills. As Gage (1963, p. 7) points out:

> There are many methods of teaching. . . the method of Socrates differs from that of a Jesuit Schoolmaster or that of Pestalozzi. The method of an inspirational lecturer is rarely confused with the method of teachers who work through projects and committees. Nevertheless, the search for the universal method goes on; educational research continues to scrutinize the teaching act in order to discover the essential steps, their articulation one with another, and to determine whether one is more effective than another.

This quote raises a valid consideration for all in the field of education. To improve methods, a conscientious search to find better methods is essential. Such in depth examination of the teaching act leads to the division of this act into phases and steps that presumably occur regardless of the particular style. This division into steps is a major component of analysis of the teaching act, and in Mager's terminology is the "route to our destination."

In spite of this search for method, determining the route and destination is a function of the planning process. While educators continue their search, they must constantly plan no matter which method is employed. Without planning, teaching of any kind fails to have a destination and a route. Therefore, teacher preparation programs have an obligation to offer the prospective teacher a means to develop these competencies in lesson planning on both a theoretical and

practical level.

The planning rational is important to any student of education. While the destination and route are essential, without the why, planning means little.

CURRICULUM CONSIDERATION

Any proposed program of instruction in lesson planning requires a consideration of the elements that will be essential to that unit. These elements represent the core concepts included to provide the student with a theoretical and practical knowledge of the planning process. Research in the area of planning has uncovered three forms of planning that are of interest to the future teacher. These are: 1) the yearly plan, 2) the unit plan, and 3) the lesson plan. Throughout the literature these forms are considered of utmost importance to the prospective teacher. The importance of these concepts can best be delineated by reviewing their definitions according to Hoover (1973, p. 29):

> 1. The Yearly Plan - The overall course plan, consisting essentially of unit titles (evolved from general course concepts.)
> 2. The Teaching Unit - A group of related concepts from which a given set of instructional and evaluational experiences is derived. Units normally range from three to six weeks long.
> 3. The Lesson Plan - Those specific learning activities which evolve from a given unit concept. Each lesson plan is structured around a problem specifically

designed to guide the process of reflective thinking.

In general, the yearly plan offers the future teacher an opportunity to decide upon the most important goals and objectives he wishes to teach during the course of a year. It also provides the chance to relate the various concepts in an organized, logical manner to insure a cohesive and coherent learning experience for the students. The teaching unit allows the prospective teacher to consider the most essential points related to a given objective. In addition, this unit will help the teacher define which concepts are of the greatest importance to the learning process. Again, it gives the teacher the opportunity to plan in a logical manner. The lesson plan provides the teacher with a usable outline of specific classroom instruction. It is at this stage of planning that a teacher becomes involved in determining the activities, experiences, and evaluation procedures that will actually be used. For the teacher, the lesson plan also represents the final preparation before entering the classroom. If the preparation has been completed in a conscientious manner, the teacher will never have to face the embarrassment of staring faces seeking direction.

These plans are of particular interest to the prospective teacher for they provide the means of developing

routes and destination for the classroom. Therefore, any teacher preparation program which purports to encourage the development of teaching skills should include a unit on these three types of plans.

While the three types of plans represent the core of a lesson planning unit,. there is one other element which should be given equal consideration. This element is concept formation. To attempt to develop planning skills without presenting concept formation is like attempting to shoot a bow without using an arrow. According to Hoover (1973, p. 4) "a concept is a mental picture of an object, event or relationship derived from experience." Planning should be developed using concepts. These concepts form the basic structure of content areas. To base instruction on concepts helps to insure that subsequent experiences will be more meaningful. All three types of plans are developed through the use of concepts and therefore, it is essential to include the gaining of concepts as an essential element in a lesson planning unit.

Concepts and the three types of plans, then, form the basis for any instructional unit presenting the concept of lesson planning. These elements are deemed as the minimum requirements for any unit on lesson planning by experts in the

field of curriculum.

However, there are other elements that are of immediate concern to developers of lesson planning instruction. First, it must be stressed that for planning to be of any value, it must be usable. Therefore, consideration should be given to the overriding principle controlling the planning process. Besvinik (1968, p. 166) expresses this principle in the following manner:

> Lesson plans should be simply stated, clearly written, and flexible, but the following rules form a better set against which to judge a plan:
> 1. The teacher should be able to teach from it.
> 2. Someone else who is qualified in that subject area should be able to teach from it.
> 3. It should be useful as a basis for planning the lesson if it is taught again sometime in the future.

These principles should be considered an essential element to a lesson planning unit. Teacher preparation programs should provide the future teacher with exposure to this principle and its implications for the teaching situation.

Another element of importance to a planning curriculum is the general and immediate factors to be considered prior to actual lesson planning. Lueck, et. al., (1966, p. 89) discusses the nature of these factors, they state: "The psychological principles underlying learning should be in the forefront of the teacher's thinking when planning instruction." This simplistic statement defines what should

be given priority consideration before planning is attempted. These general factors include being aware of student interest and motivation, administrative policy and philosophy,community feeling, and your own personality.

Once the general factors have been contemplated, the teacher must turn to six immediate factors of prime concern to his performance in the classroom. Lueck, et. al., (1966, p. 89) offers the following list to explain these six important factors:

1. Objectives. What goals are the students to attain?
2. Teacher Activity. What is the teacher going to do?
3. Subject matter. What is to be taught?
4. Student Activity. What are the students going to do?
5. Materials. What are they going to use to do it?
6. Evaluation. How are they going to know that they have accomplished the objectives?

If a teacher can learn to answer these questions prior to the actual writing of the plans, he will be able to accomplish his task more effectively. Consequently, teacher preparation programs must acquaint the future teacher with these questions and their principles if the programs wish to develop effective planners.

While a student of education may be able to learn and accept the planning rationale and the theoretical considerations to be contemplated prior to developing his own, he must also become acquainted with the various formats that are

available to him. This implies that training programs should offer the student a flexible planning format. If the student can adapt this format to his own needs, it will become a more effective tool for him. Clark and Starr (1967) stress that no one format is necessarily better than the others, but the choice of a format appropriate to one's own philosophy is of utmost importance. Generally, theorists agree that a plan when completed should answer in writing those questions posed by Lueck, et. al., concerning the six immediate factors. The extent and scope of a plan beyond these factors is a matter of personal preference.

However, it should be pointed out that the future teacher should be made aware of organizing material to improve their own abilities and skills. A plan offers the opportunity for the teacher to strengthen his teaching skills through prior preparation and contemplation.

In dealing with the area of formats, the prospective teacher should learn that the six immediate factors do not always employ the terminology used by Lueck, et. al.,. But as noted earlier, instructional planning should contain several component parts regardless of method or style. For example, SPECS; School Planning, Evaluation, and Communication System (Eidell and Nagle, 1972) refers to these components as

1) program description, 2) general objectives, 3) expected outputs, processes, and inputs, 4) reality test, and 5) summary of initial program plan. On the other hand, the Weber State WILKIT (Weber Individualized Learning KIT) (1972) on lesson planning identifies these components more simplistically as 1) behavioral objectives, 2) concept statement, 3) activities, 4) assignment, 5) summary statement, and 6) comments and evaluation. Although each of these programs employs a different verbiage to describe these essential components, the connotations of intent are similar. In addition, each of these components directly or indirectly answers the questions posed by Lueck et. al.,. Therefore, it should be immediately apparent that while there are a number of planning formats available, each one should still answer basic questions.

The curriculum considerations of a lesson planning unit are many. However, there are certain basic core elements which need to be contemplated prior to designing a lesson planning unit. As is evident from the review of literature on curriculum considerations, there exist a number of elements deemed as essential by experts in the field that should be included in a planning unit.

SUMMARY

This brief overvie of the planning rationale and possible curriculum considerations offers the prospective designer of a developmental unit on planning a guide and a directions. This review does fail to include many theoretical as well as practical aspects that ould be included in a comprehensive unit on the subject. However, the information contained in this review provides the needed elements for any unit on planning.

Chapter 3

EXPERIMENTAL PROCEDURES

As previously stated, the purpose of this study was to develop an individualized lesson planning module for the Secondary Education department, undergraduate teacher preparation program at Montana State University. In order to explain the various procedures utilized within this study, this chapter will be subdivided into five major headings, Each heading will correspond to the five question posed concerning the module development and will be entitled: Investigation of Question 1; Investigation of Question 2; Investigation of Question 3; Investigation of Question 4; and Investigation of Question 5. These procedures were undertaken prior to the actual development of the module. The results of these investigations determined the nature of the module.

To develop an individualized lesson planning module, a number of preliminary investigations needed to be conducted. These investigations helped to insure the potential adequacy and adaptability of the module for use at Montana State University. Prior to the actual development of the module five questions needed to be answered. These questions were stated in Chapter 1 and will be restated at the beginning of each investigation discussion of this chapter.

It should be noted that when this study refers to a survey of the literature in the field; it means that only one survey of the literature was actually conducted. During this survey, all pertinent information was recorded. From these notes, essential points for each of the investigations was taken.

INVESTIGATION OF QUESTION 1

QUESTION 1: What elements are considered essential to a lesson planning module by Montana State Univeristy Secondary Education instructors and by curriculum theorists as shown by a literary review of subject matter in the field?

In order to answer the first question posed, two investigations were conducted. The first of these investigation involved a critical survey of the literature related to the development of a lesson planning curriculum. During the survey, notes were taken concerning the essential elements cited. Upon completion of this survey a list of all elements cited was made. Next, a chart was devised listing the elements cited as most essential by the authors and the primary source of this information. The form of the chart listed the sources vertically while the elements were listed

horizontally.

The second investigation involved a personal interview survey of the two professors in the Secondary Education department at Montana State University who are presently engaged in teaching the course, EdFd 350, Strategies and Tactics in Teaching. These professors were chosen because it is their course that now includes the introduction and preparation for lesson planning. These invterviews were informal and only written notes of the discussion points were recorded. The interviews began with a general explanation of the study and its importance to the individual. Each professor was then asked to explain his present method of presenting lesson planning concepts. He was also questioned on the extent and nature of activities used in conjunction with this concept. If the professor possessed any written information material concerning lesson planning, this researcher requested to borrow this information for possible inclusion in the module. This material included such things as worksheets, book lists, audio-visual material, etc. After this point, the professor was asked to list those elements he would consider essential to a lesson planning unit. The interview concluded by allowing the professor to comment upon his reaction to an individualized lesson planning module for

Montana State University. During the course of these interviews, the professors were also asked for a syllabus or general outline of their course as it is now being taught, the objectives and/or goals of the course, a list of activities performed by the students within the course, and their opinions concerning the relative success of the course. This investigation aided in assessing the priority now given to lesson planning.

After the two interviews were conducted, a chart similar to that devised for the critical survey of literature was designed and filled in. Again, the element and source were indicated. Next, the professors' reactions to an individualized module were recorded. These reactions were used upon the completion of the actual module to determine which professor would have a more favorable attitude toward working with the module in a classroom situation.

Upon the completion of these two preliminary investigations; the critical survey chart and the personal interview chart were reviewed. Next, a more extensive chart was devised employing all sources and elements cited in the vairous investigations. The format of this chart was similar to that described in the critical survey of literature chart. This chart was then utilized in the design phase of the module.

INVESTIGATION OF QUESTION 2

QUESTION 2: What amount of time is considered suitable for a lesson planning module?

To determine the amount of time most suitable for a lesson planning module, a feasibility study was conducted. This study began by examining the amount of time currently spent in lesson planning preparation as noted by the two professors in the personal survey. Next, a brief survey of the literature notes was undertaken to determine the amount of time now utilized for lesson planning in various individualized programs throughout the country. An estimation of the average time was then made. This time factor was then translated into course credit at Montana State University by using the formula ten class hours for each one credit and assuming two hours of preparation for each one hour of class. This constituted approximately thirty hours for each one credit unit. The two hours of preparation were included in the total time because when employing an individualized format, the student's activity would require no outside preparation.

The purpose of this investigation was to determine the amount of time suitable prior to the actual module design. It should be noted that when the word time is utilized, it

refers to the maximum amount of hours to complete the module adequately. This concept of time includes all phases of the module activity such as; time devoted to reading assignments, viewing audio-visual material, completing the exercises, and activities, participating in peer-teaching and micro-teaching experiences, and testing and evaluation procedures.

INVESTIGATION OF QUESTION 3

QUESTION 3: What measurement criteria will be most appropriate to an individualized lesson planning module?

In order to answer this particular question, an investigation was made to determine not only the grading format possibilities but the type of evaluation modes suitable for an individualized instruction package. To investigate the grading possibilities, two separate studies were performed. The first study involved a survey of current literature to ascertain the various grading formats utilized in other individualized modules. The results of this study were then translated into a list of possible systems. At this point, the second study was undertaken. This study involved informally surveying the staff in the Secondary Education department to determine which of the proposed systems would best correspond to the philosophy

of the department.

In the area of evaluation, two investigations similar to those described concerning grading were attempted. The first study again, was a literature survey concerning evaluation techniques in individualized instruction. This information was translated into a list of possibilities. Added to this list were techniques proposed by this researcher. This list was also employed to survey the staff. Their recommendations and suggestions concerning the list were recorded. The results of the survey were utilized to determine the evaluation techniques most suitable to the module as well as those most appropriate to department philosphy.

INVESTIGATION OF QUESTION 4

QUESTION 4: What resource material (books, audio-visual equipment, instructors, etc.) are presently available for use in such a module?

The fourth investigation considered resource materials presently available for inclusion in the module. The investigation involved two informal surveys. The first included a review of reference reading material that exists in the Montana State University Library. These readings on

lesson planning were recorded and a symbol was employed to designate the potential usability. The following symbols were utilized to designate quality.

S = Satisfactory

P = Possibility

U = Unsatisfactory

After these reading were reviewed, a list of the satisfactory material was compiled. This reading list was considered when designing the module.

The second survey involved the development of a list of existing audio-visual equipment owned by the Secondary Education department. Once this list was completed, members of the department were questioned on the possible use of this equipment for a module. The results of this study were employed to determine the types of activities that could be designed utilizing this equipment.

INVESTIGATION OF QUESTION 5

QUESTION 5: What organizational schemata will be most appropriate for a module to be used by Montana State University?

The final investigation considered the organizational schemata that would be most appropriate. To determine the type

of format most suitable, a two-phase study of the problem was undertaken. In the first phase, a survey of the literature concerning individualized instruction formats was performed. Upon completion of this survey a list of possible formats was compiled. The second phase of this study considered which of the formats would be most adaptable to Montana State University. This phase of the study involved compiling a list of limitations and advantages for each format in view of the philosophy of the department and the university. The format with the most advantages was utilized as a general blueprint for the organizational schemata of the module.

After these preliminary investigations had been completed, the module designer reviewed and compiled the results. Given the results, a general outline was undertaken. The first consideration was the overall objective of the module: lesson planning skills. Next, the unit concepts were written. Then, the steps necessary to reach these goals were listed as corollary or lesson objectives. Lastly, the activities to be utilized within the module were determined by the results of the investigations on resource material.

After the general outline was completed, the actual module was developed. In designing the module, careful considerations was given to the following concepts:

1. Stating outcomes to assure learning.
2. Using behavioral objectives to tell the student:
   a. What he will do
   b. Under what conditions
   c. At what performance level.
3. Providing the student with a perceived purpose.
4. Providing the student with an overview.
5. Making sure the overall objective was attainable.
6. Providing for small steps by using task analysis.
7. Providing for a practice cycle which included:
   a. Input - information provided to guide the student,
   b. Practice - the opportunity to try the desired behavior,
   c. Feedback - information on how well the student performed.
8. Providing the student with a variety of activities and modes of learning.
9. Providing the student with evaluation procedures and measurement criteria prior to the learning experience.

The preliminary investigations provided the information concerning specific development.

SUMMARY

The problem of this study was to develop an individualized lesson planning module for the Secondary Education department, undergraduate teacher preparation program at Montana State University. To determine an appropriate module, a series of investigation were conducted. These investigations involved researching the essential elements to be included, the time facotr possibilities, the various types of grading systems, the resource materials available, and the potential organizational schemes for such a module. All investigations were conducted prior to the actual module development. The results discovered in this research helped to insure that the module developed was the one most suitable for use at Montana State University.

Chapter 4

RESULTS OF THE INVESTIGATIONS

In Chapter 3: Experiemtnal Procedures, this researcher outlined a series of investigations that were conducted prior to the development of the individualized lesson planning module. These investigations were imperative to the design of a module applicable to the Montana State University undergraduate, teacher preparation program. The results of these investigations will be reported in this chapter. In order to present these results, this chapter will be subcivided into five major headings: Results of Question 1, Results of Question 2, Results of Question 3, Results of Question 4, and Results of Question 5. Each heading will correspond to the questions cited in Chapter 1 and repeated in Chapter 3. The questions will not be restated here, but the essence of their content will be appatent in the discussion of the results. The results will be presented in summary form. The implications of these results should be noted in Chapter 5 when the actual module is presented.

RESULTS OF QUESTION 1

Question 1 was concerned with the essential elements considered necessary to a lesson planning module. This

involved two investigations: a personal survey of the two professors presently teaching EdFd 350, Strategies and Tactics in Teaching and a survey of the literature in the field.

The first investigation consisted of interviewing Dr. Herbster and Dr. LaPray of the Secondary Education department. During the course of these interviews, each professor explained his method of presenting lesson planning, the nature of his course, and the activities used within the course. Both men listed what they considered essential to a lesson planning module. These elements were: 1) writing objectives, 2) understanding the importance of planning, 3) learning how to plan, 4) becoming aquainted with the various types of plans, and 5) teaching from a plan.

Each professore expressed interest in an individualized lesson planning module. They suggested reviewing a number of individualized programs presently in use such as the Weber State WILKITs (1972). Both professors provided material used within their course. This material consisted of reading bibliographies, course syllabi, peer-teaching and large group instruction sheets, activities, and explanatory material.

The survey of the literature produced similar results concerning the essential elements. Clark (1968), Clark and Starr (1967), Hoover (1973), Lueck, et. al, (1966), the Weber

State WILKITs (1972), and the SPECS program (1972) all listed similar elements to be considered in planning. These elements may be summarized as: 1) the planning rationale; 2) concepts; 3) objectives; 4) the three types of plans a) yearly, b) unit, and c) lesson; 5) the planning process; and 6) teaching from a plan.

Both lists of elements coincided very closely. Therefore, this researcher cloncluded that all but one of the elements would be included within the module. The deletion would be: objectives. This decision was based upon the fact that Dr. LaPray is currently engaged in developing an individualized unit on writing objectives. When this unit is completed, it could be used in conjunction with the lesson planning module.

RESULTS OF QUESTION 2

The time factor utilized for the module was the focal point of this question. Again, two investigations were performed. The first investigation considered the amount of time presently utilized for lesson planning at Montana State University. Both professors cited approximately three class periods. However, this figure does not include peer-teaching time, related activity time, nor preparation time. If these

areas were included approximately twenty hours would be involved. Adding evaluation time, the figure would grow another hour. Therefore, the Montana State University program represents twenty-one hours.

While investigating the program at Montana State University was a relatively simple task, the investigation of other program time facotrs proved difficult. This difficulty arose from two factors: the lack of an adequate description of the program content and the failure to delineate the time for specific content areas. Thus, determining the time element involved was basically a postulation of what appeared to be the time factor. After reviewing a number of programs, the estimated time factor for planning activities was between twenty and thirty hours.

Given the results of the investigations, this researcher decided to operate on a time element of thirty hours. These thirty hours were to represent the maximum time for completion of the module. This figure was easily translated into one course credit considering that one unit represents ten class periods and two hours of preparation for each class hour.

RESULTS OF QUESTION 3

Two areas of concern were considered in Question 3: grading formats and evaluation techniques. In the area of grading formats, a survey of the literature and a personal survey of the staff produced three grading formats: the standard A - F system, the pass/fail system, and the credit/no credit system. From these three categories, the credit/no credit system was deleted first. This deletion stemmed from two considerations. At present, there is no course offering this format at Montana State University and consequently, it would be difficult to initiate this system for a one credit course. In addition, members of the staff reported difficulties arising from the use of such a system at other schools. This difficulty generally eminates from three areas: it was difficult to determine the fee payment in this system, it was difficult to merge this system into a quarter grading system, and if a student was given no credit; how should it be indicated on his total academic transcript. Therefore, the credit/no credit system was dismissed from consideration.

The second deletion from the list was the standard A - F system. This deletion was also a result from two considerations. First, by using an individualized format, it would be difficult to determine clear-cut divisions

corresponding to this form of grading system. Secondly, if the intention of the module was to change student behavior by aiding him to develop planning skills, the student would either achieve these skills or would not achieve these skills. If the student achieved these skills, he accomplished the objective. Since planning is a total process, there exists little demarcation for determining the degree of expertise gained by the student until he actually employs these skills in a prolonged teaching situation. Consequently, it was decided that the A - F system would not be suitable.

This left the pass/fail system. If offered the least amount of difficulty in application and the path of least resistance. In addition, it provided the best arrangement for rating a student's skill. Pass/fail courses are presently being offered at Montana State University, making the use of this system easier to initiate. Further, this system met the requirement of determining the achievement of the student without forcing this researcher to delineate the degree of achievement. Therefore, the pass/fail system has been employed as the grading format for the module.

The second area of concern was evaluation techniques. Both the personal survey of opinion and the literature survey produced a myriad of modes. These modes ran the gamut from a

purely objective test to the application of these skills in a teaching situation. Since the original intention of this researcher was to attempt to merge the theoretical and practical realms, a number of these modes were chosen to evaluate various aspects of the module. It was decided to employ objective and essay formats for student self-evaluation, faculty conferences to assess performance in the units, and an adapted version of the various techniques forthe final evaluation procedures. This procedure would entail a student producing a written lesson plan, the student teaching from this plan, and being videotaped, and the student discussing his performance. In addition, the student would be required to verbally demonstrate the objectives suggested in the units. The final evaluation would be a joint collaboration between the student and his advisor.

Question 3 investigations resulted in the decision to employ a pass/fail grading system and a number of different evaluation techniques appropriate to the module activities.

RESULTS OF QUESTION 4

Question 4 considered the resources presently available for inclusion within the module. Two informal surveys were undertaken: a survey of library resources and an

inventory of equipment.

After reviewing the library sources and determining their appropriateness for inclusion, four sources were chosen. These sources were selected on the basis of availability, content, and ease of use. The books were:

Clark, L. H. (ed). 1968. Strategies and Tactics in Secondary School Teaching. New York, The Macmillan Company.

Clark, L. H. and I. S. Starr. 1967. Secondary School Teaching Methods. London, The Macmillan Company.

Hoover, K. H. 1973. A Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Secondary Schools. Boston, Allyn and Bacon, Inc.

Lueck, et. al. 1966. Effective Secondary Teaching. Minneapolis, Burgess Publishing Company.

These four sources provided the greatest diversity and appropriate content for use in a lesson planning module. It should be noted that if the module is employed, additional copies of Hoover (1973) and Lueck, et. al. (1966) should be ordered. Approximately ten copies each of Clark (1968) and Clark and Starr (1967) are presently available in the library.

The second investigation involved an inventory of the

audio-visual equipment that could be available for use in the module. The inventory included: a slide projector, carousel trays, a tape recorder, tape reels, a videotape machine, a filmstrip projector, overhead projector, opaque projector, and a record player. While there were more types of equipment, none were in sufficient abundance to be included.

The results of these investigations provided the materials available to be used in the module. As will be noted in the module, all the reading sources and the majority of the equipment were utilized within the module.

RESULTS OF QUESTION 5

Question 5 concerned the organizational format to be utilized in the module. A two-phase investigation was conducted to determine the appropriate format. The literature in the field was surveyed for possible formats. The results of this part of the investigation produced a myriad of formats. However, all formats contained a series of units which were grouped into larger units. Since this appeared to be the general outline of all the plans, it was decided to develop a series of units for for lesson planning. This decision was approved by members of the staff and consequently, the format utilized in this module. After reviewing other programs, the

best approach to the format and style seemed to be a personal one. Most of the programs could not be adapted for use at Montana State University due to equipment usage and copy righted material. Therefore, in spite of the knowledge of existing programs, this researcher decided to explore a personal organization scheme. To understand this scheme, a review of the actual module is necessary.

SUMMARY

The results of the investigation have been summarized in this chapter. The results actually have little meaning unless the module is studied. These results influenced and guided the direction of the module. Their importance to this particular design is immense. It should be noted that the procedures followed were those described in Chapter 3,however, due to the length of this study, the comprehensive results have not been presented.

Chapter 5

A LESSON PLANNING MODULE

As stated earlier, the purpose of this study was to develop an individualized lesson planning module for Montana State University, Secondary Education department, undergraduate, teacher preparation program. The student version of the module developed will be presented in this chapter. Additional material needed to complete the module will be presented in the appendixes.

The module is divided into five separate units, each called a MILMOD or Montana State University Individualized Lesson Planning Moudle. These MILMOD units are called: 1) Why Plan?, 2) Concept Formation, 3) Yearly Plans, 4) Unit Plans, and 5) Lesson Plans. Each unit will be enclosed in a separate folder and students will be required to complete the units in the order presented. The material presented here, is for the student and it is exactly the contents of the package he will receive. Each unit includes a set of directions and a student checklist, so the student will be able to assume personal responsibility for completing the material.

The entire module will require approximately thirty hours of time and will represent one course credit. It will

be given on a pass/fail basis.

The module is designed to maximize student involvement However, it should be noted that the student will not always be working alone, a number of activities within the module are group experiences. In addition, there are a series of faculty conferences. These conferences are designed as a testing situation for the student. In spite of its ominous sound, the conference will represent a joint effort by the student and his advisor to assess the performance of the student. Together the student and the advisor will decide the final outcome of the module: whether the student will pass or fail the module.

The same advisor will be employed for each faculty conference so he will be constantly informed of the student's progress. The faculty advisor does not necessarily have to be a professor, but may be a graduate student. The advisor should be available to the student on a regular basis.

Within the module, a curriculum coordinator is mentioned quite frequently. This refers to the person who would be in charge of dispensing and receiving package materials. Also mentioned are designated listening and viewing centers, these centers would be rooms where students could find the equipment necessary to perform their activity.

Three units within the module require outside

experiences for the students. These units are: 1) Why Plan?, 2) Concept Formation, and 3) Lesson Plans. Since the module is designed for students, this material will be included as appendixes. In Appendix A: Why Plan? Unit Materials; the Why Plan? slide presentation information, the Peer-Teaching Instructions, and the Post-Test: Why Plan? Unit are presented. Appendix B: Concept Formation Unit Materials contains the Concepts filmstrip information and the Concepts File explanation. Appendix C: Lesson Plans Unit Materials includes the Tape Dialogue to Introduce the Unit on: Lesson Planning, the Videotape Simulation explanation, the lesson plan used in the videotape simulation, the Micro-Teaching Instructions, and the Final Evaluation Procedures. These appendixes will help to clarify activities in the individual MILMODs, refer to them as you read.

The module developed is presented in its final form in this chapter with the exception of the paging. The Montana State University Individualized Lesson Planning Module may be found on the following pages.

MONTANA STATE UNIVERSITY

INDIVIDUALIZED LESSON PLANNING MODULE

UNIT: WHY PLAN?

APPROXIMATE TIME TO COMPLETE: 7 hours

OBJECTIVES:

After you have completed this unit, you should be able to:

1. List and explain the six important questions that need to be answered in every plan.
   a. What goals are the students going to attain?
   b. What is the teacher going to do?
   c. What is to be taught?
   d. What are the students going to do?
   e. What are they going to use to do it?
   f. How are the teacher and/or the students going to know that they have accomplished the objectives?
2. List and explain the lesson plan elements that correspond to the six important questions.
   a. Objectives
   b. Teacher Activity
   c. Subject Matter
   d. Student Activity

e. Materials

f. Evaluation

3. Explain the planning rationale and why planning is considered the key to successful teaching.
4. Write a simple lesson plan by answering the six important questions.
5. React to readings on planning by using your knowledge gained in this unit and your own philosophy.
5. Teach a group of your peers using a lesson plan made by you.

PRE-ASSESSMENT: None

SELF-EVALUATION: Self-test: Why Plan? Unit

POST-ASSESSMENT: Post-test: Why Plan? Unit
Peer Teaching Experience
Faculty Conference

BOOKS ON RESERVE AT THE LIBRARY FOR THIS UNIT:

Clark, L. H., (ed.): Strategies and Tactics in Secondary School Teaching. The Macmillan Company, New York, 1968.

COMPLETING THIS PACKAGE:

The following list will explain exactly how to complete

this package. If the directions say COMPLETE ACTIVITY # ____, it means that the instructions for the activity are provided in the material contained in this package.

1. View slide presentation "Why Plan?". Go to the curriculum coordinator's office and check out the slide carousel and tape reel for "Why Plan?." Take these materials to one of the designated viewing centers. Make sure you take your MILMOD with you to this experience.
2. Complete Activity 1: Planning for Yourself. This will be done during the slide presentation.
3. Complete Activity 2: Planning for Another. Before beginning this exercise, make sure your MILMOD contains:
   a. a page of Want-ads
   b. a Planning Map
   c. a sheet entitled: Jack's List of Job Information
   d. a sheet entitled: Jack's Set of Directions
4. Complete Activity 3: Reviewing your Plan. For this exercise you will also need the completed sheet entitled: Jack's List of Job Information and the page of Want-ads from Activity 2.
5. Complete Activity 4: Reviewing your Directions. Before

you begin this exercise, make sure your MILMOD contains a Tracing Map. You will also need the completed sheet entitled Jack's Set of Directions from Activity 2.

6. Complete Activity 5: Rechecking your Route. To complete this exercise, you will again need Jack's Set of Directions from Activity 2.
7. Schedule your Peer-Teaching Experience. Go to the curriculum coordinator's office and sign up for one of the peer-teaching sessions. The coordinator will supply you with a copy of the Peer-Teaching Instructions at this time. The instructions will explain the nature of the experience.
8. Complete Activity 6: Planning for Students.
9. Read two articles on educational experiences. This experience will be explained in the Reading Reaction Activity: Planning. Then, complete the two Reading Reaction Sheets enclosed in this package.
10. Complete the Self-Test: Why Plan? Unit.
11. Schedule your Post-Test: Why Plan? Unit. Go to the curriculum coordinator's office and sign up for the test. The coordinator will explain the experience.
12. Complete the Post-Test: Why Plan? Unit.

13. Submit your completed package materials to your faculty advisor.

14. Schedule a faculty conference to discuss your performance in this unit and on the post-test.

15. GOOD LUCK!

STUDENT CHECKLIST

NAME _____

	COMPLETED	DATE
Checked out - MILMOD	____	_____
Slide Presentation - Why Plan?	____	_____
Activity 1: Planning for Yourself	____	_____
Activity 2: Planning for Another	____	_____
Activity 3: Reviewing your Plan	____	_____
Activity 4: Reviewing your Directions	____	_____
Activity 5: Rechecking your Route	____	_____
Activity 6: Planning for Students	____	_____
Self-Test: Why Plan? Unit	____	_____
Peer-Teaching Experience	____	_____
Post-Test: Why Plan? Unit	____	_____
Submitted Completed MILMOD	____	_____
Faculty Conference	____	_____

This checklist is designed for your own use.

ACTIVITY 1

PLANNING FOR YOURSELF

Directions: Read each question and write your answer on the lines provided.

1. Where are you going to go? _____

2. List at least five decisions you would have to make prior to embarking on your journey. If you can think of more than five, extra lines have been provided. The listing may be in the form of phrases. Remeber this is the list you would have to use if you were actually making this trip.

   A. _____

   B. _____

   C. _____

   D. _____

   E. _____

   _____

   _____

   _____

   _____

Once you have completed this worksheet, turn on the tape recorder and the projector. Wait for the first beep on the tape before projecting the next slide.

ACTIVITY 2

PLANNING FOR ANOTHER

Directions: You have a friend by the name of Jack. Jack is sixteen and he wants to find a summer job. He found the want ads on the next page. (See Figure 1.) Jack is desperately afraid that he will not be able to plan for himself. He needs someone to help him and you are elected. The first thing Jack wants you to do is circle all the jobs in the want ad section that you think he might be eligible to apply for. Then, Jack would like you to give him some type of written format listing the information concerning the jobs. Lastly, Jack would like you to give him a written set of directions he will be able to follow without assistance. To write the directions, you may use the map in Figure 2. However, you will not be able to give Jack a copy of this map. Therefore, make sure your written directions tell him all that he needs to know. Jack trusts you, so do not let him down.

Two sheets have been provided in this package for your work. These are entitled: Jack's List of Job Information and Jack's Set of Directions. The sheets are blank so you will be able to decide the format most appropriate for you.

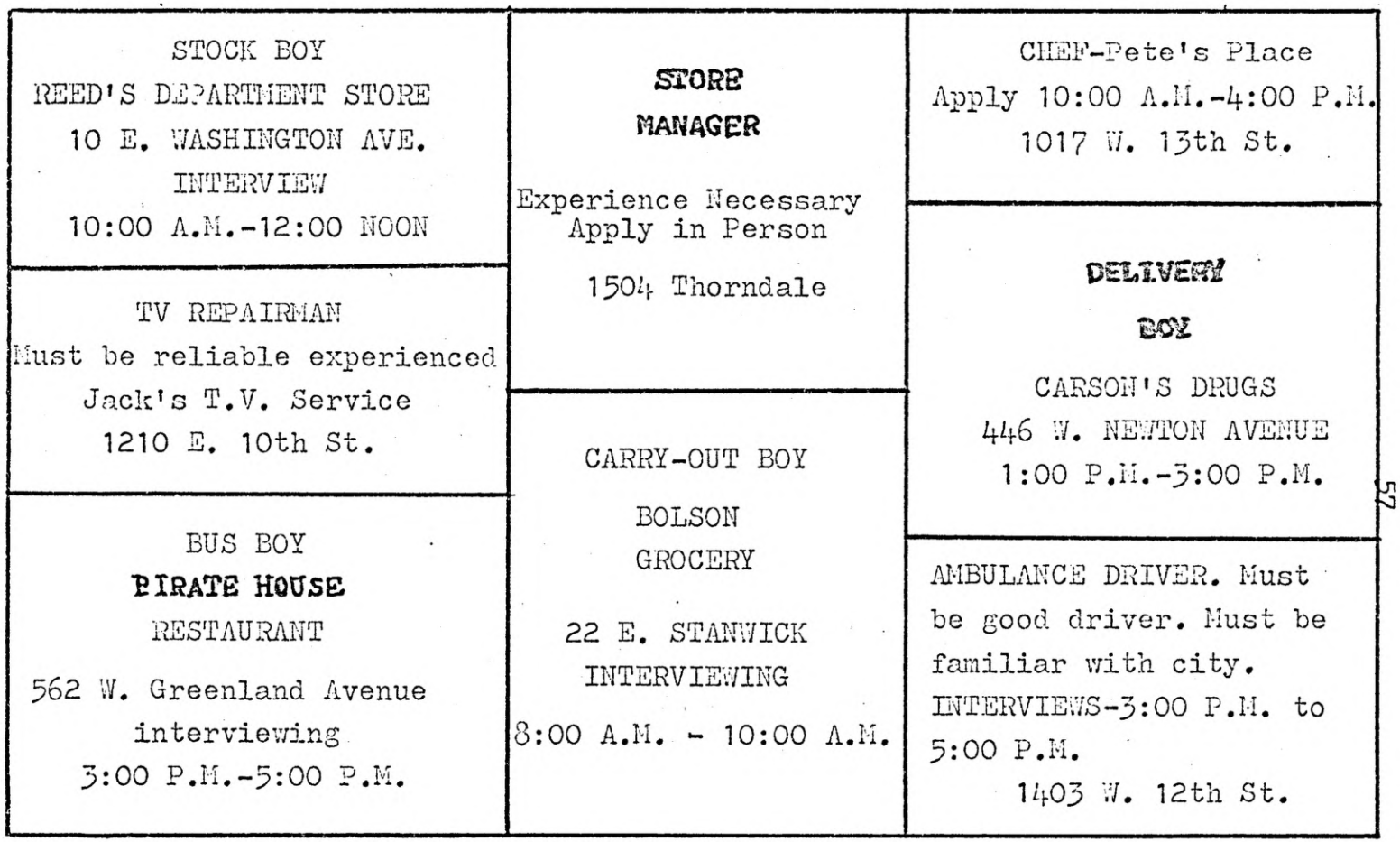


Figure 1. Want ads

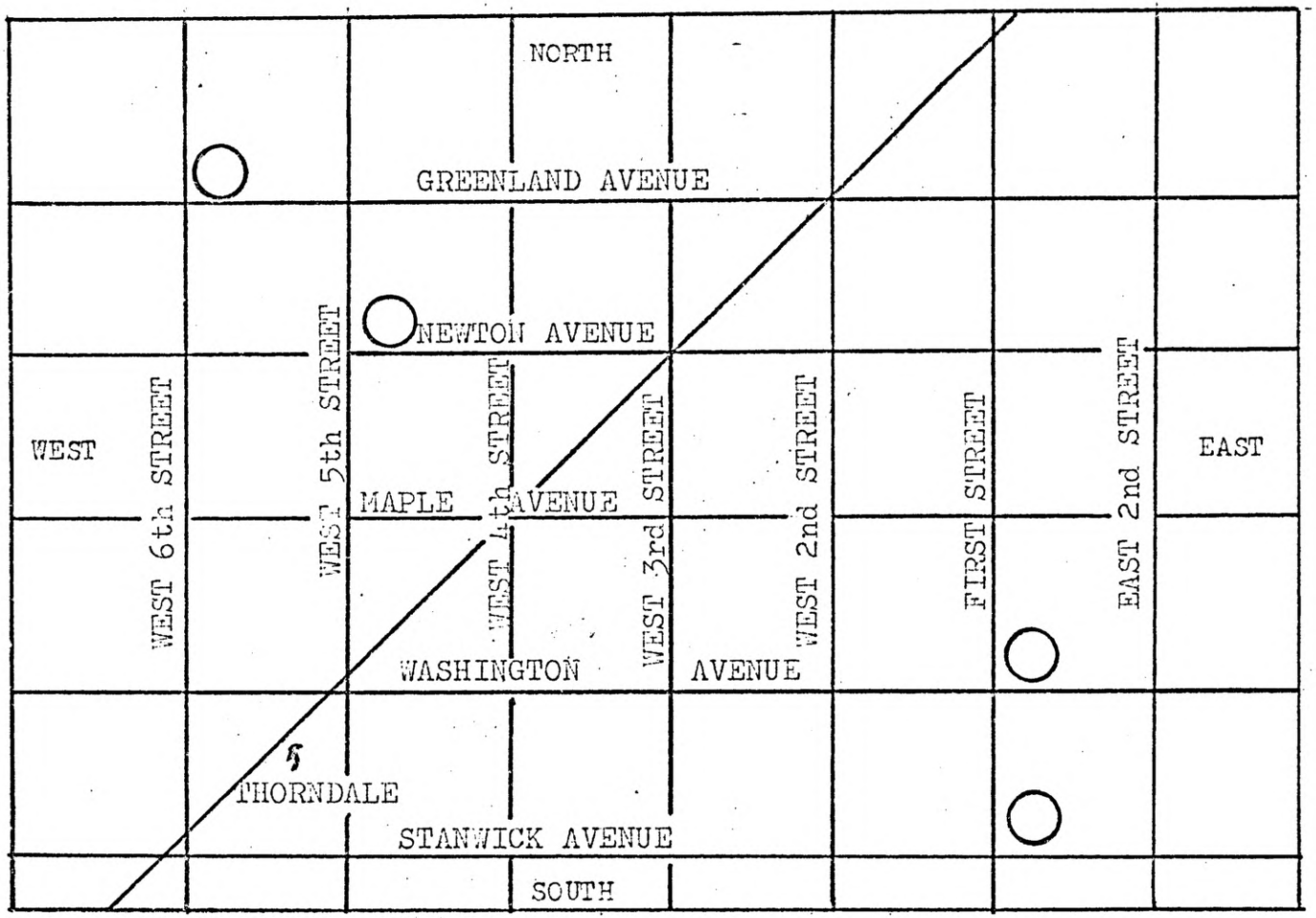


Figure 2. Planning Map

JACK'S LIST OF JOB INFORMATION

JACK'S SET OF DIRECTIONS

ACTIVITY 3

REVIEWING YOUR PLAN

Directions: Since Jack's journey is now planned, he is ready to embark on his job seeking mission. Pretend you are Jack! First, check Jack's List of Job Information and answer the following questions by circling the appropriate response.

1. Are these jobs appropriate for a sixteen year old boy?

   YES NO

2. Refer to the want ads, does the list have all the jobs you think you are right for?

   YES NO

3. Does the list give you the type of job?

   YES NO

4. Does the list give you the name of the places where you are to go?

   YES NO

5. Does the list give you the addresses of the places where you are to go?

   YES NO

6. Does the list give you the interview times?

   YES NO

If you were able to answer YES to all of the questions, your list should give Jack an idea of what he should do. Go on to the next activity.

If you answered any of these questions NO, revise your list to include the missing elements. The space below is provided if it is necessary for you to revise your list.

ACTIVITY 4

REVIEWING YOUR DIRECTIONS

Now that you have dicovered how good your list of information is, it is time to check your set of directions for Jack. Again, pretend you are Jack. Take Jack's Set of Directions and the map listed as Figure 3. Using the set of directions, trace your route on the map. Do not cheat - follow the directions exactly. Check to make sure that you will arrive at the establishments in time for each interview.

After you have traced the route, make sure your route is accurate. If you have made any errors, go back to your original set of directions and revise it. You will find a sheet for revisions after the Tracing Map.

Once you are satisfied with your directions - test yourself by asking a friend to follow your directions. Give your friend either your original set of directions or your revised directions. Allow him to use the map listed as Figure 4 to trace the route. If he can follow your directions without help - you are definitely making progress.

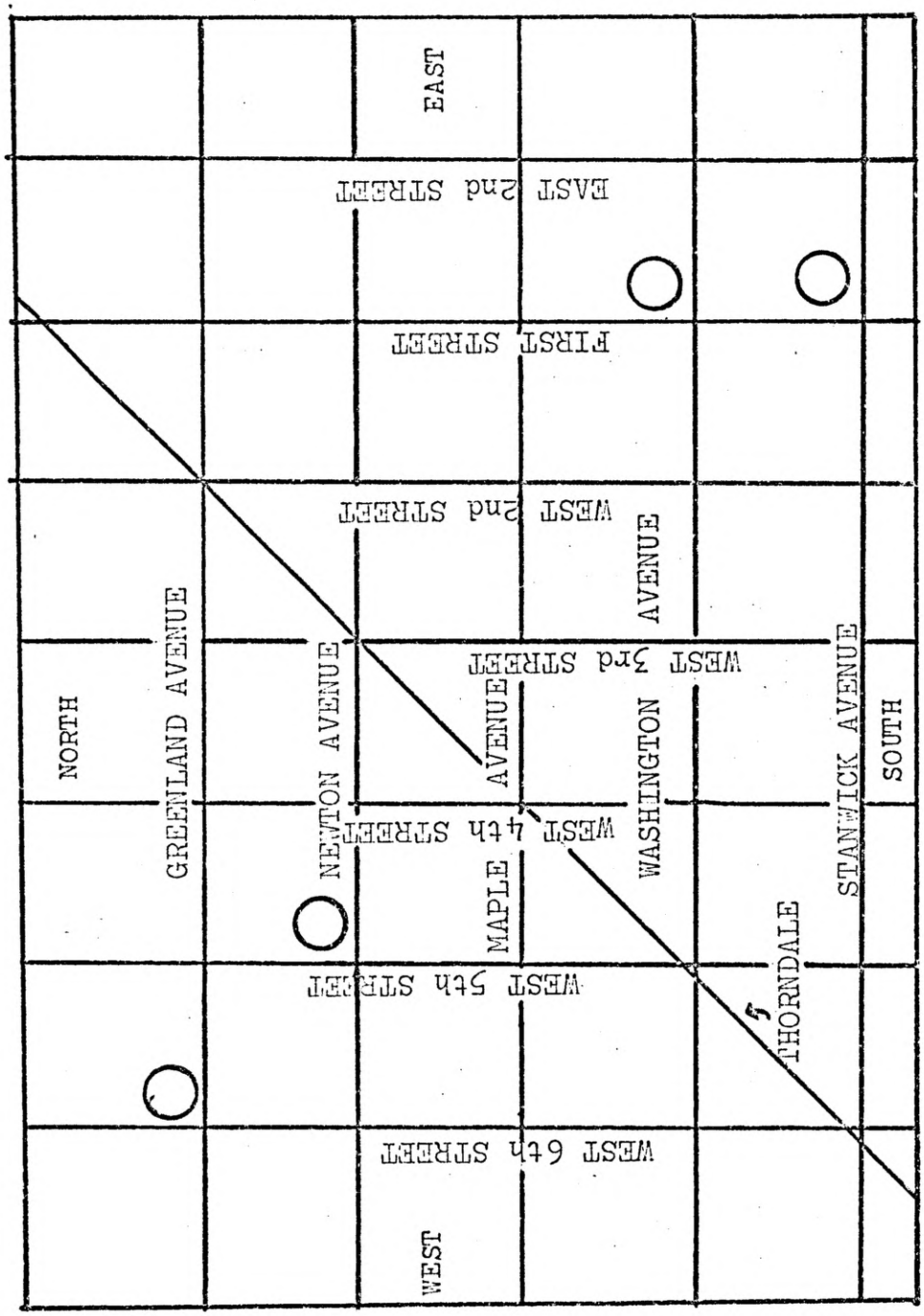


Figure 3. Tracing Map

REVISED DIRECTIONS

Use the space provided below to make revisions on your original set of directions.

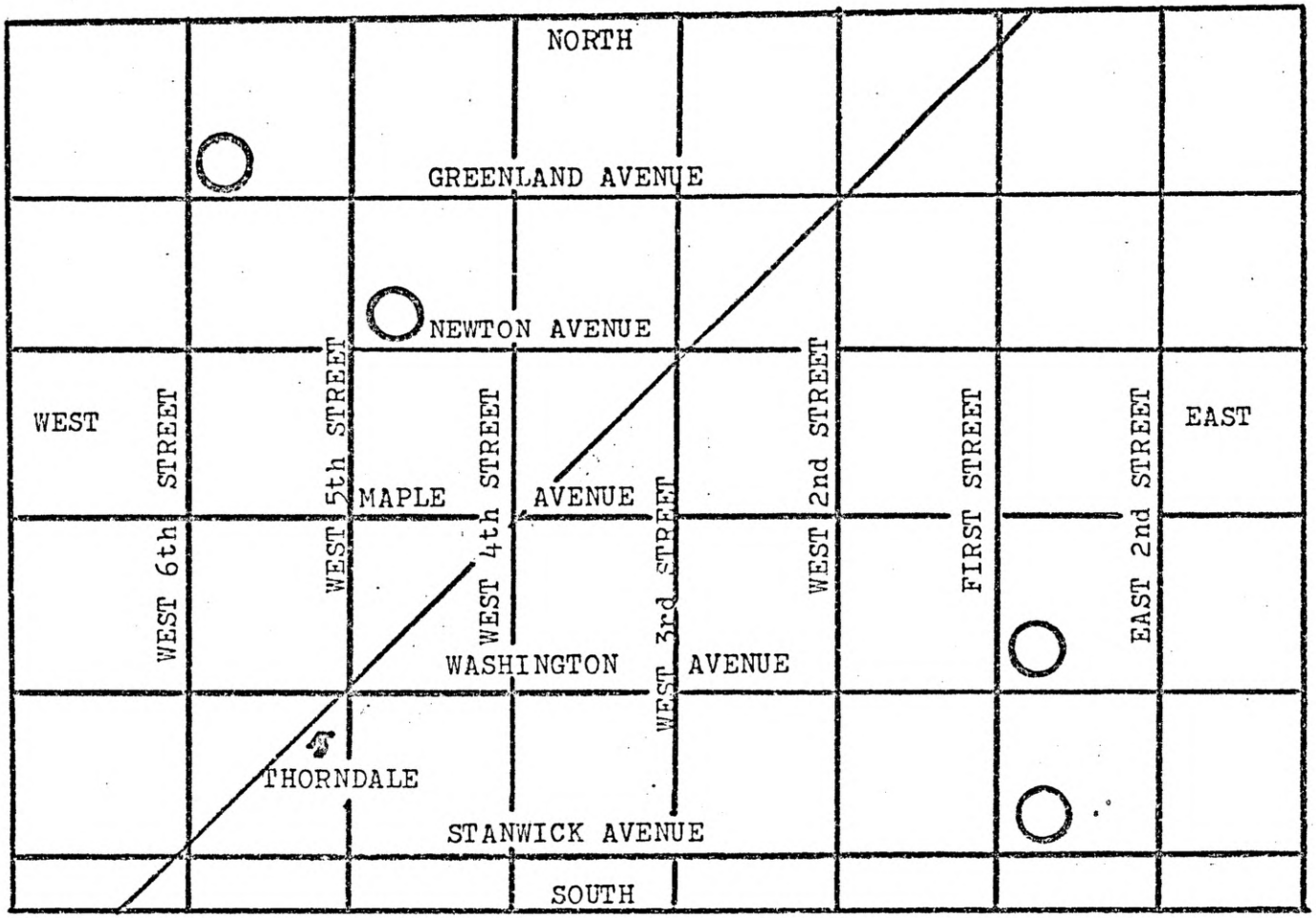


Figure 4. A Map For a Friend

ACTIVITY 5

RECHECKING YOUR ROUTE

Now that you have traced your route on the map and made any revisions needed on your set of directions, answer the following questions concerning your set of directions by circling the appropriate response.

1. Did the directions include four stops for job interviews?

YES NO

2. Were the place names listed in accordance with the time regulations in the want ads?

YES NO

3. Was Bolson's Grocery the first place on the list?

YES NO

4. Was Reed's Department Store the second place you visited?

YES NO

5. Was Carson's Drugs the third place you went to apply?

YES NO

6. Did you visit the Pirate House Restaurant last?

YES NO

7. Do you think your directions gave you the easiest and most efficient route?

YES NO

If you were able to answer YES to each of the questions, you are getting the hang of planning. Go on to the next activity.

If you were unable to answer all the questions YES, go back to your set of directions and try to find the problem. If addition revisions are necessary, rewrite the entire set of directions in the space provided below.

ACTIVITY 6

PLANNING FOR STUDENTS

In the slide presentation on Why Plan?, you learned that there are six important questions that teachers need to ask in order to plan. These questions and the plan elements they represent are listed below.

OBJECTIVES: What goals are the students to attain?
TEACHER ACTIVITY: What is the teacher going to do?
SUBJECT MATTER: What is to be taught?
STUDENT ACTIVITY: What are the students going to do?
MATERIALS: What are they going to use to do it?
EVALUATION: How are the teacher and/or the students going to know that they have accomplished the objectives?

These factors represent the essential elements of any teaching plan.

Up to this point, your planning duties have been in the form of lists and general directions. Now, it is time to try and write a plan using a more concise format. Pretend that you are going to teach a lesson on planning to thirty students. First, begin by answering the six questions important to any plan. Your answers will be your plan. In answering the

questions, you may use either sentences or phrases. Your lesson may employ the activities presented in Activities 2 through 5 of this package if you feel they are applicable to your goals.

If you answered a question and your answer contains more than one idea, separate these ideas by using a number listing. For example, if you are planning more than one activity, list each one separately so you will know exactly what you would do if you were actually teaching the lesson. In addition, try to put your lists in the order you intend to present them. Use the form provided below and on the next pages for your written work. Please do not feel obligated to fill all the lines provided or restrict yourself only to these lines. If additional space is require, use the back of the sheets.

OBJECTIVES: What goals are the students to attain?_____

_____

_____

_____

TEACHER ACTIVITY: What am I going to do?_____

_____

_____

_____

SUBJECT MATTER: What is to be taught?_____

STUDENT ACTIVITY: What are the students going to do?_____

MATERIALS: What are they going to use to do it?_____

EVALUATION: How am I or my students going to know that we have accomplished the objectives?_____

READING REACTION ACTIVITY

PLANNING

So far in this package, your exposure to the planning process has been of a personal nature. While the most important opinion on planning is your own, it is always helpful to see what others feel about the process. The two articles you will be reading consider the implications of planning in the classroom. Rather than tell you the precise nature of each article, you should experience these articles. The articles are in a book entitled: Strategies and Tactics in Secondary School Teaching (1968). The book is edited by Leonard H. Clark. This book is available at the reserve section in the basement of the library. Please ask for it by name and editor.

Read both articles, then complete the Reading Reaction Sheets provided in this package. The names of the articles and their page numbers are listed on the reaction sheets. You will not be evaluated on these articles. However, you will be required to turn in these reaction sheets with your package prior to the scheduled faculty conference. Your honest reaction to these articles is important. It will help you to formulate your own philosophy on planning.

READING REACTION SHEET 1

AUTHOR: David Mallery

TITLE OF ARTICLE: Curriculum is Curriculum

PAGES: 151 - 155

BOOK: Strategies and Tactics in Secondary School Teaching

1. What points do you think the author was attempting to make in this article?

2. What implications concerning the planning process does this article suggest to you as a future teacher and planner?

3. Did you like the article? Why?

READING REACTION SHEET 2

AUTHOR: Roy Meadows

TITLE OF ARTICLE: Adverse Effects of Ad-Lib Teaching

PAGES: 162 - 165

BOOK: Strategies and Tactics in Secondary School Teaching

1. What points do you think the author was attempting to make in this article?

2. What implications concerning the planning process does this article suggest to you as a future teacher and planner?

3. Did you like the article? Why?

SELF-TEST

WHY PLAN? UNIT

Directions: You have been exposed to a number of new ideas in this package, now it is time to see what type of learning experience this has been for you. Take the following self-test in preparation for the post-test on this unit.

MULTIPLE CHOICE: Circle the appropriate answer

1. When planning any activity, you should first consider:
   a. The time and the cost
   b. The destination and the route
   c. The destination and the transportation
   d. The route and the time factor
   e. The route and the cost.
2. It has been said that _____ is the key to successful teaching.
   a. An objective
   b. An ad-lib teaching method
   c. Planning
   d. Curriculum
   e. Teacher activity

3. Which of the following can planning do for a teacher?
   a. Give direction and purpose to student and teacher effort
   b. Make students feel more secure in their work
   c. Make students less likely to misbehave
   d. All of the above
   e. None of the above
4. Which of the following questions should be answered by every plan.
   a. Does the plan consider cost?
   b. What type of discipline should be used?
   c. What type of pencils should the students use?
   d. All of the above
   e. None of the above
5. Which of the following elements should be included in every written plan.
   a. Student Activity
   b. Drill
   c. Discussion
   d. All of the above
   e. None of the above

MATCHING: Match the lesson plan element and the question it answers. Place your answer on the line to the left.

B	1. OBJECTIVES	A. What are they going to do?
E	2. TEACHER ACTIVITY	B. What goals are the students to attain?
D	3. SUBJECT MATTER	C. What route are the students going to use?
A	4. STUDENT ACTIVITY	D. What is to be taught?
G	5. MATERIALS	E. How are the teacher and/or the students going to know that they have accomplished the objectives?
F	6. EVALUATION	F. What is the teacher going to do?
		G. What are they going to use to do it?

TRUE AND FALSE: Read each of the following statements. If the statement is TRUE, place a T on the line. If the statement is FALSE, place an F on the line.

F 1. Using a plan can guarantee successful teaching.

T 2. A plan must be usable for the teacher if it is to be considered a good plan.

F 3. There is only one format for writing a plan.

SELF-TEST ANSWERS

MULTIPLE CHOICE:	MATCHING:	TRUE AND FALSE:
1. B	1. B	1. F
2. C	2. F	2. T
3. D	3. D	3. F
4. E	4. A	
5. A	5. G	
	6. E	

If you answered all items correctly, schedule your post-test. If you missed any of the answers, go back through the material in this unit and try to correct your errors.

MONTANA STATE UNIVERSITY

INDIVIDUALIZED LESSON PLANNING MODULE

UNIT: CONCEPT FORMATION

APPROXIMATE TIME TO COMPLETE: 4 hours

OBJECTIVES:

After you have completed this unit, you should be able to:

1. List and explain the three levels of concepts.
   a. Unit theme
   b. Unit concept
   c. Lesson generalization
2. List and explain the three types of concepts.
   a. Classificational concept
   b. Correlational concept
   c. Theoretical concept
3. Explain the process of concept attainment.
4. Write unit concepts.
5. Write unit themes.
6. Teach a group of your peers using a lesson plan made by you.

PRE-ASSESSMENT: Completion of unit: WHY PLAN?

SELF-EVALUATION: Notecard: Five unit concepts

Notecard: Three unit themes

Peer-Teaching Discussion

POST-ASSESSMENT: Faculty conference

BOOKS ON RESERVE AT LIBRARY FOR THIS UNIT:



Hoover, K. H.: The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Secondary Schools. Allyn and Bacon, Inc., Boston, 1973

COMPLETING THIS PACKAGE:

The following list will explain exactly how to complete this package. If the directions say COMPLETE ACTIVITY # ____, it means that the instructions for the activity are provided in the material contained in this package.

1. View filmstrip - Concepts. Go to the curriculum coordinator's office and check out the filmstrip and tape reel on Concepts. Go to one of the designated viewing centers and watch the filmstrip.
2. Complete Activity 1: Reviewing the Filmstrip. You may wish to take this activity with you when you view the filmstrip, in case you would like to refer to the

filmstrip for answers to the questions.

3. Read an article on how to develop concepts. Instructions for this activty are explained in Activity 2: Concept Formation.
4. Complete Activity 3: Understanding Concept Formation.
5. Schedule your Peer-Teaching Experience. Go to the curriculum coordinator's office and sign up for one of the peer-teaching sessions. You will follow the same instructions for this experience as you did in your first peer-teaching session. If you have lost your copy of these instructions, ask the curriculum coordinator for a second copy.
6. Complete Activity 4: Writing Unit Concepts.
7. Complete Activity 5: Writing Unit Themes.
8. Submit your completed package materials to your faculty advisor.
9. Schedule a faculty conference to discuss your performance in this unit.

STUDENT CHECKLIST

NAME _____

	COMPLETED	DATE
Checked out - MILMOD	____	_____
Filmstrip - Concepts	____	_____
Activity 1: Reviewing the Filmstrip	____	_____
Activity 2: Concept Formation	____	_____
Activity 3: Understanding Concept Formation	____	_____
Activity 4: Writing Unit Concepts	____	_____
Activity 5: Writing Unit Themes	____	_____
Peer-Teaching Experience		
Submitted Completed MILMOD	____	_____
Faculty Conference	____	_____

This checklist is designed for your own use.

ACTIVITY 1

REVIEWING THE FILMSTRIP

Directions: The following represents a type of self-test to help you to determine if you succeeded in developing the concepts promoted in the filmstrip.

MATCHING: Match the word with its general definition.

E 1. UNIT THEME
C 2. UNIT CONCEPT
F 3. LESSON GENERALIZATION
G 4. CLASSIFICATIONAL CONCEPT
A 5. CORRELATIONAL CONCEPT
D 6. THEORETICAL CONCEPT

A. A concept that relates specific events, observations, or variables.
B. A concept that tells: who, what, when, where, or how.
C. Basic structural properties upon which a unit rests.
D. A concept that advance from the known to the unknown.
E. Actually titles of the various instructional units.
F. The product (ideas) of a specific lesson.
G. A concept that helps to clarify essential properties, events, or processes.

MULTIPLE CHOICE: Circle the appropriate response.

1. A concept can be:

   A. A mental picture of an object.

   B. A mental picture of an event.

   C. A mental picture of a relationship.

   D. All of the above.

   E. None of the above

2. Which of the following represents a concept level.

   A. Correlational concept

   B. Unit concept

   C. Classificational concept

   D. All of the above

   E. None of the above

3. Which of the following terms describes the most abstract level of concepts.

   A. Unit theme

   B. Unit concept

   C. Lesson generalization

   D. All of the above

   E. None of the above

4. Which of the following does the practice of writing out each unit concept in advance provide.

   A. The basic threads of a unit

   B. The much needed direction for unit planning

   C. A safeguard against neglect or omission of important aspects of the unit.

   D. All of the above

   E. None of the above

5. Which of the following describes the concluding product of a classroom experience.

   A. Unit theme

   B. Theoretical concept

   C. Correlational concept

   D. All of the above

   E. None of the above

6. Unit themes, unit concepts, and lesson generalizations represent.

   A. The three basic types of concepts

   B. The three basic types of hypothesis

   C. The three basic levels of concepts

   D. All of the above

   E. None of the above

7. Which of the following is based upon the classification of facts into organized schemes or patterns.

   A. Correlational concepts

   B. Classificational concepts

   C. Unit concepts

   D. All of the above

   E. None of the above

8. Which of the following is the formulation of general principles with an if. . . then dimension.

   A. Classificational concepts

   B. Unit concepts

   C. Theoretical concepts

   D. All of the above

   E. None of the above

9. Which of the following may go beyond known facts but must be consistent with known facts.

   A. Theoretical concepts

   B. Classificational concepts

   C. Correlational concepts

   D. All of the above

   E. None of the above

10. Classificational concepts, correlational concepts, and theoretical concepts represent.

A. The three basic types of concepts

B. The three basic types of hypothesis

C. The three levels of concepts

D. All of the above

E. None of the above

APPLICATION EXERCISE 1: The following concepts are from a unit in a history class. Decide which concept level is appropriate for each statement. Use the following letters to designate the concept level:

T = Unit Theme

C = Unit Concept

L = Lesson Generalization

C 1. The United States President's office is on of the most powerful offices in the world.

L 2. The President has responsibility for one of the world's largest military forces in the world.

T 3. Birth of Democracy

L 4. The three branches of our government help to prevent one branch from gaining dominance over the others.

C 5. The check and balance system is an integral part of all forms of democracy.

APPLICATION EXERCISE 2: The following concepts represent the three basic types of concepts. Decide which type of concept is represented by the statement using the following letter designations:

CL = Classificational concept

CO = Correlational concept

TH = Theoretical concept

TH 1. Absence of law leads to anarchy.

TH 2. The conditions of the times influence the nature of literary contributions.

CO 3. The frequency with which household equipment is used is related to convenience of storage and its arrangement in the work center.

CL 4. Definitions, assumptions, and previously established principles become the bases of developing proof.

CO 5. As population increases pollution problems are increased.

ACTIVITY 1 ANSWERS

MATCHING

1. E
2. C
3. F
4. G
5. A
6. D

APPLICATION EXERCISE 1

1. C
2. L
3. T
4. L
5. C

MULTIPLE CHOICE

1. D
2. B
3. A
4. D
5. E
6. C
7. B
8. E
9. A
10. A

APPLICATIONS EXERCISE 2

1. TH
2. TH
3. CO
4. CL
5. CO

ACTIVITY 2

CONCEPT FORMATION

In the filmstrip, Concepts? and the Reviewing the Filmstrip worksheet, you worked with the important terms and definitions concerning concept formation. While you know the terminology, you should also learn how to develop concepts in the classroom. Kenneth H. Hoover in his book entitled: The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Secondary Schools has an excellent introduction to concept development. Read "Concept Attainment" on pages 7 - 12 in Mr. Hoover's book. It may be found in the reserve section of the library. After you have finished reading the material immediately go on to Activity 3.

ACTIVITY 3

UNDERSTANDING CONCEPT FORMATION

Directions: Below you will find a series of statements, decide whether each statement is TRUE or FALSE based on the reading assignment you just conpleted. Place a T on the line provided if the statement is TRUE, place an F on the line if it is FALSE.

___ 1. From the basic idea (unit concept) the teacher may formulate the problem to be studied.

___ 2. When identifying and clarifying a problem, the teacher is involved in one creative act.

___ 3. The terms of a problem must be clarified, cause and effect relationships must be examined, and the importance of the issue must be established.

___ 4. Some students are prone to confuse personal opinion with facts and to confuse their opinion about facts with facts.

___ 5. It is important to remember that hypotheses are not necessary as a guide in the acquisition of facts.

___ 6. Brainstorming is an ineffectual method for developing hypotheses.

___ 7. An inference is a leap from the known to the unknown.

___ 8. Both deductive and inductive reasoning processes are used in problem-solving situations.

___ 9. The idea comes as a sudden flash-a "Eureka" is a characteristic of intuitive thought processes.

___ 10. Concepts tell the learners what facts to look for and the meaning to assign to these facts.

___ 11. A teacher can give a student a concept.

___ 12. It is extremely easy to determine the degree of concept attainment.

___ 13. Adequate concept formation provides a basis for distortions, biases, and prejudices.

___ 14. The different levels of concept formation necessitate selection of the appropriate level(s) of learning.

___ 15. Concepts are easy to learn - this is my own personal opinion.

ACTIVITY 3 ANSWERS

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. T
9. T
10. T
11. F
12. F
13. F
14. T
15. T - F (Remember, this is your own personal opinion)

ACTIVITY 4

WRITING UNIT CONCEPTS

Now that you have some idea what is meant when the term concepts is used, it is time to try your hand at writing a few concepts. Go to the curriculum coordinator's office and ask for the location of the UNIT THEME file. This file contains some unit theme developed by Kenneth H. Hoover. The unit themes are arranged by subject area. Look for your subject area or the one closest to your area of interest and peruse the titles. Choose one of these titles and develop five unit concepts for it. On top of the file in the box entitled: UNIT CONCEPTS, you will find a note card to use for this exercise. Fill out the card completely. Don't forget to write your name and academic year on the card.

To the right of the UNIT THEME file, you will find a file entitled: UNIT CONCEPT file. If you experience any difficulty in completing this exercise, use this file to see how others before you have handled this assignment.

Keep your card with this package and remember to check to see if it is included when you submit the package to your faculty advisor.

ACTIVITY 5

WRITING UNIT THEMES

Now that you have tried to write some unit concepts, houw about trying some unit title. Again, go to the UNIT THEME file and peruse the titles under your subject area. Now, write three unit titles not contained in the file, but titles that you think might make an excellent theme for a classroom situation. On top of the file you will also find a box entitled UNIT THEMES. Take three cards from the box to use for this exercise. Don't forget to fill out the card completely. Good Luck!

Remember to hand in your cards with this package prior to the faculty conference

MONTANA STATE UNIVERSITY

INDIVIDUALIZED LESSON PLANNING MODULE

UNIT: YEARLY PLANS

APPROXIMATE TIME TO COMPLETE: 2 hours

OBJECTIVES:

After you have completed this unit, you should be able to:

1. Explain the purpose of developing a yearly plan.
2. List and explain the four questions a teacher needs to ask upon completion of a yearly plan.
   a. Will this plan meet an obvious student need?
   b. Is this plan appropriate to the age and grade level of my students?
   c. Will this plan present a logical progression of ideas?
   d. Will this plan meet school and state curriculum requirements?
3. List and explain the three major components of a yearly plan.
   a. Course Introduction
   b. Course Concepts

c. Major Unit Titles

4. Critically read articles on planning for information and personal reaction.

PRE-ASSESSMENT: Completion of unit: CONCEPT FORMATION

SELF-EVALUATION: Completion of this unit

POST-ASSESSMENT: Faculty Conference

BOOKS ON RESERVE AT THE LIBRARY FOR THIS UNIT:

Clark, L. H. (ed.): Strategies and Tactics in Secondary School Teaching. The Macmillan Company, New York, 1968.

Hoover, K. H.: The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Secondary Schools. Allyn and Bacon, Inc., Boston, 1973.

COMPLETING THIS PACKAGE:

The following list will explain exactly how to complete this package. If the directions say COMPLETE ACTIVITY # ____, it means that the instructions for the activity are provided in the material contained in this package.

1. Read Comic Book - Clancy and Dick enclosed in this package.
2. Read Activity 1: Some Thoughts on Yearly Plans.

3. Complete Activity 2: Yearly Plan Knowledge.
4. Read an example of a yearly plan. Instructions for this exercise are explained in Activity 3: An Illustrated Yearly Plan.
5. Complete Activity 4: Questions on the Yearly Plan. Activities 3 and 4 may be complete simultaneously.
6. Read about three philosophies on subject matter. Instructions for this exercise are explained in Activity 5: Subject Matter Viewpoints.
7. Complete Activity 6: Questions on Subject Matter. Actvities 5 and 6 may be completed simultaneously.
8. Read about one philosophy on the organization of learning experiences. Instructions for this exercise are provided in Activity 7: Organization.
9. Complete Activity 8: Questions on Organization. Activities 7 and 8 may be completed simultaneously.
10. Submit your completed package materials to your faculty advisor.
11. Schedule your faculty conference to discuss your performance in this unit.

STUDENT CHECKLIST

NAME _____

	COMPLETED	DATE
Checked out - MILMOD	____	_____
Comic Book - Clancy and Dick	____	_____
Activity 1: Some Thoughts on Yearly Plans	____	_____
Activity 2: Yearly Plan Knowledge	____	_____
Activity 3: An Illustrated Yearly Plan	____	_____
Activity 4: Questions on "The Yearly Plan"	____	_____
Activity 5: Subject Matter Viewpoints	____	_____
Activity 6: Questions on Subject Matter	____	_____
Activity 7: Organization	____	_____
Activity 8: Questions on Organization	____	_____
Submitted Completed MILMOD	____	_____
Faculty Conference	____	_____

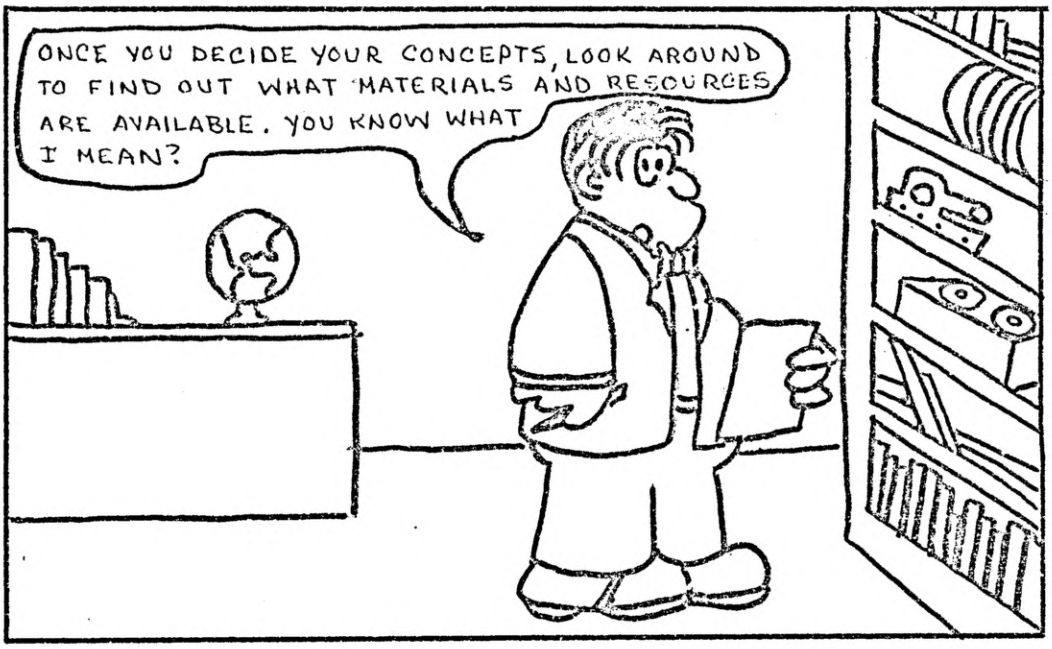
This checklist is designed for your own use.

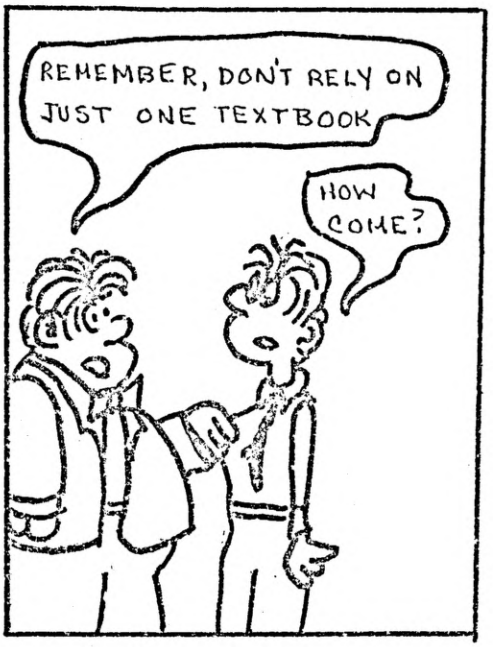

CLANCY and DICK
SO TELL ME CLANCY, HAVE YOU MADE YOUR YEARLY PLAN YET?
YEARLY PLANS! NEVER HEARD OF SUCH A BEAST


YOU HAVE GOT TO BE KIDDING! YOU'VE NEVER HEARD OF A YEARLY PLAN?


SIT DOWN KID, WE'VE GOT TO DO SOMETHING ABOUT YOUR EDUCATION


HOW WOULD YOU LIKE TO SIT BACK IN THAT CHAIR AND SAY YOU KNOW WHAT YOU ARE GOING TO TEACH FROM SEPTEMBER TO JUNE...
...TO WALK AROUND KNOWING THAT YOU HAVE A DIRECTION
ALL YOU GOTTA DO IS LEARN HOW TO MAKE A YEARLY PLAN
SO, HOW DO YOU DO THAT?
FIRST YOU GOTTA DECIDE WHAT CONCEPTS YOU WANT TO TEACH
CONCEPTS? HEY I REMEMBER THOSE!


ONCE YOU DECIDE YOUR CONCEPTS, LOOK AROUND TO FIND OUT WHAT MATERIALS AND RESOURCES ARE AVAILABLE. YOU KNOW WHAT I MEAN?

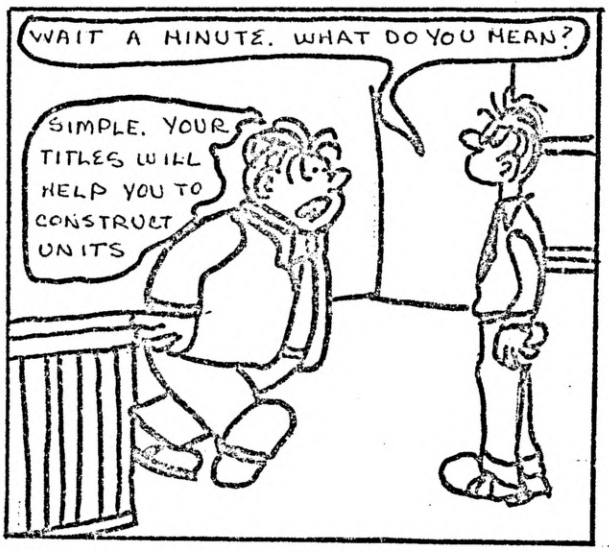

REMEMBER, DON'T RELY ON JUST ONE TEXTBOOK
HOW COME?


WELL, THAT'S REALLY LIMITING - BESIDES ITS DOWNRIGHT DULL!
I DON'T UNDERSTAND


LET ME PUT IT TO YOU THIS WAY, KID! IF YOU ONLY USE ONE BOOK YOU CAN BECOME A SLAVE TO IT. IT WILL BECOME THE ULTIMATE AUTHORITY AND GIVE YOU NO CHANCE FOR DIVERSITY. BESIDES, WHY USE ONLY ONE SOURCE. IF YOU JUST LET YOUR IMAGINATION GO, I'LL BET EVEN YOU COULD DREAM UP SOME REALLY NEAT THINGS THAT YOU WOULD NEVER FIND IN A TEXTBOOK!
O.K. DICK. YOUR MESSAGE IS COMING IN LOUD AND CLEAR! BUT WHAT HAPPENS AFTER I CHECK OUTTHIS RESOURCE MATERIAL?


NOW, YOU GOTTA GO BACK AND LOOK AT THOSE CONCEPTS YOU DECIDED TO USE. MAKE SURE YOU'VE STATED THEM AS COMPLETE THOUGHTS. THEN TRANSLATE YOUR CONCEPTS INTO UNIT THEMES. THIS WILL GIVE YOU A TITLE!


AFTER THAT YOU GOTTA CHECK TO SEE IF ANY OF YOUR TITLES SUGGESTS MORE THAN ONE TEACHING UNIT.


WAIT A MINUTE. WHAT DO YOU MEAN?
SIMPLE. YOUR TITLES WILL HELP YOU TO CONSTRUCT UNITS


WHAT THEN?
TAKE YOUR UNIT THEMES AND MAKE SURE YOU HAVE ABOUT SIX OR EIGHT TITLES.
WELL, THAT'S ABOUT ALL YOU'RE GOING TO BE ABLE TO DO IN A YEAR!
HUH?
ANYWAY, THEN YOU GOTTA APPROXIMATE THE TIME YOU'LL NEED FOR EACH UNIT THEME AND THE ORDER OF YOUR PRESENTATION. THAT'S WHAT YEARLY PLANS ARE ALL ABOUT!
I DON'T KNOW DICK, SOUNDS KINDA TOUGH TO ME, BUT I'LL GIVE IT THE OLD COLLEGE TRY.
DON'T WORRY FOLKS, CLANCY WILL PULL THROUGH. MAKING A YEARLY PLAN ISN'T AS DIFFICULT AS IT SOUNDS. ANYBODY CAN DO IT, EVEN YOU! BESIDES, WOULDN'T IT BE NICE TO KNOW WHAT YOU'RE GOING TO DO FOR A WHOLE YEAR. TAKE IT FROM AN OLD PRO - YEARLY PLANS ARE WORTHWHILE.

ACTIVITY 1

SOME THOUGHTS ON YEARLY PLANS

In the comic book, "Clancy and Dick," Dick made yearly plans sound easy, enticing, and maybe even fun. He did however, fail to mention some important points on developing a yearly plan. But before you condemn poor Dick, let us assure you, he does use these points in making his own yearly plans. His enthusiasm on this subject often precludes the naming of these points. Dick's purpose was simply to get you interested in this subject of yearly plans. Now that you are interested (we hope) let us discuss some of these points.

Once you have written your unit themes, considered the time element, and established the order of your presentation; you need to ask yourself a few questions. Actually, these questions represent a type of intellectual soul searching. Remember, it was you who did the planning but it is your students who will have to help you make the plan work. Therefore, after composing your yearly plan, ask yourself the following questions.

1. Will this plan meet an obvious student need?
2. Is the plan appropriate to the age and grade level of my students?

3. Will this plan present a logical progression of ideas?
4. Will this plan meet the school and state curriculum requirements?

These four questions will aid you in assessing the adequacy of your plan. Each question considers an area of importance to both the teachers and the students. A more in depth examination of these questions may help you to understand their importance.

Will this plan meet an obvious student need?

As a teacher, you need to assess the needs of your students. If the need is only supposed, vague, or imaginary; should you waste your time and the students time by presenting material designed to meet this need. Students exhibit many obvious needs and a school year represents a very short period of time, therefore, your plan should deal only with those needs of greatest importance.

Unfortunately, there exists no magic formula to help you assess these needs. In order to decide the needs of your students and whether your plan will meet these needs, you will have to rely upon your knowledge of the students and your educational background. Although, this may sound difficult;

once you begin teaching you will discover that some student needs manifest themselves quite readily. While this may not solve all your decision making problems, it will help to guide you in determining at least the obvious needs and whether your yearly plans will meet these needs.

Is this plan appropriate to the age and grade level of my students?

This question should be asked in conjunction with Question 1. Not only should your yearly plan consider the obvious needs of your students, it should consider the appropriateness of the concepts for them. Are the unit themes you have chosen relevant to your students? Are these concepts of interest to them? Are these unit themes above or below the ability level of your students? A teacher's purpose is to guide students in the learning process. If the teacher fails to consider the appropriateness of the unit themes for the students, the well made plans may go awry. Any type of educational plan needs to consider the students as well as the teacher.

Will this plan present a logical progression of ideas?

The learning process is similar to the building of a

house. You must carefully lay your foundation before you can consider the framework. The foundation in a yearly plan is the unit themes. Since a yearly plan usually consists of from six to eight themes, you must order these themes to form the strongest base possible. Try to diligently build your themes into an organized whole.

To develop this strong foundation, begin by deciding if there is any logical order suggested by your list of concepts. Does one theme lead into another theme? Do you need to understand one concept before you can tackle the next? Does your final unit theme represent the culmination of the preceding concepts? This consideration of order will help you to produce a cohesive and strong foundation on which to place your framework (Unit Plans) and finally your bricks (Lesson Plans).

Will this plan meet school and state curriculum requirements?

Teachers plan courses but the final acceptance of a yearly plan often rests with school and state officials. Depending upon your situation, this may or may not be a question you will have to ask. Some state and school districts possess curriculum requirements and request the yearly plan of each teacher. Once the yearly plan has been submitted, it is

reviewed to determine whether it meets the requirements. If it does not, teachers are asked to revise their plans in accordance with the regulations.

Prior to writing your yearly plan, it is a good idea to research the outside considerations you may need to contemplate. If your school or state does have curriculum requirements, find out what these are and incorporate them into your plan. This will save you from doing countless revisions. As the adage reminds us: an ounce of prevention may save a pound of cure.

It is disheartening to expend a concerted effort and many hours of time only to dicover that your plan is unsuitable for use.

ACTIVITY 2

YEARLY PLAN KNOWLEDGE

Directions: Check yourself on your knowledge of yearly planning. Circle the correct response.

1. A yearly plan is based on:
   A. Lesson generalizations
   B. Correlational concepts
   C. Classificational concepts
   D. All of the above
   E. None of the above
2. Which of the following should you consider first when developing a yearly plan.
   A. General outline
   B. Unit themes
   C. Textbooks
   D. All of the above
   E. None of the above
3. When developing a yearly plan, you should:
   A. Survey all exisitng resources available to you
   B. Rely on just one textbook
   C. Give little attention to resources - you don't need to worry about them until you plan lessons

D. All of the above

E. None of the above

4. When reviewing your unit themes, you should:

A. Make sure you have twenty to thirty titles to use

B. Make sure you have stated them as complete thoughts

C. Make sure you remembered to list evaluation methods

D. All of the above

E. None of the above

5. After reviewing your themes, you should

A. Decide whether the titles suggest more than one unit concept

B. Decide the approximate time needed for each unit

C. Decide the order of unit theme presentation

D. All of the above

E. None of the above

6. Which of the following questions should you ask about your yearly plan.

A. Will this plan be long enough?

B. Will this plan meet an obvious student need?

C. Will this plan require the use of outside experiences

D. All of the above

E. None of the above

ACTIVITY 2 ANSWERS

1. E
2. B
3. A
4. B
5. D
6. B

ACTIVITY 3

AN ILLUSTRATED YEARLY PLAN

Much of the material in this unit is descriptive on the topic of yearly planning. An example of a yearly plan may help you to understand its purpose. Hoover in his book entitled: The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Secondary Schools (1973) offers an excellent illustration of an actual yearly plan. This book is available at the reserve desk in the library.

Once you have the book, turn to Appendix A: An Illustrated Teaching Unit on page 393. Read the section entitled "The Yearly Plan" on pages 393 - 395.

After reading this section, complete Activity 4.

ACTIVITY 4

QUESTIONS ON "THE YEARLY PLAN"

Directions: After reading "The Yearly Plan," answer the following questions on the lines provided.

1. What are the three major components of this yearly plan?

   (1) _____

   (2) _____

   (3) _____

2. Explain any differences you see between course concepts and major unit titles? _____

   _____

   _____

   _____

3. Under the Major Unit Title component, the plan tells you two things, what are they?

   (1) _____

   (2) _____

4. After reading the entire plan, why do you think the author included an introduction? _____

   _____

   _____

   _____

ACTIVITY 5

SUBJECT MATTER VIEWPOINTS

Subject matter has always been of interest to educational planners. There are three viewpoints on the relationship of subject matter to learning. Leonard H. Clark, Raymond L. Klein, and John B. Burks have written an article entitle: "Three Views on Subject Matter." This article may be found in the book: Strategies and Tactics in Secondary School Teaching (1968) edited by Clark. The article is on pages 58 - 59. The book is on reserve at the library.

After reading the entire article, complete Activity 6.

ACTIVITY 6

QUESTIONS ON SUBJECT MATTER

Directions: After reading the article "Three Views on Subject Matter," answer the following questions.

1. What are the three viewpoints concerning the worth of subject matter?

   (1) _____

   (2) _____

   (3) _____

2. Match the above viewpoints with the statements below. List the number of the above viewpoint to the left of the appropriate statement.

___ a. Value is operational.

___ b. Students should study subjects that have the greatest intrinsic value.

___ c. Basically, this is an essentialist point of view.

___ d. Position favored by the progressives.

___ e. "Some subjects are more valuable than others" but not because of their usefulness.

___ f. The value of a subject depends upon the use made of it.

___ g. It is the process of education that matters.

ACTIVITY 7

ORGANIZATION

While working with the idea of yearly plans, the organizational structure of the themes was discussed. The material in this package refers to the logical progression of ideas. Roy O. Billett in his article "Psychological and Logical Organization" defines the term logical in a slightly different manner. Read his article on pages 146 - 150 of the book: Strategies and Tactics in Secondary School Teaching (1968) and consider his viewpoint on this subject and its implications for yearly planning. The book is on reserve at the library.

After reading the article, complete Activity 8.

ACTIVITY 8

QUESTIONS ON ORGANIZATION

Directions: After reading Billett's article "Psychological and Logical Organization" complete the following items.

1. List the five important facts about subject matter given by Billett.

_____

_____

_____

_____

_____

2. Billett discusses five differences between logical and psychological organization. Fill in the chart below to show these differences.

LOGICAL ORGANIZATION	PSYCHOLOGICAL ORGANIZATION

3. Given the differences you listed in the chart, which type of organization does Billett prefer? _____

4. Which type do you prefer? _____

5. In the space provided below, explain why you chose the type of organization listed in question 4.

MONTANA STATE UNIVERSITY

INDIVIDUALIZED LESSON PLANNING MODULE

UNIT: UNIT PLANS

APPROXIMATE TIME TO COMPLETE: 5 hours

OBJECTIVES:

After you have completed this unit, you should be able to:

1. List and explain the eight essential elements of a unit plan.
   a. Overview
   b. Specific Objectives
   c. Unit Guide
   d. Unit Activities
   e. Unit Materials
   f. Reading Bibliography
   g. Student Reading Bibliography
   h. Evaluation Techniques
2. Explain the purpose of unit plans for a teacher.
3. List and explain the two major types of units.
   a. Teaching Unit
   b. Resource Unit

4. List and explain the three subtypes of teaching units.
   a. Subject Matter Unit
   b. Experience Unit
   c. Eclectic Unit
5. Write a unit plan format.
6. Write a unit plan.

PRE-ASSESSMENT: Completion of unit: YEARLY PLANS

SELF-EVALUATION: Written unit plan

POST-ASSESSMENT: Written unit plan

Faculty Conference

BOOKS ON RESERVE AT LIBRARY FOR THIS UNIT:

Clark, L. H. (ed.): Strategies and Tactics in Secondary School Teaching. The Macmillan Company, New York, 1968.

Clark, L. H. and I. S. Starr: Secondary School Teaching Methods. The Macmillan Company, London, 1967.

Lueck, W.R., E. G. Campbell, L. E. Eastman, C. W. Edwards, C. F. Thomas, and W. D. Zeller: Effective Secondary Teaching Burgess Publishing Company, Minneapolis, 1966.

COMPLETING THIS PACKAGE:

The following list will explain exactly how to complete

this package. If the directions say COMPLETE ACTIVITY # ____, it means that the instructions for the activity are provided in the material contained in this package.

1. Read Activity 1: Unit Planning.
2. Complete Activity 2: Grasping the Idea.
3. Read two articles on unit planning in the classroom. This experience is explained in Reading Reaction Activity: The Result of Unit Planning. Then, complete the Reading Reaction Sheet enclosed in this package.
4. Read two examples of unit plans. Instructions for this exercise are explained in Activity 3: Illustrated Unit Plans. Activities 3 and 4 may be completed simultaneously.
5. Complete Activity 4: Questions on Illustrated Unit Plans.
6. Complete Activity 5: Writing a Unit Plan Format.
7. Complete Activity 6: Writing a Unit Plan.
8. Submit your completed package materials to your faculty advisor.
9. Schedule a faculty conference to discuss your performance in this unit and your written unit plan.

STUDENT CHECKLIST

NAME _____

	COMPLETED	DATE
Activity 1: Unit Planning	____	_____
Activity 2: Grasping the Idea	____	_____
Reading Reaction Activity: The Result of Unit Planning	____	_____
Activity 3: Illustrated Unit Plans	____	_____
Activity 4: Questions on Illustrated Unit Plans	____	_____
Activity 5: Writing a Unit Plan Format	____	_____
Activity 6: Writing a Unit Plan	____	_____
Submitted Completed MILMOD	____	_____
Faculty Conference	____	____

This checklist is designed for your own use.

ACTIVITY 1

UNIT PLANNING

The unit plan, unlike the yearly plan, involves the teacher more actively in the planning process. In devising yearly plans, the teacher must only consider the general educational objectives he wishes to pursue for a given year. After the teacher has decided the objectives, he converts these concepts into unit titles or themes. It is in the unit plan that the teacher must contemplate the use of one of these titles as the basis for a unit of instruction.

Of all the types of plans, the unit plan is probably the most difficult to explain and to understand. The difficulty arises from the nebulous nature of the unit process. In essence, the unit process involves the systematic organization of concepts, subject matter, and teaching techniques to produce effective learning. While this definition of the unit process may appear to be concrete, it raises many questions. What do we mean by systematic organization? How do you systematically organize? What is meant by the phrase teaching techniques? And most importantly, what is meant by the phrase effective learning?

Perhaps, the idea of the unit plan will be more clear if we employ an analogy used earlier in this material. We said

the entire planning process is like the building of a house. The yearly plan is your foundation, the unit plans are the framework, and the lesson plans are the bricks that complete the stucture. If unit plans are the framework, the boards of this framework represent the concepts, subject matter, and teaching techniques you intend to use. The design of this framework is your organizational structure. The nails holding this framework together represent the method of systematic organization employed.

If the framework of your house is faulty, it will collapse even before you add the bricks. If you do not build a framework, there is a good chance that the bricks won't be laid properly. On the other hand, the laying of the bricks will be a simple matter if the structure is well designed. Therefore, the design and placing of the boards becomes essential to successful building.

The analogy used has hopefully given you a better idea of the purpose of unit plans. Now it is time to consider the definition of a unit. A unit is generally defined as a planned series of ideas and activities organized around a central theme, topic, or problem. In your yearly plan, you have already decided the central theme of the unit. Therefore, the planned series of ideas and activities must be considered.

The ideas (concepts) and activities you will employ depend upon the type of unit you decide to use.

There are two basic types of unit plans; the resource unit and the teaching unit. These units are defined by their function for the teacher. A resource unit is simply a collection of activities, content, materials, and methods that could be used to plan a learning experience. The teaching unit is actually a specific plan designed for use in the classroom. It may employ many aspects of the resource unit, but the key difference between the two types is that the teaching unit will be presented by the teacher in a learning situation.

Three other types of units need to be mentioned; the subject matter unit, the experience unit, and the eclectic unit. The subject matter and experience units are defined according to their purpose and are actually subtypes of the teaching unit. In the subject matter unit; emphasis is placed upon content while students needs, interests, and experiences are de-emphasized. The experience unit draws upon student needs, interests, and experiences to develop the content. The content is not restricted to one subject but represents the interweaving of all relevant fields and experiences. While the primary two subtypes may exist separately, many teachers attempt to integrate the best features of each to form the

eclectic unit.

Before a unit is planned, the teacher must make a major decision. This decision is whether to plan the unit alone or to involve the students in the planning process. The result of this decision will determine how a teacher is to develop the actual written plan. For beginning teachers, planning at least the first unit alone is suggested. The reasoning behind this suggestion is two fold: involving students in the planning of a unit requires a knowledge of students needs, interests, and experiences and teacher-pupil planning generally implies developing the unit while part of the unit work is in progress. Many beginning teachers feel that they do not wish to undertake this responsibility until they know their class and its modus operandi better.

Whether you plan alone or in conjunction with your class, there are certain elements essential to a unit plan. The following list represents an outline of these elements and what they encompass.

1. OVERVIEW: a description of the nature and scope of the unit.
2. SPECIFIC OBJECTIVES: a list of the objectives considering the specific skills, attitudes, understandings, and

appreciations the teacher hopes students will gain from the unit.

3. UNIT GUIDE: a general outline describing what and how the unit will be taught.
4. UNIT ACTIVITIES: a list of activities appropriate to the unit.
5. UNIT MATERIALS: a list of materials (transparencies, films records, worksheets, etc.,) appropriate to the unit.
6. READING BIBLIOGRAPHY: a list of reading materials relevant to the unit to be used by the teacher.
7. STUDENT READING BIBLIOGRAPHY: a list of optional reading materials to be used by the student to pursue topics of special interest to him.
8. EVALUATION TECHNIQUES: a list of evaluation procedures to be employed to test the overview and the specific objectives.

From these elements, the unit can be organized and ordered to best present the topics.

The unit plan is basically an outline of what will occur in a classroom over a period of time. It is flexible and allows the teacher to add diversity to the learning experiences of the students. Employing a unit plan, the

teacher will be engaged in predetermining relevant aspects of a central theme, topic, or problem and dismissing or shelving irrelevant aspects. In addition, the unit offers a guided direction for developing specific lessons to enhance the learning process. The unit plan, therefore, will provide a solid framework for the laying of the bricks.

ESSENTIAL ELEMENTS OF A UNIT

1. OVERVIEW
2. SPECIFIC OBJECTIVES
3. UNIT GUIDE
4. UNIT ACTIVITIES
5. UNIT MATERIALS
6. READING BIBLIOGRAPHY
7. STUDENT READING BIBLIOGRAPHY
8. EVALUATION

ACTIVITY 2

GRASPING THE IDEA

In Activity 1, the purpose and description of a unit was presented. Check yourself on how well you were able to grasp the idea of a unit plan. Circle the correct response.

1. If you were going to compare the planning process with the building of a house, which of the following would represent the framework.
   a. The yearly plan
   b. The unit plan
   c. The lesson plan
   d. All of the above
   e. None of the above
2. If you were going to define the unit process, which of the following phrases would you include as key phrases in the definition.
   a. Systematic organization
   b. Concepts, subject matter, and teaching techniques
   c. To produce effective learning
   d. All of the above
   e. None of the above

3. If you were going to use the best definition of a unit, which of the following would you chose.
   a. A unit is a central theme, topic, or problem.
   b. A unit is a planned series of ideas and activites.
   c. A unit is the organization of a predetermined set of concepts and activities built around a central theme, topic or problem.
   d. All of the above
   e. None of the above
4. If you were asked to list one of the two basic types of units, which of the following would be on your list.
   a. Subject matter unit
   b. Experience unit
   c. Eclectic unit
   d. All of the above
   e. None of the above
5. If you were asked to list the subtypes of a teaching unit, which of the following would you include on your list.
   a. Subject matter unit
   b. Experience unit
   c. Eclectic unit
   d. All of the above
   e. None of the above

6. If you were asked to describe the major difference between a resource unit and a teaching unit, which of the following would you choose.
   a. The resource unit is used only by the students
   b. The teaching unit is actually used in the classroom
   c. The resource unit is actually used in the classroom
   d. All of the above
   e. None of the above
7. If you were asked to describe an experience unit, which of the following phrases would you choose.
   a. An integrated unit emphasizing content
   b. An interwoven unit drawing upon the student needs, interests, and experiences.
   c. An interwoven unit de-emphasizing content
   d. All of the above
   e. None of the above
8. A unit that emphasizes content and minimizes the student role is a:
   a. A teaching unit
   b. An experience unit
   c. An eclectic unit
   d. All of the above
   e. None of the above

9. If you were asked to list essential elements in a unit plan which of the following would be on your list.
   a. An overview
   b. An introduction
   c. A specific time schedule
   d. All of the above
   e. None of the above
10. If you used the phrase "a list of reading material relevant to the unit," which of following would you be describing.
   a. Student reading bibliography
   b. Reading bibliography
   c. Unit materials
   d. All of the above
   e. None of the above
11. If you were asked to explain SPECIFIC OBJECTIVES, which of the following phrases could be used.
   a. Those products a teacher hopes students will gain from a unit
   b. A list of specific skills, attitudes, understandings, an appreciations
   c. A list of objectives that a teacher would like the students to attain

d. All of the above

e. None of the above

12. If you were asked which of the following would not be written primarily for use by the teacher, which would you choose.

a. An overview

b. Evaluation techniques

c. Unit guide

d. All of the above

e. None of the above

ACTIVITY 2 ANSWERS

1. b
2. d
3. c
4. e
5. d
6. b
7. b
8. e
9. a
10. b
11. d
12. d

If you missed any of the above answers, it would be wise to go back to the reading on unit planning and examine it to discover why your answer was incorrect.

READING REACTION ACTIVITY

THE RESULT OF UNIT PLANNING

Before you consider the unit planning formats available to you, it would be beneficial to examine the results of unit planning in the classroom. Two brief articles have been selected for this examination. These are: "The Unit Process" by Elizabeth Berry, pages 155-158 in Strategies and Tactics in Secondary School Teaching (1968) edited by Clark and "A Unit in Action," pages 135-136 in Secondary School Teaching Methods (1967) by Clark and Starr. Read both articles, then complete Reading Reaction Sheet 1.

Both books can be found in the reserve section of the library.

Remember the reading reactions sheets will not be evaluated, but serve to help you examine your own philosophy on planning. They are, however, to be turned in with the other package materials

READING REACTION SHEET 1

Directions: After reading the articles "The Unit Process" and "A Unit in Action," use the space provided below to describe your reactions and feelings concerning the articles and their implications for the planning process.

ACTIVITY 3

ILLUSTRATED UNIT PLANS

As you have probably noticed little attention has been given to unit planning formats thus far. There is a method in this madness. Like most plans, there are a myriad of formats from which to choose for devising a unit plan. The choice of the format should be a personal one, for you are going to be the person who will have to use it. While many formats exist, all include the eight elements described in Activity 1.

To give you a more concrete idea of what a unit plan can look like, we shall turn to the book: Effective Secondary Education (1966) by Lueck, et. al., on reserve at the library. On pages 97 - 102, the authors provide two examples of unit plans. Read the section entitled "Illustrative Units." Hopefully, this will offer you a basis for developing a format for your own unit plans.

As you read, mentally ask yourself if the plan includes the eight essential elements for a unit plan. Keep in mind that the elements may not appear in the form of lists, you will have to search for them.

After reading this section, go on to Activity 4 immediately.

ACTIVITY 4

QUESTION ON

ILLUSTRATED UNIT PLANS

Directions: After reviewing the "Illustrative Units," provided in Effective Secondary Teaching answer the following questions concerning the two plans.

1.	Do both plans include an overview?	YES	NO
2.	Do both plans contain specific objectives?	YES	NO
3.	Do both plans include evaluation techniques?	YES	NO
4.	Do both plans include activities?	YES	NO
5.	Do both plans include materials and bibliographies?	YES	NO

If you answered YES to all of the above questions, proceed to the next set of questions. If you answered NO to any of the questions, go back to the plans and try to discover why you answered NO.

1. Which of the following would you consider the overview.
   a. The written introduction
   b. The general objectives
   c. The written introduction and the general objectives
2. Give an example of a specific objective from either plan.

3. Using Unit I: Conserving our Soil, choose one of the evaluation techniques and explain which of the objectives it is intended to measure.

4. Again using Unit I, choose a teacher activity and explain what the teacher is to do and what the students response will be.

5. From either plan, choose an example from the list of materials and explain how it will be utilized.

ACTIVITY 5

WRITING A UNIT PLAN FORMAT

Now that you have some idea on unit planning formats, devise and write an outline of the format you think you would like to use. Use the space provided below.

ACTIVITY 6

WRITING A UNIT PLAN

It is time to try your hand at writing a unit plan. Select a central theme, topic, or problem you would like to teach. If you have difficulty, you might refer to the unit concept file for ideas. Write an overview of the unit. Design and write at least three specific objectives you would like the students to achieve. Compose a general outline of specific topics to be included in the unit. Choose one of your specific topics and describe the teacher and student activity that might be used in developing the topic. Make a general listing of materials that could be employed in developing this topic. Write a bibliography that would include at least one book you could use. Then devise one evaluation technique for your unit.

In writing your unit plan, you may use any format appropriate to you. This exercise is designed to acquaint you with the general process of writing a plan, therefore, the plan does not have to be detailed. However, it must include all the elements listed in the directions.

You may use your own paper to write this plan, but please make sure it is approximately the size of the paper used in this package. Before you hand in your final copy of the

plan, make sure it is readable. The plan may be typed or hand written. If it is handwritten, it should be in ink not pencil or felt tip marker.

You may use the space provided below for the outline of your unit.

MONTANA STATE UNIVERSITY

INDIVIDUALZIED LESSON PLANNING MODULE

UNIT: LESSON PLANS

APPROXIMATE TIME TO COMPLETE: 8 hours

OBJECTIVES:

After you have completed this unit, you should be able to:

1. List and explain the six important elements contained in lesson plans.
   a. Objectives
   b. Teacher Activity
   c. Subject Matter
   d. Student Activity
   e. Materials
   f. Evaluation
2. Write a critique of a lesson plan noting its strengths and weaknesses.
3. Write a lesson plan format and explain the purpose of each part of the format.
4. Write a lesson plan that could be used in a classroom.
5. Use a lesson plan to teach from in an actual classroom

situation.

PRE-ASSESSMENT: Completion of unit: UNIT PLANS

SELF EVALUATION: Faculty conference

Micro-Teaching Disussion

POST-ASSESSMENT: Faculty Conference

BOOKS ON RESERVE AT LIBRARY FOR THIS UNIT:

Clark, L. H. and I. S. Starr: Secondary School Teaching Methods

The Macmillan Company, London, 1967.

COMPLETING THIS PACKAGE:

The following list will explain exactly how to complete this package. If the directions say COMPLETE ACTIVITY #____, it means that the instructions for the activity are provided in the material contained in this package.

1. Schedule your Videotape Simulation viewing. Before beginning this unit, go to the curriculum coordinator's office and sign up for the Videotape Simulation experience. The coordinator will explain the nature of this activity.
2. Listen to tape: "Lesson Planning." At the curriculum coordinator's office, check out the tape, go to one

designated listening centers, and listen to the entire tape.

3. Read Activity 1: Lesson Plans.
4. Complete Activity 2: Deciding for Yourself.
5. Complete Activity 3: Reviewing a Lesson Plan.
6. Read about a poor lesson plan. Instructions for this activity are explained in Activity 4: A Poor Lesson Plan.
7. Complete Activity 5: Critiquing a Lesson Plan.
8. Complete Activity 6: Writing a Lesson Plan.
9. Schedule a faculty conference to discuss the plan you wrote in Activity 6.
10. Complete Activity 7: A Lesson Plan for the Classroom
11. Schedule your Micro-Teaching experience explained in Activity 7.
12. Present and Discuss the lesson plan you wrote in Activity 7.
13. Submit your completed package materials to your faculty advisor.
14. Schedule a faculty conference to discuss your performance in this unit and your readiness to complete the final evaluation procedures.
15. Schedule your final evaluation procedures. When you

schedule this activity, the curriculum corrdinator will explain the exact procedures and will make sure all previously completed units are returned to you.

STUDENT CHECKLIST

NAME _____

	COMPLETED	DATE
Checked out-MILMOD	____	_____
Tape - Lesson Planning	____	_____
Activity 1: Lesson Plans	____	_____
Activity 2: Deciding for Yourself	____	_____
Activity 3: Reviewing a Lesson Plan	____	_____
Activity 4: A Poor Plan	____	_____
Activity 5: Critiquing a Lesson Plan	____	_____
Activity 6: Writing a Lesson Plan	____	_____
Faculty Conference	____	_____
Activity 7: A Lesson Plan for the Classroom	____	_____
Micro-Teaching Experience	____	_____
Videotape Simulation	____	_____
Submitted Completed MILMOD	____	_____
Faculty Conference	____	_____

This checklist is designed for your own use.

ACTIVITY 1

LESSON PLANS

On the following pages you will find seven different lesson planning formats. Each lesson plan is derived from the subject area of English to demonstrate the adaptability of the formats. These are not perfect examples of lesson plans. Each possesses some flaws and could be revised for improvement. The following are TEACHER-MADE plans to be used in a classroom.

Read each of the lesson plans. As you read, note the differences in format and personal style. Be on the look-out for a format that may suit you or that you can adapt for use in your classroom.

While you are perusing these plans, keep in mind the six important questions discussed in the Why Plan? unit. After reading each plan, mentally ask yourself:

What goals are the students going to attain?
What is the teacher going to do?
What is to be taught?
What are the students going to do?
What materials are they going to use to do it?
How are the teacher and/or the students going to know that they have accomplished the objectives?

In addition to asking the above questions, estimate the usability of the plan according to your own philosophy on planning.

Have fun!

LESSON PLAN 1

ENGLISH

Grade: 7 Hour: 10:00 Room:227

Section B Date: May 2, 1974

General Objective:

To understand the use of rhyme in poetry.

Specific Objective:

Skill in identifying rhyming words.

TIME	TEACHER ACTIVITY	STUDENT ACTIVITY
5	1. Write drill on board-five sets of words, before period begins. Object: find rhyming pairs.	1. Find answers to drill while teacher takes attendance.
8	2. Finish taking attendance, collect homework, return yesterday's work. Explain.	2. Designated student will review drill with class.
5	3. Announce today's topic. Motivate by asking for sets of rhyming words.	3. Follow the work and discussion.
10	4. Place word ROSE on the	4. Write a list of rhyming

	board. Ask students to list all of the words that they think rhyme with the word ROSE.	words with ROSE.
5	5. Ask for volunteers to write list on the board.	5. Class "teacher" will ask students to offer words from their lists to make total list.
5	6. Discuss student list. Ask if students would object to any word, why?	6. Discuss list.
7	7. Hand out worksheet containing 4 short poems and give directions. Supervise work.	7. Using lines and arrows connect all end rhyming words in each poem.

LESSON PLAN 2

ENGLISH

Title of Unit: Fact and Fiction

Topic for Today: Paul Revere and History

Grade 8 Hours: 8:10-9:00, 10:00-10:50, 1:20-2:10

Sections: 803, 804, 806

General Objectives:

1. An appreciation of literary distortion of fact.
2. An understanding of why literature distorts fact.

Specific Objectives:

SPECIFIC OBJECTIVES	TEACHER ACTIVITY	STUDENT ACTIVITY
1. Listening to a poem carefully, (3 min)	1. Play record, "The Midnight Ride of Paul Revere"	1. Listen to record.
2. Discuss "facts" from a poem. (10 min)	2. Elicit "facts" concerning the famous poem.	2. Discuss "facts" from poem.
3. Watching for specific "facts." (20 min)	3. Show movie- "The Real Ride of Paul Revere."	3. Watch movie.

SPECIFIC OBJECTIVES	TEACHER ACTIVITY	STUDENT ACTIVITY
4. Critically analyzing and comparing "facts" (15 min)	4. Initiate discussion on "facts" use lead questions: a) What differences did you notice between the poem and movie facts? b) Why do you think these differences exist? c) Why does the poet distort the facts?	4. Discussing the movie and the poem.

Materials:

Record: "The Midnight Ride of Paul Revere"

Movie: "The Real Ride of Paul Revere"

Evaluations:

Did the students see a difference between fact and fiction? Did the students express their opinions on why literature distorts fact? Which parts of the plan gave excellent results? How may this plan be improved?

LESSON PLAN 3

ENGLISH

Grade 12

1. Objectives

   Contextual clues are essential to understanding new vocabulary words.

   Dictionaries are only a resource and not the ultimate authority.

   Developing the ability to use contextual clues requires careful reading of sentences.

2. Subject Content: pages 79 - 83, covering topics: contextual clues, dictionary use, and contextual clues rationale.

3. Class Procedure

   a. Initiate lesson with brief review of dictionary use and introduce concept of contextual clues.

   b. Have students read the five sentences on the board and decide the meaning of the underlined words from the sentence context.

   c. Discussion of words or phrases in each sentence that acted as clues to determine the meaning of the underlined words.

   d. Handout worksheet on contextual clues. Students will

circle the words and phrases in each sentence that gave them clues to the meaning of the capitalized words. Under each sentence, a line will be provided for the students to give their definition of the capitalized words.

e. Review worksheet and have students discuss their definitions, clues, and reasoning.

4. Instructional Material

Text: English Workshop - pp. 79 - 83

Board: 5 sentences

Worksheet: Contextual clues

5. Assignment

None

LESSON PLAN 4

ENGLISH

Grade 9

Unit: Truth is Stranger than Fiction

Topic: Deciding the Difference Between Truth and Fiction

Objectives: To assist pupils

1. Understand that critical reading can aid in deciding the difference between truth and fiction.
2. Read for information critically.
3. Appreciate the unique role of truth in literature.

Procedures

1. Read title "I Swam for 21 Hours." Ask students: From hearing the title, do you think this might be truth or fiction? Why?
2. Motivational Discussion of:
   a. ability to swim 21 hours
   b. distance involved - check distance of forty miles on map. What city would be forty miles away?
   c. travel time involved to reach this city by other means of transportation.

d. How many members of the class swim? How far do they think they can swim? How long of a time can they swim before they have to get out of the water?

3. Read "I Swam for 21 Hours" pp. 35 - 43.

Reading Question: Consider your original answer to the story title question - read for information to support your viewpoint.

4. Discussion of story. Have students devise two lists during the discussion, one list of facts supporting the truth of the story and the other list will be facts that repute its truth. Make sure that all student statements can be supported from the text.

5. Short discussion of the role of truth in literature. Is it fun? Is it exciting?

Assignment: Time Line Chart

Students will be given a chart indicating the hours of Marilyn's journey and a list of details that occurred during the journey. Students will fill in the chart demonstrating the actions that occurred during the swim and when they occured.

LESSON PLAN 5

ENGLISH

1. Course: English
   8th grade
   low ability group
2. Topic: Capitalizing place names
3. Vocabulary
   Old: Capitalization, proper nouns
   New: Place names
4. Concepts
   Old: Capitalizing proper nouns and names
   New: Capitalizing place names
5. Skills:
   Old: Using capitals, Capitalizing proper nouns
   New: Capitalizing place names: streets, cities, states, countries, continents, etc.
6. Method of presentation: posters, worksheets, transparencies

   Time Schedule

   10 minutes - review homework

   15 minutes - present new material

   15 minutes - supervised study

Assignment

Read pp. 45 - 48

Exercises 1 - 15, p. 49

Procedure

1. Review:
   a. Capitalizing proper nouns
   b. Capitalizing names
   c. Proper noun distinctions
2. Give sentence on board:

   John lives at 242 east bayonee avenue in baltimore, maryland.

   What are the proper nouns?

   What are the place names?

   Have students attempt to capitalize the sentence.
3. Show transparencies on the capitalization of place names.
   a. identifying proper nouns
   b. identifying place names
   c. capitalizing place names
   d. types of place names
4. Display posters on front board - each will give the rule for capitalizing a type of place name and an example of how it is done.
5. Have students read sentences on side board.
   a. the jones live in toronto, ontario.

b. the family went west for the summer.

c. carol lived on glacier court.

d. the office was on the east side of frankford avenue.

6. Have one student capitalize each of the four sentences and explain why they only capitalized certain words.

7. Hand out worksheet on capitalizing place names. Allow students to work in groups of two.

8. Review worksheets by having the students explain which words they capitalized and why they capitalized only those words.

LESSON PLAN 6

ENGLISH

Grade 11

OBJECTIVES	ACTIVITIES
Proper punctuation, proper word choice, and proper construction help make sentences clear.	1. Transparency of a poorly written composition. Provide each student with a ditto copy. Have students read. 2. Review major ideas. Discuss the importance of order in developing a theme. 3. Have students go over composition line by line considering: a. Checking clarity of ideas. b. Review word choice. c. Correct any punctuation problems. d. Make corrections suggested by students on transparency. 4. Discussion of how students feel about the worth of the composition

before and after the revisions.

Summary questions: Why good sentence structure? Why punctuate? Why be careful of words?

Assignment: Hand out dittoed compositions.

Ask students to revise composition giving consideration to punctuation, word choice, and sentence structure.

Note: 6th period class cut 10 minutes - assembly

Special notes:

1st period: George, Sheila, Carol will be absent - band festival

3rd period: Karen, Kathie, Vickie will be working on special class project

5th period: Tom was absent-go over yesterday's introduction to composition writing

6th period: Tim will be absent-wrestling match

LESSON PLAN 7

ENGLISH

Date(s): Three day lesson from a unit on communication media and devices.

Behavioral Objectives: After this lesson the students should be able to identify the media writing styles from written examples of T.V. scripts, movie scripts, newspaper articles, magazine articles, recording scripts, and books and be able to explain why the various styles are used.

Concept Statement:

An author's style is dependent upon the type of media he will employ to convey his message.

Different forms of media have different purposes which will affect the writing style of the author.

We use different writing and speaking styles to convey our messages and purposes in everday life. (Friendly letters, business letters, school compositions, telephone calls, interviews with the principle, etc.,)

Activities:

(Remember to get movie projector, videotape, record player, overhead projector, magazines, newspaper articles, records, and books)

Distribute movie script, then show movie.

What differences did you notice between the script and the actual movie?

Why does the author list directions in the script?

Distribute T.V. script, then show five minutes of a T.V. show on videotape.

What differences did you notice between the two forms this time?

How is the T.V. script different from the movie script? Why?

Project newspaper article.

What differences did you notice among the three styles presented thus far?

Why do you think the styles differ?

Project magazine article, followed by book section.

What are the similarities you noticed in the magazine article, the newspaper article, and the book?

What are the differences you noticed when looking

at the three forms?

Distribute record script and play record.

What difference do you notice in this style as compared to the other authors?

Why are the styles of the six authors so different?

Assignment: (give the first day of class)

List examples of changes in your speaking and writing styles when you are in different situations.

Read: "John Henry" p. 2, Stories in Song and Verse

Read Handouts: Newspaper article on John Henry (1 page)

The Legend of John Henry (1 page)

Summary Statement

What characterisitcs do the various writing styles exhibit in order to communicate?

How can we use writing and speaking styles to improve our communication?

Evaluation or Comments:

ACTIVITY 2

DECIDING FOR YOURSELF

Directions: After seeing how other teachers plan lessons, decide what is important to you by completing the following exercises.

1. Make a list of things that you think should be included in your own lesson plan.

2. Devise and write an outline of the lesson plan format you will use.

ACTIVITY 3

REVIEWING A LESSON PLAN

Directions: After reading all seven of the lesson plans, choose one of the plans and use it to complete the following worksheet.

LESSON PLAN # _____

1. What goals are the students to attain in this lesson?

2. What is the teacher going to do?

3. What is going to be taught?

4. What are the students going to do in this lesson?

5. What materials are they going to use to do it?

6. How will the teacher and/or the students know that they have accomplished the objectives.

7. Do you think this is a well written plan? Why?

ACTIVITY 4

A POOR PLAN

You read seven average and above average lesson plans in the last section and have considered their usability for the classroom. While each of the plans has its faults, none can really be called a poor plan. What does a poor plan look like and why can a plan be called poor? The answer to this question can be found by reading a section from the Clark and Starr book: Secondary School Teaching Methods (1967). On page 121, you will find an example of a poor lesson plan and on page 122, you will find the criticism of this plan. Read both the plan and its criticism, then complete Activity 5.

This book is on reserve at the library.

ACTIVITY 5

CRITIQUING A LESSON PLAN

After reading the poor plan and its criticism, you should now have a better idea of what areas of a lesson plan need to be critiqued. Choose one of the seven lesson plans (not the one you used in Activity 3) and write a critique of the plan. In your critique, consider both the strengths and weaknesses of the plan. Use the space provided below for your critique.

LESSON PLAN # _____

ACTIVITY 6

WRITING A LESSON PLAN

Up to now this section has dealt with the plans of other people. While reading the plans of others may guide you, the actual writing of your own plan will offer a greater satisfaction.

First, choose a format appropriate to your philosophy. Then decide the subject area and grade level with which you wish to work. Do not forget to consider the time element. Your lesson should be at least twenty-five minutes long and no longer than forty-five minutes. You will not be required to actually teach from this plan. So, keep this in mind when planning your objectives, activities, assignments, procedures, and materials.

If you have difficulty in determining what you would like to do or use, a visit to the curriculum center in the library would be in order. The curriculum center provides textbooks and other materials you can incorporate into your plan.

Now write your plan!

After writing the plan, review its contents to check whether you would be able to answer all six important questions. Once you are satisfied with your work, take the

plan to your faculty advisor. When you turn in your plan, schedule a conference to discuss the plan.

During the conference, use your faculty advisor as a sounding board. Be prepared to explain all parts of your plan. Make sure you know why you did what you did!

This conference is not designed to have the faculty advisor TELL you what is wrong with your plan. It should be a joint effort designed to discuss both the strengths and weaknesses of your plan from your point of view as well as that of your faculty advisor. The conference should represent a trial of your ideas on an education colleague!

ACTIVITY 7

A LESSON PLAN FOR THE CLASSROOM

The first plan that you developed in this section was only a written intention of what you would do if you were in a classroom. Your plan was not actually tested in a teaching situation. In this activity, you will be asked to not only develop a plan but to teach from your plan.

You will develop a lesson plan on the subject area of your choice. The lesson is to be no less that ten minutes and no more than fifteen minutes in length. The lesson will be presented to five students. You will decide the proposed age or grade level of your students.

When designing your lesson keep in mind that you will actually have to use it. The activities you decide upon should consider the number of students you are to teach. If you include material in your plan, it must be developed in its final form or available for use at the time of your presentation. If you intend to use evaluation techniques, they should be included in your fifteen minute limit.

Hints and Suggestions for Developing your Plan

Subject Matter:

1. Choose a subject you are familiar with and will be

able to teach.

2. Limit your objectives, do not try to do too much!
3. Select a topic of interest to yourself and your students.

If you experience difficulty in deciding the nature of your lesson, visit the curriculum center in the library and browse.

Activities:

1. Choose activities appropriate to:
   a. the grade and age level of your students
   b. the time limit
   c. the subject matter
   d. the resources available to you
2. Limit your activities; remember you will need time to:
   a. introduce your subject
   b. give directions
   c. conclude your presentation

If you experience difficulty in determining appropriate activities, refer to the list of suggest classroom activities included in this section. Activities that are unfamiliar to you but seem appropriate to your your plan should be researched in the library.

Materials:

1. Choose materials appropriate to:
   a. the grade level of your students
   b. the time limit
   c. the subject matter
   d. the resources available to you
2. Do not limit yourself to only premade materials. If you think of something such as a transparency, a worksheet, games, etc. that would be appropriate, make them yourself.

If materials are a problem, you have at least two options: the curriculum center in the library and the multi-media center in room 124 Reid Hall. The curriculum center materials can be used in their present form or adapted for your own use. The multi-media center is available to develop your own materials. A slight cost will be incurred if you design and produce your own materials at the multi-media center.

If your plan requires the use of audio-visual equipment such as movie projectors, tape recorders, overhead projectors, etc.; contact the multi-media center to determine what type of equipment can be made available to you. Do not forget, it will be your responsibility to schedule and set up

this equipment for your presentation! Therefore, only include equipment you know how to operate.

After the Plan is Written

Once your written plan is completed, review its content to determine its usability and whether it will answer the six important questions. When you are satisfied with your plan, type it on a regular sheet of typing paper. Use as many sheets as necessary but make sure the plan is readable. Then follow the instructions listed below.

1. Complete the Micro-Teaching Form included in this package.
2. Submit your typed lesson plan and Micro-Teaching Form to the curriculum coordinator.
3. Schedule your presentation at a time convenient for you.
4. Ask for a copy of Micro-Teaching Instructions. Read this carefully prior to your presentation.
5. If you require equipment for your presentation, go immediately to the multi-media center. Schedule your equipment and make arrangements to pick it up on the day of your presentation.
6. Now relax and wait until the day of your presenta-

tion to get nervous.

What to Remember

The planning and teaching of a lesson designed by you should not be upsetting. No one is going to tell you that you are going to be a lousy teacher as a result of your first experience. This experience is designed to make you feel more comfortable by helping you to preplan and to see if your plan will work in a classroom. This is a learning experience not a trial by fire. Approach it with confidence, you would not have gotten this far if you could not handle this experience.

MICRO-TEACHING FORM

NAME _____

SUBJECT AREA OF YOUR LESSON _____

TOPIC OF YOUR LESSON _____

GRADE LEVEL _____

ANSWER THE FOLLOWING QUESTIONS CONCERNING YOUR PLAN BY CIRCLING THE APPROPRIATE RESPONSE:

1. WILL YOU NEED TO USE A BLACKBOARD? YES NO
2. DO YOU INTEND TO USE AUDIO-VISUAL EQUIPMENT? YES NO
3. WILL YOU NEED A SCREEN? YES NO
4. DID YOU PLAN AN ACTIVITY THAT WILL REQUIRE SPACE FOR YOUR STUDENTS TO MOVE AROUND IN? YES NO
5. WILL YOUR STUDENTS REQUIRE PAPER AND PENCILS? YES NO

YOUR ANSWERS WILL AID THE COORDINATOR IN SCHEDULING AN APPROPRIATE ROOM FOR YOUR PRESENTATION AND INSTRUCTING YOUR STUDENTS ON WHAT THEY WILL NEED TO BRING TO THE CLASSROOM. THANK YOU FOR YOUR COOPERATION IN FILLING OUT THIS FORM.

SUGGESTED CLASSROOM ACTIVITIES

The following list offers a few suggestions on the type of activities you could include in your lesson plan. It is not a complete list of activities available to a teacher. The list has been limited to activities that require only a small amount of time and would be suitable to a ten or fifteen minute presentation. The list includes both teacher and student activities.

1. Lecture
2. Discussion
   a. Motivational
   b. Topic
3. Brainstorming
4. Role Playing
5. Questioning
6. Drill
7. Textbook Reading
8. Oral Reading
9. Worksheet Exercises
10. Handouts for Student Reading
11. Games
12. Short Filmstrip
13. Short Movie
14. Short Slide Presenation
15. Short Transparency Presenation
    a. Exercises
    b. Topic
16. Short Record
17. Tape Recording
    a. Pretaped
    b. Student Tape
    c. Teacher Tape
18. Overhead Projector Presentation

Chapter 6

RECOMMENDATIONS

The individualized lesson planning module presented in this study is in a final usable form. However, if it is to be used by the Secondary Education department in ensuing years, this researcher would like to offer a number of suggestions and recommendations concerning its use. In order to explain these points, this chapter will be divided into two sections: Testing Recommendations and Large Group Use. The first of these sections will consider the experiemental testing of the module, while the second section will deal with adaption of the module for large group instructions.

TESTING RECOMMENDATIONS

To determine the worth and potential usability of this module, it should be empirically tested prior to total acceptance into the program. In order to test the module, an experimental group of students should be selected to work with the module. In this case, an experimental design would be necessary.

The experimental design should follow the suggested general procedure listed here. First, a representative group of students in the Secondary Education teacher preparation

program should be chosen. The group should consist of at least ten students. The representativeness of this sample could be determined by reviewing the student's grade point average and performance in other education courses. A corresponding control group should also be selected. These students would take the EdFd 350 course, Strategies and Tactics in Teaching.

Once the groups have been formed, each group should be interviewed on their present knowledge of the planning process. This interview could be replaced by an objective test if available. At the same time, students should take an attitudinal questionaire on how they feel about the individualized format as opposed to the large group instruction format. The results of these activities could be statistically calculated.

At the conclusion of instruction, the objective test and the attitudinal questionaire could again be given to students. In addition, the control group should engage in the Final Evaluation Procedures decribed for the module with the exception of the faculty conference. This would entail each student being videotaped on teaching from a lesson plan, he had prepared. When these experiences have been concluded, a statistical analysis could be performed.

The statistical analysis would consist of a number of analyses. The pre-test results of both groups on the objective test and the attitudinal questionaire could be compared. The post-test results of both groups could be correlated to determine academic growth and attitude change. Finally, the videotape presentations could be compared.

The results of this empirical testing could aid in determining the acceptability of the module. The decision for widespread use or rejection would then be based on statistical evidence and not the unproven expectations of this researcher.

LARGE GROUP USE

While this module is designed as an individualized format, this does not preclude its use with large groups. In order to adapt the module for use in a classroom, only a few changes would be required.

The slide presentation and filmstrip could remain intact. If the user of this material desires, the frames for both activities could be also made into transparencies. The tape dialogue for introducing lesson plans could be used as is or adapted to role palying situations followed by discussion or a lecture format. The comic book could remain in its present form or be made into a series of transparencies.

The activities contained within the module would require alteration if employed in large group instruction. These activities could be adapted to class or homework assignments. Many of the activities such as: the planning exercises in the Why Plan? unit and the Lesson Plans in the unit of the same name could be used as small group exercises. For example, using the Why Plan? problem, the group could chose one student to be jack. Jack would leave the room while the rest of the group planned his trip. Upon returning, Jack would have to follow his group's directions. If he experienced difficuluty, group members would have immediate feedback. Also more lesson plans from other subject areas could be added to the lesson plans presented in the unit of the same name.

In addition, a number of reading activities would lend themselves to individual projects. The student would read the article and present a synopsis of it to the class.

The concept file activities could also be retained. However, alteration would again be necessary. The unit titles and unit concepts listed in Appendix B might be shown on an overhead projector on transparencies or on an opaque projector in their present form. A lecture or discussion could accompany this presentation. Upon completion of this instruction, the students could be assigned to write a unit title and unit

concepts for it. At the next class meeting, students could discuss their work and aid each other revising the unit themes and concepts.

These are only a few of the ways in which the module could be adapted for large group instruction. In essence, the module could become a resource unit for the teacher of lesson planning.

It is hoped that the module could be used in its present form. However, if this is not a feasible project, the module would lend itself to large group instruction.

SUMMARY

The module developed for this study is ready for immediate use. However, prior to the actual use of the module, it should be empirically tested to evaluate its potential as a new learning technique for Montana State University. This would preclude the possiblity of actually using the module, only to discover that it is an ineffectual means of presenting the concept of lesson planning.

In the event that the individualized format cannot be employed, the material in this module is adaptable for large group use.

These suggestions and recommendations should be kept in mind when considering the product of this study.

APPENDIXES

APPENDIX A

WHY PLAN? UNIT

MATERIALS

WHY PLAN? SLIDE PRESENTATION

On the following pages you will find the tape dialogue and slide presentation frames to be utilized in the Why Plan? activity. This material is designed to introduce the students to the planning rationale.

Included in this presentation are twenty-seven frames and their accompanying dialogue. In their final form, each frame would represent a slide. The slides would be placed in a slide carousel, while the dialogue could be placed on either a tape reel or cassette, for use by the students.

The tape dialogue is presented first in this section. Each frame number is listed, followed by the dialogue that is to be spoken for the frame. The symbol △ is used to designate a beep sound to be heard on the tape. The students will be asked to change the slide each time the sound is heard. For the producer of the presentation, the symbol indicates that he should wait five seconds after hearing the sound before beginning to speak. A second symbol □ , has been included to instruct the speaker to allow ten seconds of dead air for student reading and viewing time of the frame.

The content of the frames is shown in the section that follows the dialogue. There are two options open for producing the presentation. The graphic design may be used in its

present form. Although these frames are not in color here; the original copy of this study in the Secondary Education Department at Montana State University includes the color scheme suggested. The second option is to use camera shots employing the basic content and feeling represented in the graphic design.

As you read the dialogue, it might be helpful to view the frame.

TAPE DIALOGUE

FRAME 1: Δ For years, teachers as well as prospective teachers have been asking themselves the question, why plan?

FRAME 2: Δ In answering this question, many teachers have experienced confusion and dismay. For a majority, to plan implied hours of drudgery or restraining the creativity and freedom of their students.

FRAME 3: Δ Unfortunately, too many of these teachers concluded that there was not a rational answer and consequently dismissed the whole idea of planning. Those who decided to plan, often did so half-heartedly. Their planning often consisted of merely writing down reading and homework

assignments.

FRAME 4: △ If so many teachers decided not to plan, why then should you as a prospective teacher learn to plan? Maybe, instead of asking yourself, why a teacher should plan; why not ask yourself if you ever plan. While you might not write down these plans, do you ever plan?

FRAME 5: △ Take Activity Sheet 1 from your package. □ Now, listen very carefully. You have just received two letters in the mail; one from a friend in Missoula and one from a friend in Aspen, Colorado. Both friends want you to visit them for the weekend. The invitations sound very enticing. Each offers you the prospect of a "great time." Where are YOU going to go? Now that you have given some thought to where you would like to go, you have a few other decisions to make.

FRAME 6: △ The prospect of making a trip has probably sparked your mental processes. Although you normally might not write down your plans; try it for this exercise. When you hear the next beep, turn off the tape recorder and the slide projector. Now read and complete Activity Sheet 1. △

FRAME 7: Δ Now that you have made your plans, let's see how they correspond with the consideration of this package. □

FRAME 8: Δ Did you consider transportation? How are you going to get there? Depending upon your destination, you might have chosen an airplane, a train, a car, a bus, a motorcycle, or you might even have decided to hitchhike. But whatever your choice, your plans should have included some sort of transportation consideration.

FRAME 9: Δ What about the financing of this venture? How much money will you need? And for what? Do you have the money on hand or will you need to go to the bank? Hopefully, you will have given financing some consideration in your plan.

FRAME 10: Δ Did you consider clothing? Whether you are going to rough it and only take the clothes on your back or whether you intend to include a large wardrobe in three suitcases,your plan should have considered this important item.

FRAME 11: Δ Does your plan give any consideration to your departure and arrival times both to and from your destination? If nothing else, you really should have decided when you

would be leaving, otherwise you might forget to leave at all!

FRAME 12: Δ Did you remember to contact your friend to let him know your decisions and preparations for the journey? For some of you, this item may have been first on your list. If it was, we commend you. It certainly would make it easier to plan the trip if you knew your friend's intentions for the weekend.

FRAME 13: Δ How about any pressing details that you would have to attend to here, prior to embarking upon your venture? This might include such things as: notifying someone that you are leaving, finishing an assignment that is due on Monday, asking someone to care for your cat, or even requesting permission from a professor to miss his class so you can make the early flight. Anything that needs to be considered prior to your departure should be planned.

FRAME 14: Δ If any of these items are on your list, you have been involved in the planning process. So you see, most people do engage in planning at least once in their lives. Your list may include items not mentioned here, but of importance to you. Therefore, you were correct in placing

them on your list. While many people plan trips, they do not always develop written plans for their trip; but engage in a type of mental gymnastics. Notice the advantages to possessing a written plan prior to your trip.

FRAME 15: Δ If you follow your plan and check off items that you have taken care of; there is little chance that you will forget an important detail, such as purchasing an airplane ticket. A plan helps to give you confidence, so five minutes before leaving, you are not running around screaming, "Have I forgotten anything?"

FRAME 16: Δ A teacher, like any traveler must be concerned with routes and destinations. Having a plan in advance is similar to a traveler using a map or an architect using a blueprint.

FRAME 17: Δ So, why not make it easy on yourself and learn to plan effectively. As a teacher, you will find that the key to success is good planning. While planning may not cure all your problems, it does help to eliminate many of the unnecessary problems that arise from ad-lib teaching.

FRAME 18: △ One teacher, a former advocate of the ad-lib method, related a story that might give you a better idea of why planning is important. One morning, five minutes after his class had started, this teacher suddenly realized that he could not remember what he had done yesterday or what he had told his class he would do today. He felt lost and did not know where to turn.

FRAME 19: △ Then he looked at his class, praying for a spark of inspiration. Unfortunately, all he received as a view of thirty staring faces; all waiting for his guidance and direction. At this moment, he experienced a strange sensation. He expressed it this way:

FRAME 20: △ "It felt like I was standing on a second-story ledge and my pants were down around my ankles. □

FRAME 21: △ Hopefully, you will never have an experience like this! But just hoping is not enough to guarantee that it will not happen to you. The best insurance against this helpless feeling is to learn to develop a good lesson plan and then be able to put it to use in the classroom.

FRAME 22: △ So far, this presentation has dealt with showing you why people plan and what happens when they do not plan. At this point, you may be asking, what can planning actually do for the classroom teacher?

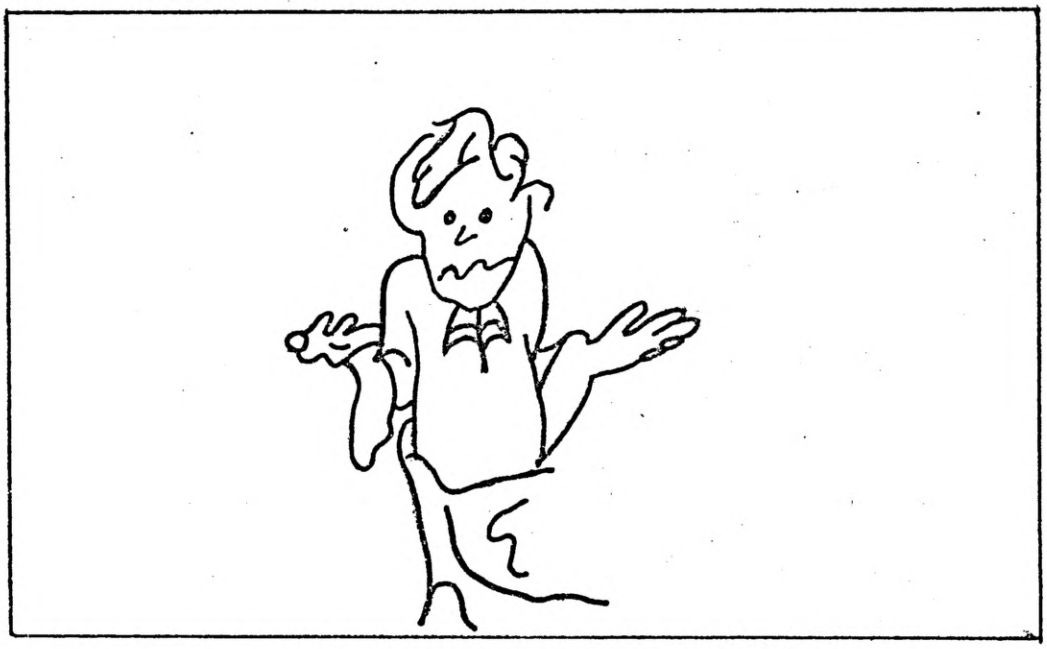
FRAME 23: △ This is what it can do: careful planning toward desirable goals gives direction and purpose to both teacher and student efforts. It can give you confidence in approaching a room full of students. When the students realize that you have a destination and route in mind, they are usually more motivated, more secure in their work, and are less likely to misbehave. Both you and your students will experience a greater satisfaction in working toward a goal, if it has been judiciously planned.

FRAME 24: △ A well written plan should help you to answer the following questions of primary importance to you in a class room. What goals are the students going to attain? What am I going to do? What am I going to teach? What are the students going to do? What are they going to use to do it? How are we going to know we have accomplished the objectives? The we implying both the teacher and the students. □

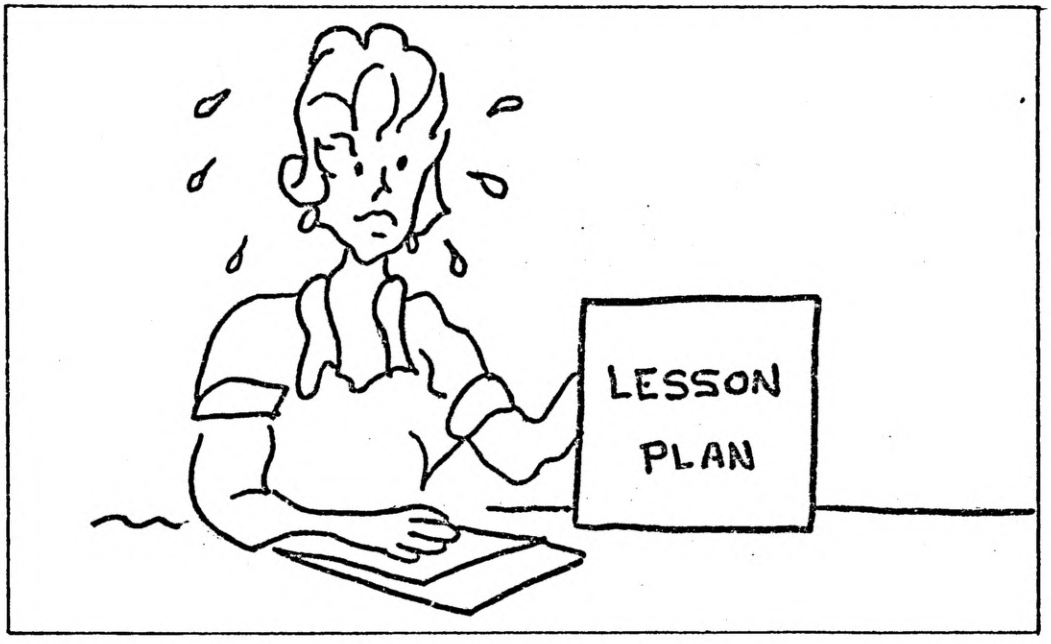
FRAME 25: △ A lesson plan can answer these question when the teacher lists: his objectives, his activity, the subject matter, the students activity, the materials to be used, and the method of evaluation. □

FRAME 26: △ While not all teachers employ the same written format, all planning forms include these elements. The choice of format is your own personal preference, but if it does not include these elements, it probably will not aid your teaching effort.

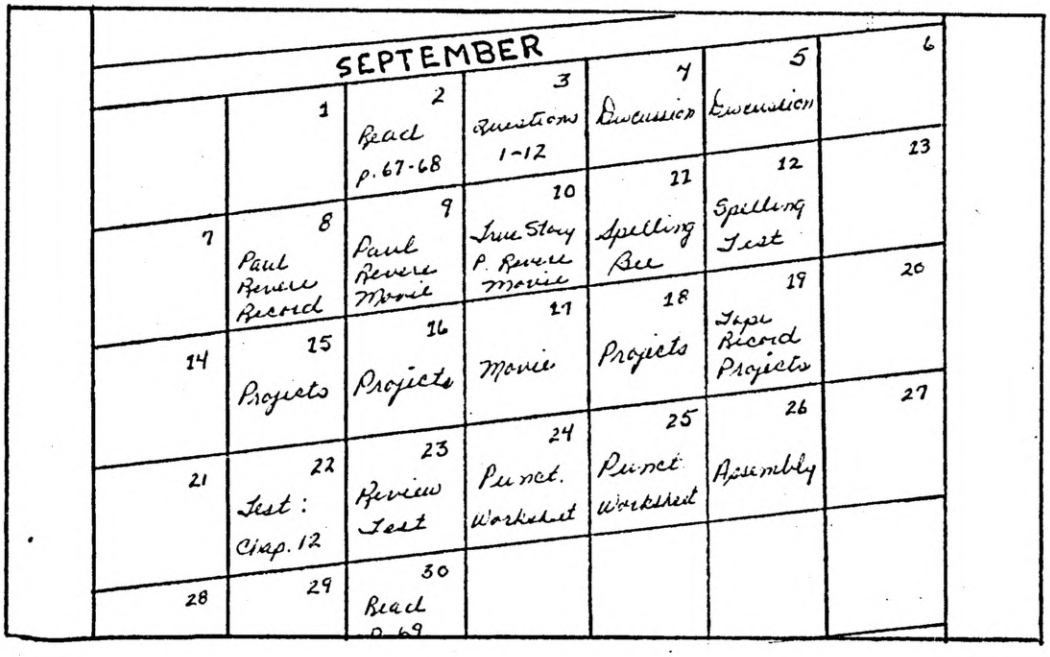
FRAME 27: △ Planning can tell you where you are going and how you are going to get there! It can help to make your trip to the desired destination safer and more fun. Do not forget to plan! Have a safe trip!



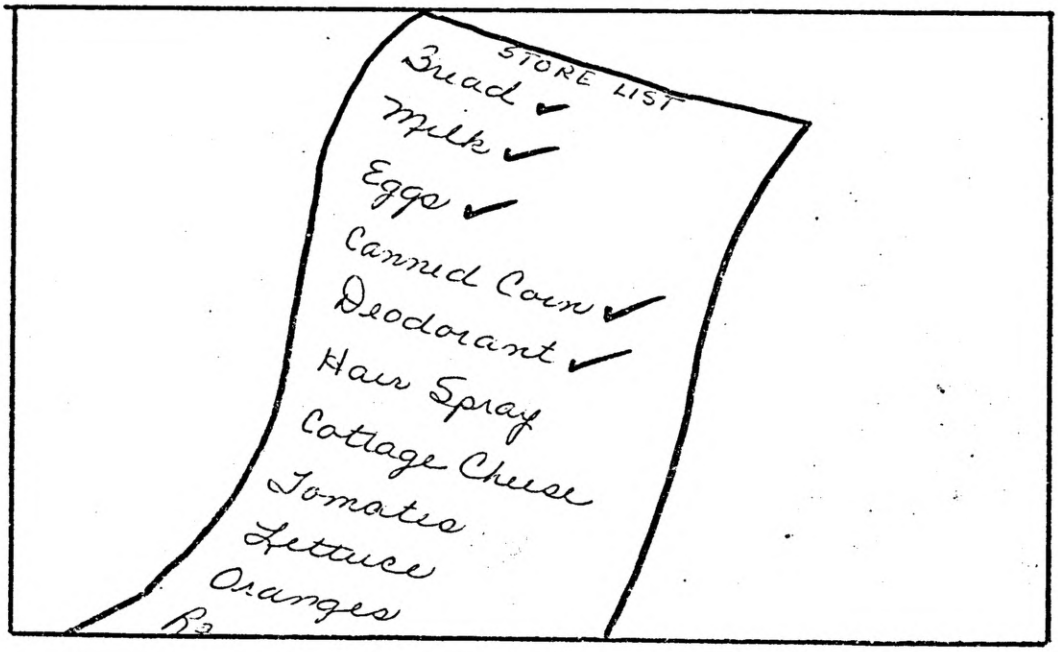
FRAME 1: WHY PLAN?



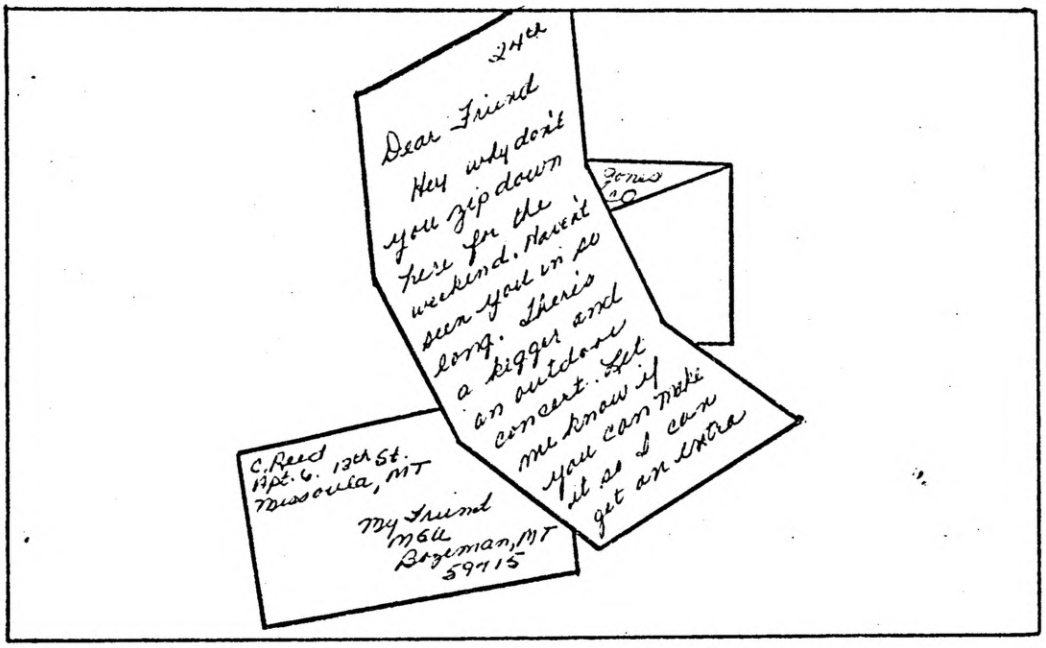
FRAME 2: PLANNING IMPLICATIONS



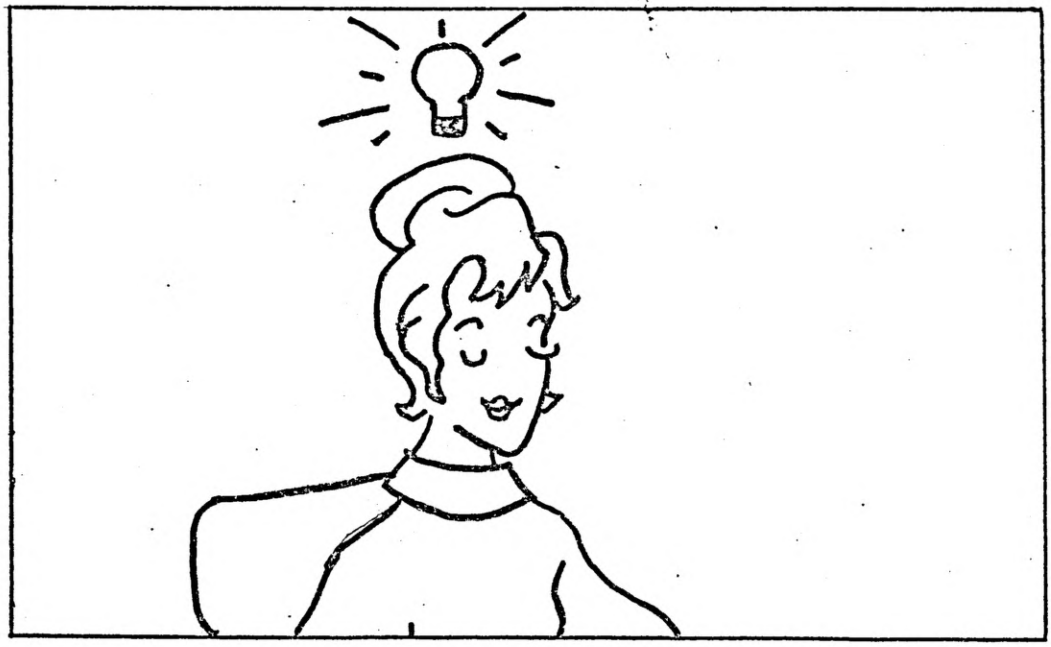
FRAME 3: POOR PLANNING



FRAME 4: PERSONAL PLANNING



FRAME 5: PLANNING A TRIP

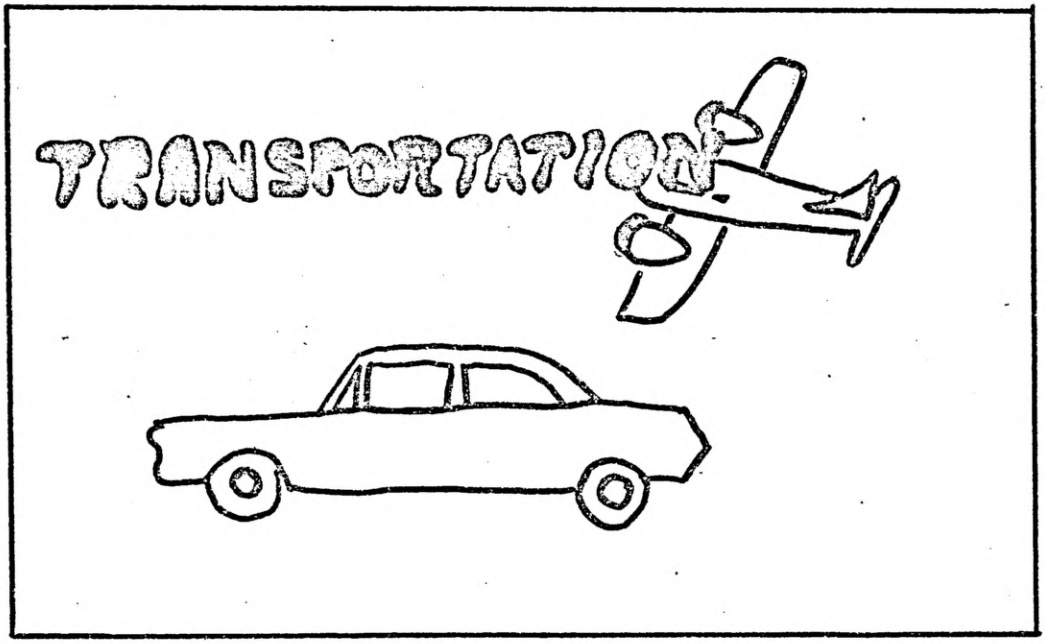


FRAME 6: SPARKING YOUR MENTAL PROCESSES

WHY PLAN? PACKAGE CHECKLIST

1. Call John - let him know I'm coming
2. See if George can give me a ride.
3. Go to the bank - get $30.
4. Take jeans, boots, suit - ugh?
5. Don't forget to do Soc. assignment due Mon. 9:00
6. Ask Tim to take phone messages

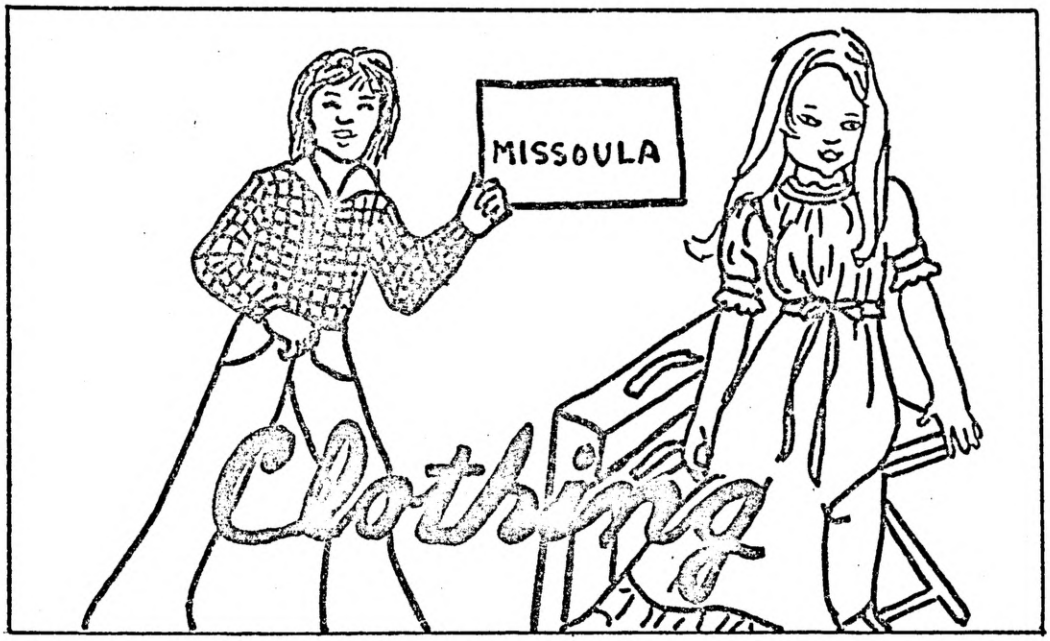
FRAME 7: OUR PLANS



FRAME 8: TRANSPORTATION



FRAME 9: FINANCES



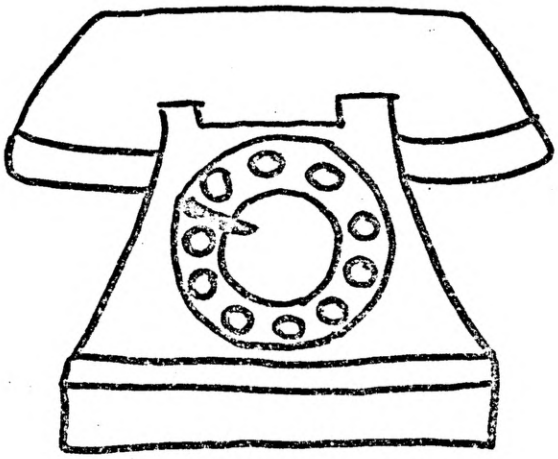
FRAME 10: CLOTHING

WESTERN AIR LINES

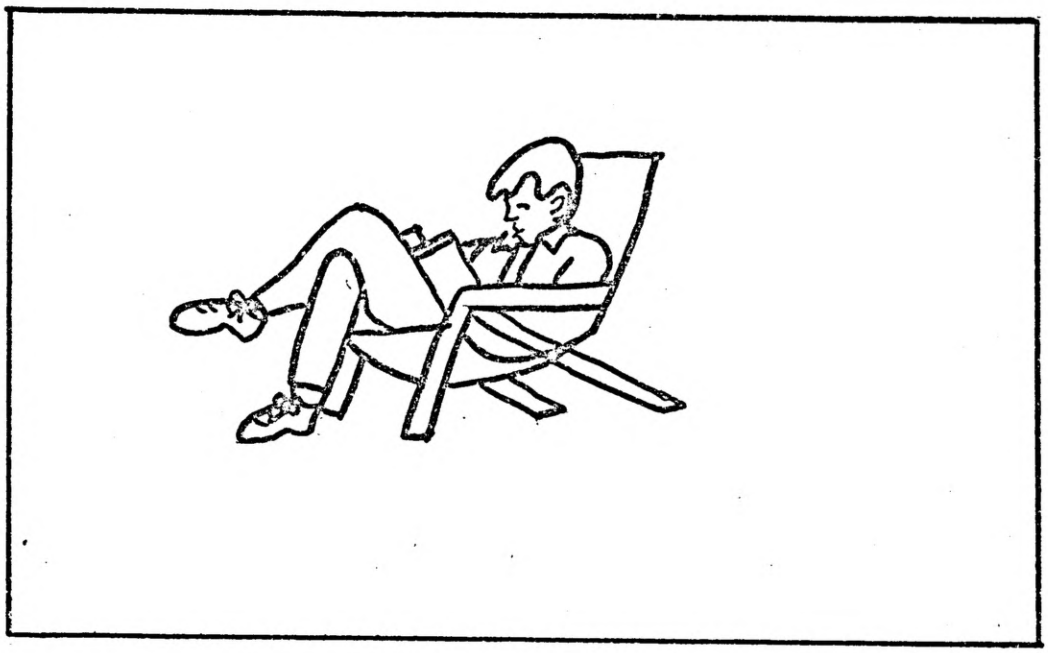
FLIGHT BOARD

	Departure Time	Arrival Time
MISSOULA	10:00 AM	11:00 AM
DENVER	12:45 PM	4:05 PM
SALT LAKE CITY	1:15 PM	3:35 PM
LAS VEGAS	2:10 PM	7:13 PM

FRAME 11: TIME



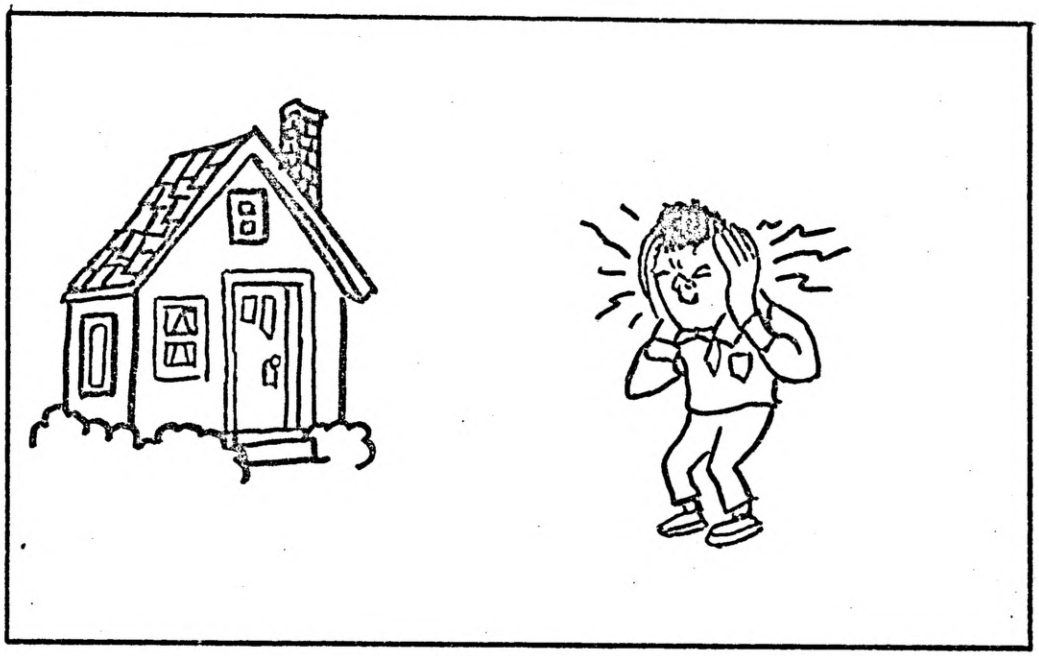
FRAME 12: ADVANCE WARNING



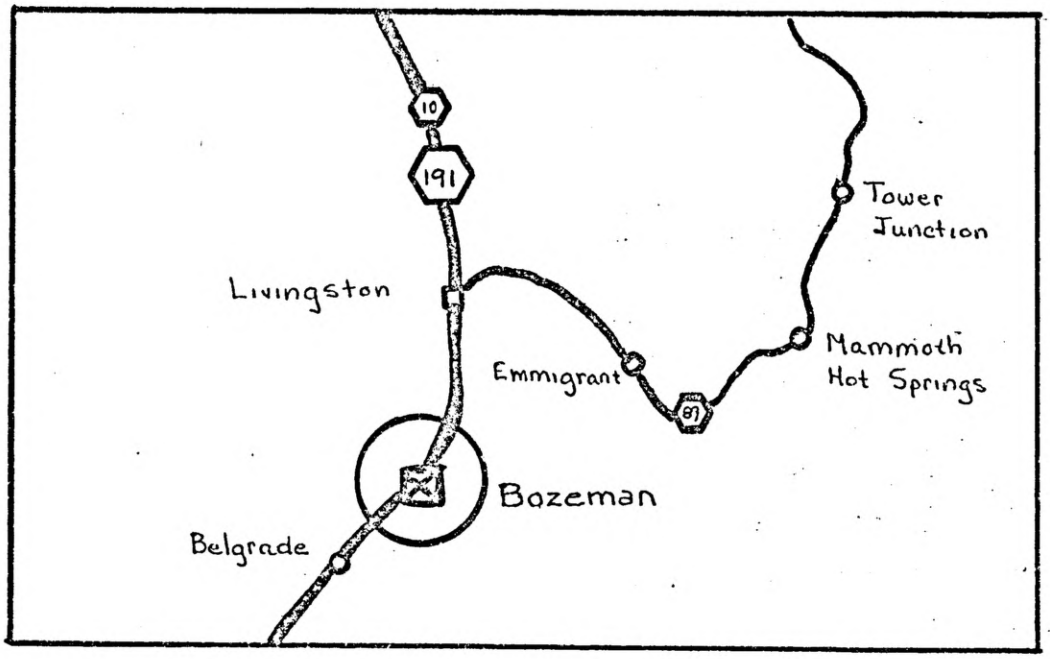
FRAME 13: LAST MINUTE DETAILS



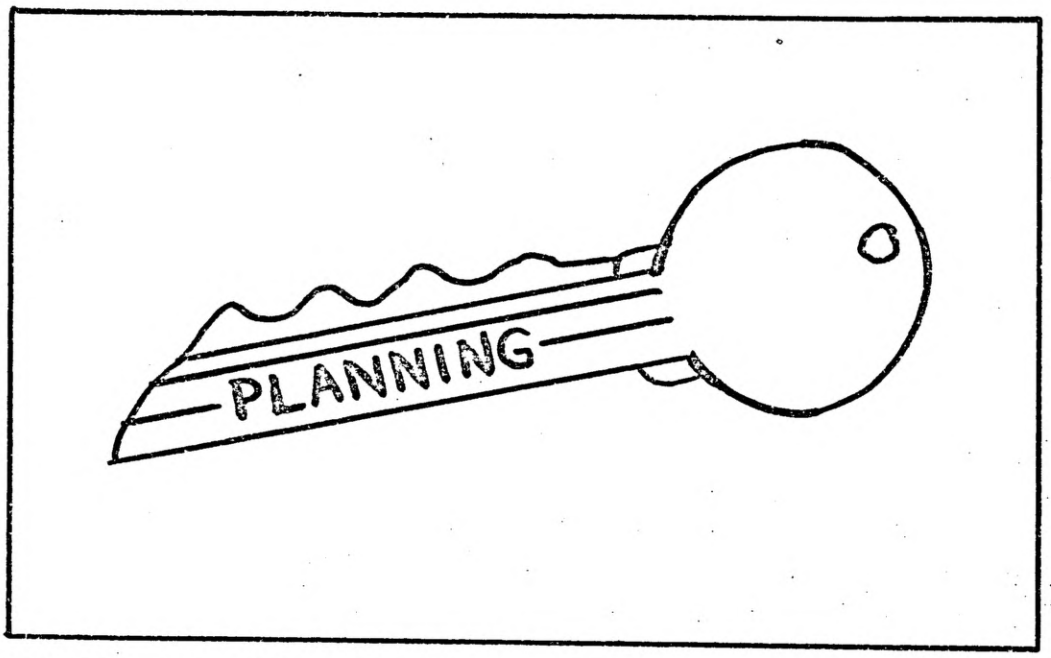
FRAME 14: ALL PEOPLE PLAN



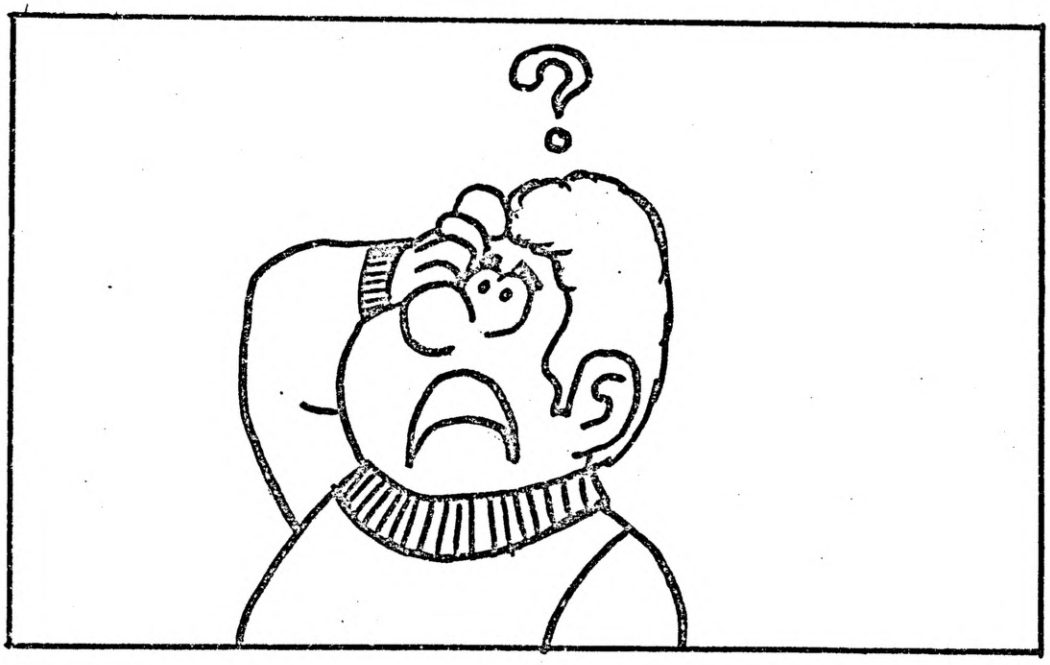
FRAME 15: DID I FORGET ANYTHING?



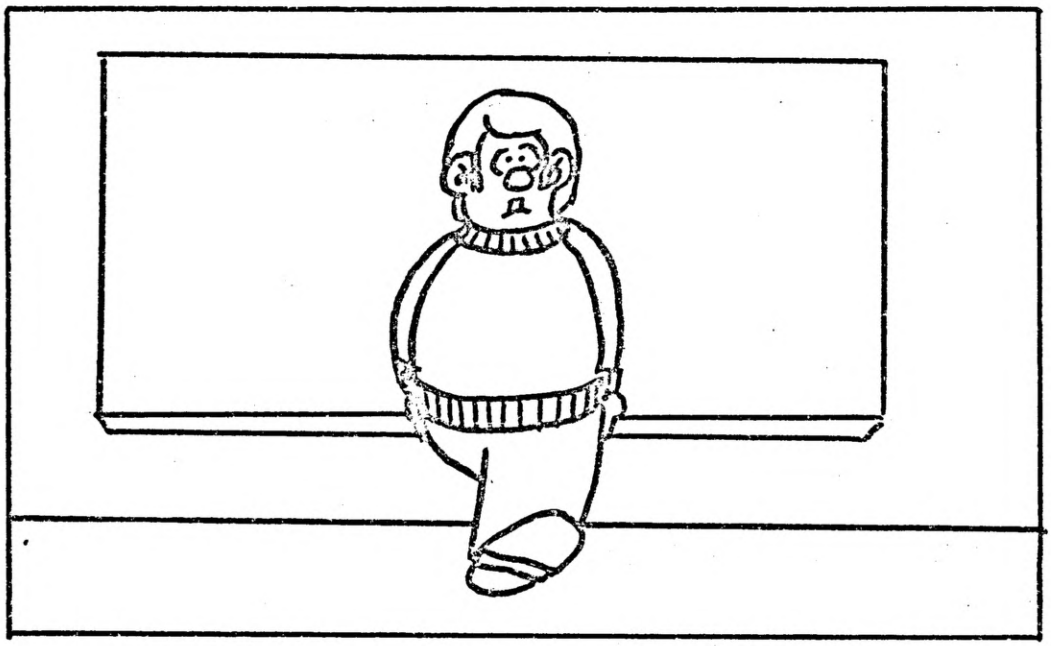
FRAME 16: A PLAN IS LIKE A MAP



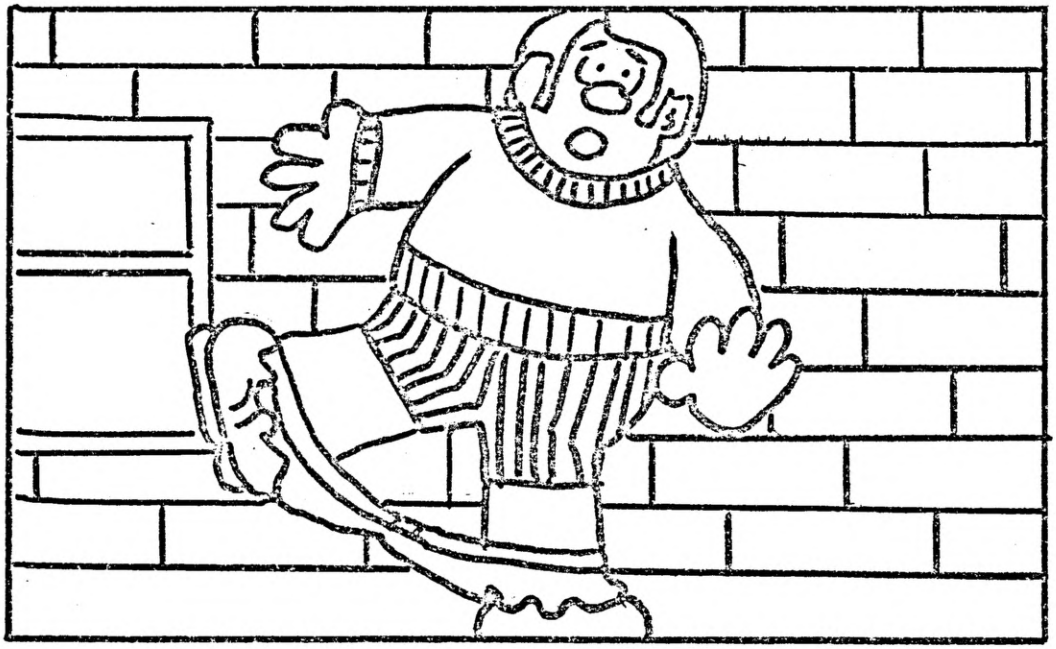
FRAME 17: THE KEY



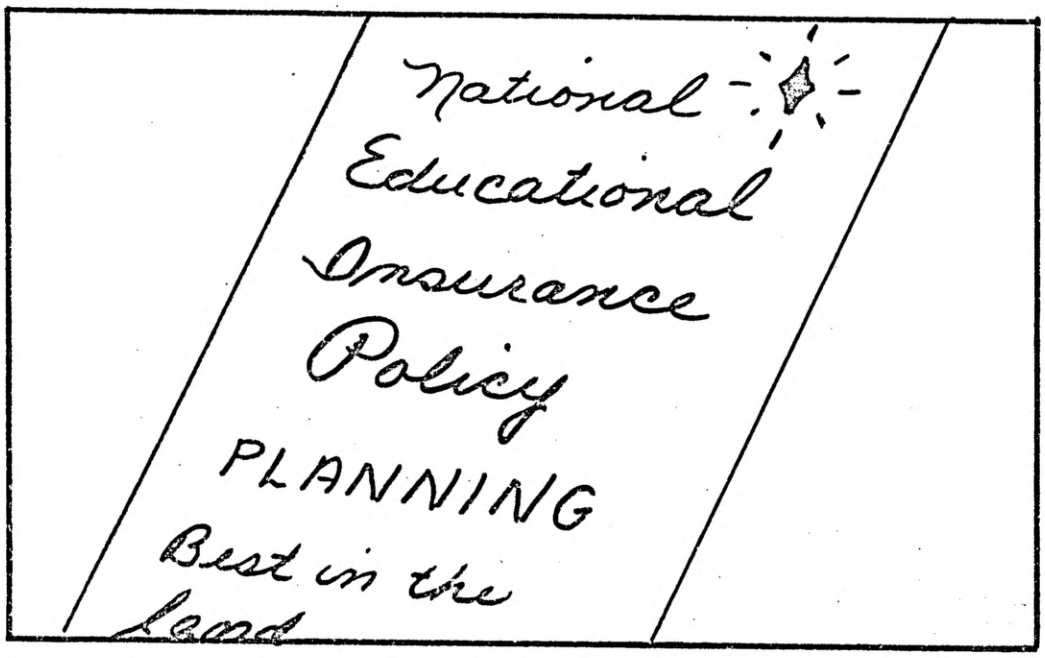
FRAME 18: WHAT AM I GOING TO DO?



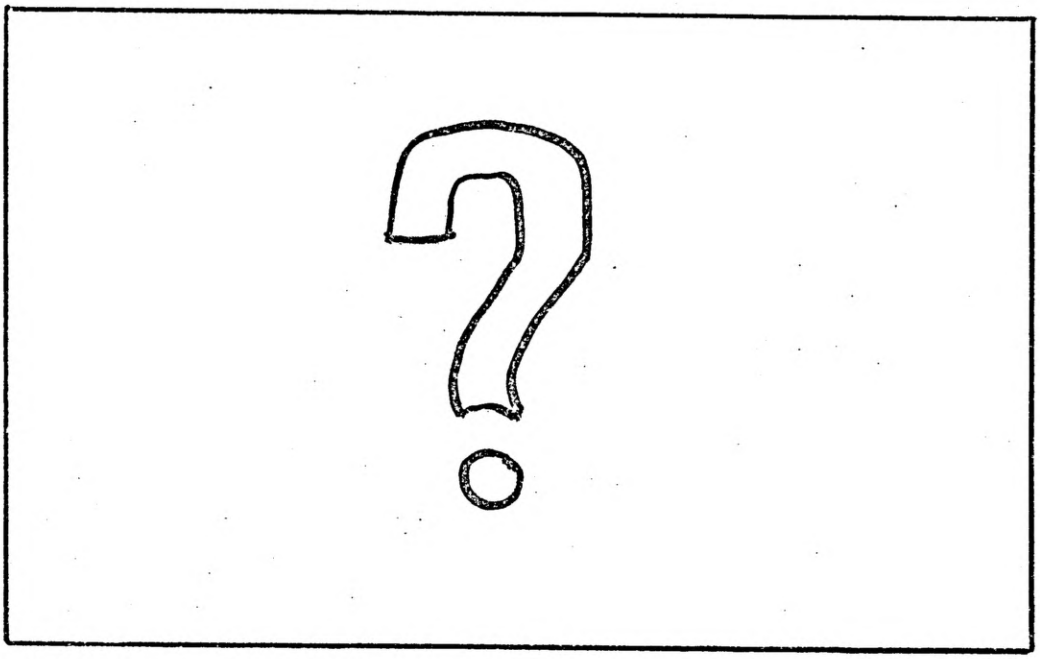
FRAME 19: SAY A LITTLE PRAYER FOR ME



FRAME 20: HELP!



FRAME 21: YOUR INSURANCE POLICY



FRAME 22: WHAT CAN PLANNING DO?



FRAME 23: THE RESULTS OF PLANNING

SIX IMPORTANT QUESTIONS

What goals are the students going to attain?

What am I going to do?

What am I going to teach?

What are the students going to do?

What are they going to use to do it?

How are we going to know
we have accomplished the objectives?

FRAME 24: SIX IMPORTANT QUESTIONS

SIX IMPORTANT ELEMENTS

OBJECTIVES

TEACHER ACTIVITY

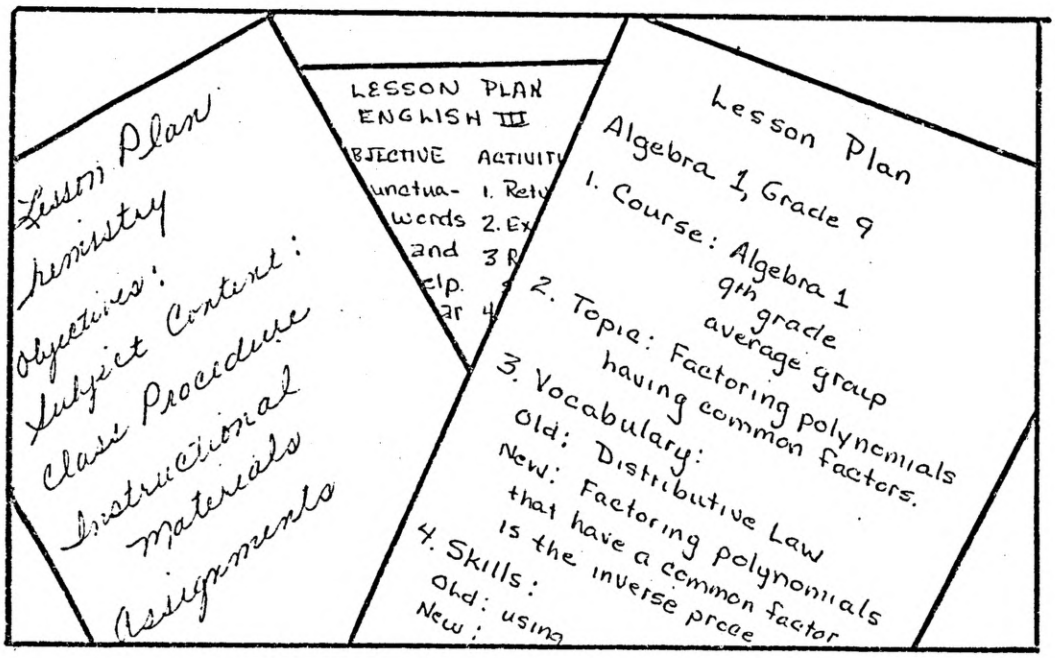
SUBJECT MATTER

STUDENT ACTIVITY

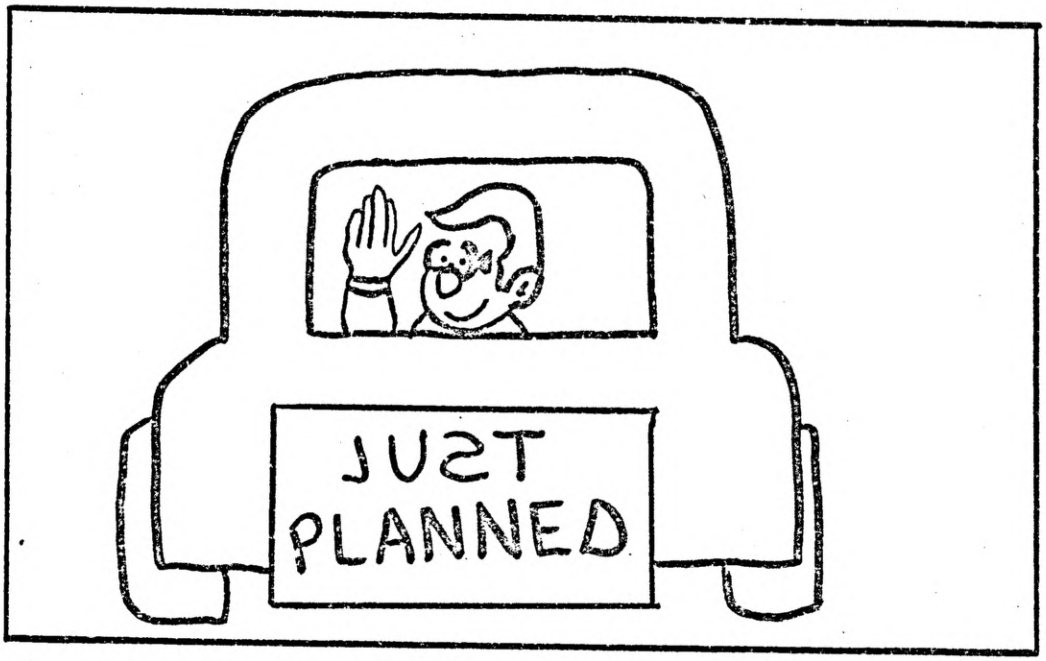
MATERIALS

EVALUATION

FRAME 25: SIX IMPORTANT ELEMENTS



FRAME 26: PLANNING FORMATS



FRAME 27: HAVE A SAFE TRIP!

POST-TEST

WHY PLAN? UNIT

SHORT ANSWER: Write the name of the element that answers each of the following questions in a lesson plan.

1. What are the students going to do?_____
2. What is to be taught?_____
3. What goals are the students to attain?_____
4. What is the teacher going to do?_____
5. How are the teacher and/or the students going to know that they have accomplished the objectives?_____
6. What are they going to use to do it?_____

TRUE AND FALSE: Read each statement carefully, if it is TRUE, place a T on the line. If it is FALSE, place an F on the line.

___ 1. Using a lesson plan makes students less motivated and secure in their work.

___ 2. The KEY to successful teaching is good planning.

___ 3. The route and the destination should be given consideration when planning.

___ 4. A lesson plan can be considered a good plan even if a teacher cannot use it to teach from in the classroom.

___ 5. Using a plan guarantees a problem-free classroom.

___ 6. Using a plan can give direction and purpose to student and teacher efforts.

___ 7. There is only one format for writing a plan.

___ 8. A drill is an essential element for every plan.

___ 9. The students are more likely to misbehave if the teacher is using a plan.

SHORT ESSAY: Explain why it is important for a teacher to plan. You may use concepts you learned in this unit or your own thoughts on the matter. Regardless of which information source you employ, make sure you justify and support your statements.

APPLICATION PROBLEM: You have just been asked to teach a class of foreign students how to dial a pushbutton telephone. All the students know English, but are unfamiliar with this type of phone. The lesson is to last only five to ten minutes. Plan your lesson by answering the six important questions. You will not have to actually teach this lesson, so concentrate on what you would need to decide prior to the actual teaching situation. Below you will find a graphic representation of a pushbutton phone if you need to refresh your memory. At the conclusion of your lesson, make sure your students will be able to dial the following telephone numbers: 1) 587 - 4123, 2) LT7 - 4123, and 3) 1 - 412 - 373 - 0114

PUSHBUTTON TELEPHONE

	ABC	DEF
1	2	3
GHI	JKL	MNO
4	5	6
PRS	TUV	WXY
7	8	9

OPERATOR
0

USE THE SHEET PROVIDED FOR YOUR PLAN! PRINT IF POSSIBLE!

APPLICATION PROBLEM

LESSON PLAN

PEER-TEACHING INSTRUCTIONS

Peer-Teaching is simply teaching a group of your fellow students. It is a chance for you to try out your plans, to experience the teaching act, to develop confidence in your ability as a teacher, and to receive reactions, comments and suggestions on your techniques. The peer-teaching experience is designed to aid in developing the skills you will need in the classroom. Hopefully, this will be a constructive activity and should not be feared.

Two peer-teaching experiences will be required. Four students will be involved in each session. Each student will give a seven minute presentation. Prior to your presentation, each member of the group will be supplied with a critique sheet. A sample of this sheet is included with these instructions. Familiarize yourself with this sheet so you will know what to look for in the presentations of others and what your fellow students will be looking for in your own presentation.

After the presentation, the students will be given a few minutes to complete the critique sheet. Once all four students have presented their lessons, there will be a thiry minute discussion on the lessons. At this time, you will be expected to verbally comment on the presentations using your

critique sheets as a guide. In addition, you should share your lesson plan with the others in the group for revision suggestions.

A faculty advisor will sit in on these presentation, but will not actively participate in the presentations as a student or in the discussion. The advisor is to be used as a resource person if the group needs assistance.

For each of your peer-teaching experiences, plan a seven minute lesson on any subject that appeals to you and would be of interest to your students as well as informative to them. Write a plan for these lessons and make sure each plan answers all of the six questions of importance to a teacher and planner. In addition designate the grade level and subject area you will be teaching. Remember to tell your group this vital information prior to the actual presentation.

When you are writing your plan, make sure you will be able to teach from it. Give consideration to the budgeting of time. For example, the activities you include should not exceed five minutes. Don't forget, you will need time to introduce your subject, give directions, and evaluate or conclude the experience. You may include materials such as audio-visual equipment, slides, transparencies, filmstrips, etc. But remember, if you list them, you will have to actually

use them! Therefore, make sure you give consideration to your own limitations.

Once your plan is written, check to make sure it is readable. Then relax and try not to get too nervous.

GOOD LUCK!

NOTE: If you decide to use audio-visual equipment, make sure you fo to the multi-media center to arrange for its use. In addition, try to arrive at the session a few minutes early to set up your equipment.

PEER-TEACHING CRITIQUE SHEET

As you watch the presentation of other students, be aware of the following concepts. When you critique the individual, use a word or two to describe your reaction to these concepts.

RAPPORT-COMMUNICATION WITH STUDENTS:

VOICE:

EYE CONTACT:

CONTENT OF LESSON:

BODY MANNERISMS:

CONTINUITY:

CLARITY:

TRANSITIONS:

METHOD APPROPRIATE TO PERSON:

INTEREST IN SUBJECT:

PREPARATION:

METHOD APPROPRIATE TO MATERIAL:

KNOWLEDGE OF MATERIAL:

GENERAL APPEARANCE:

FLEXIBILITY:

NATURALNESS-RELAXED AND HONEST:

CONCISENESS:

APPENDIX B

CONCEPT FORMATION UNIT

MATERIALS

CONCEPTS FILMSTRIP

On the following pages you will find the tape dialogue and filmstrip frames to be utilized in the Concept activity. This material is designed to introduce the students to concept formation.

Included in this presentation are twenty-eight frames and their accompanying dialogue. In their final form, each frame would represent a frame of the filmstrip. The tape dialogue could be placed on either tape reel or cassette for use by the students.

The tape dialogue is presented first in this section. Each frame number is listed, followed by the dialogue that is to be spoken for the frame. The symbol △ is used to designate a beep sound to be heard on the tape. The students will be asked to change the frame each time the sound is heard. For the producer of the presentation, the symbol indicates that he should wait five seconds after hearing the sound before beginning to speak. A second symbol □ , has been included to instruct the speaker to allow ten seconds of dead air for student reading and viewing of the frame.

The content of the frame is shown in the section that follows the dialogue. The frame should be produced in the

form used in this paper. Although, these frames are not in color here, the original copy of this study in the Secondary Education Department at Montana State University include the color scheme suggested.

As you read the dialogue, it might be helpful to view the frame.

TAPE DIALOGUE

FRAME 1: Δ Concepts. This is a word used frequently in educational circles. But, what exactly does it mean? Does it refer to a generalization, an idea, an axiom?

FRAME 2: Δ A concept is a mental picture of an object, event, or relationship derived from experience. It is the mental image we carry around in our heads. Concepts help us to classify or analyze, they help us to associate and combine.

FRAME 3: Δ In education, concepts are thought to form the basic structure of content areas. If the student can grasp these structures, it provides him with a frame of reference for thinking and evaluating future experiences.

FRAME 4: Δ A teaching unit will generally consist of from

six to eight major concepts. These are the basic ideas which provide the focal point for instructional activities. Concepts are derived from content. They are usually written as brief, concise statements. They are the glue that holds a unit together. Thus, the first step in unit planning is the identification of basic unit concepts or ideas sought.

FRAME 5: Δ While concepts may appear to be all the same, they can exist at different levels. There are three distinct concept levels: the unit theme, the unit concept, and the lesson generalization. The unit theme is the major idea or thought that a teacher want students to gain from an extended learning experience. The unit concepts are the ideas necessary for the students to build and understand the unit theme. Lesson generalizations are student suggested ideas that develop and explain the unit concepts. □

FRAME 6: Δ At the most abstract level are unit themes. These are generally written as unit titles and provide direction for planning. Each unit is based on one such theme. In years gone by, teachers have struggled with all sorts of bases for instruction such as: subject matter, activities, processes, and on infinitum and yet, in spite of their

concerted efforts, these teachers discovered little success. Unit themes seem to provide the necessary cohesion and direction long sought by those who would like to make learning more practical and applicable to the student. □

FRAME 7: △ Using unit themes rather than subject matter titles, will aid the teacher in meeting student needs. For example, if a teacher calls his unit Julius Caesar, it often implies both to the teacher and his students that only the play will be studied. While studying the play for its content and style is worthwhile, if the play cannot be related to the students experience, he may reject the idea of its merit. Therefore, we suggest calling the unit: ambition. The title alone suggest relevance to the student's experience. The student will be more receptive to the learning experience. Emphasis would be placed on the development of the concept of ambition and the characterisitics which encompass it. In this case, Julius Caesar would provide a basic content reference, while the unit could culminate with an intensive study of Julius Caesar. This is not to suggest that you cannot entitle a unit Julius Caesar if it is designed to go beyond the play. But remember to a student the title might imply the same dull, old reading of the play and answering questions on who did

what?

FRAME 8: Δ This same principle could apply in all subject areas. For example, teachers often call a unit: reproduction in science or health classes. To a student, the title suggests studying the names of the reproductive organs in various life forms and their function. Needless to say, this does not sound like an interesting or exciting experience. If the unit were titled: The Origins of Life, it would entice student interest. The unit could encompass a study of how and why living organisms reproduce. It could include discussions on the implications and ramifications of reproduction in our world. It is important to remember that the unit theme is the overall concept you wish the students to attain. Its title is important to developing student interest in and motivation for a learning experience.

FRAME 9: Δ Another concept level is the unit concept. For every unit theme, six to eight unit concepts patterns may exist. Based upon content, they provide the basic threads of a unit. The unit concepts are the ideas necessary for the students to develop the unit theme.

FRAME 10: △ The practice of writing out each unit concept in advance of the instructional experience provides much needed direction for unit planning. In addition, such practice provides a useful safeguard against neglect or omission of important aspects of the unit. □

FRAME 11: △ The frame you are now viewing is from a class in general business. The unit theme is Sales Promotion and Advertising. □ Notice how each of the unit concepts refers to one idea and how as a group, these concepts suggest the major areas of importance to sales promotion and advertising. Unit concepts are often considered the structural properties of the unit. A teacher can use these unit concepts to devise the goals of the unit.

FRAME 12: △ The third concept level is lesson generalization which is simply student suggested ideas resulting from a given lesson. Each lesson within a unit is based upon a unit concept previously identified by the teacher. A lesson should conclude with a series of lesson generalizations. The generalizations should be proposed by the students as an outgrowth of their experience. Collectively, they will embody the unit concept. □

FRAME 13: △ To illustrate the concept of lesson generalization, look at a few derived by students from a lesson on health. □ Notice that these lesson generalizations indicate a student point of view. When considering both of the generalization listed here, they do embody the unit concept which is that the use of drugs may permanently damage an individual's health and well-being.

FRAME 14: △ You have been considering the three levels of concepts: the unit theme, the unit concept, and the lesson generalization. In addition to these three levels, there are also three basic types of concepts. As you may realize, concepts vary from axioms and propositions in mathematics to hypothesis and conclusions in science. The specific nature of a concept is dependent upon the nature of the unit under investigation. Deciding the type of concept you want the students to attain is essential to the type of activities to be included in a unit. For each concept level, there are three basic types of concepts. Professor Pella in his article "Concept Learning in Science" identifies these three types as: classificational concepts, correlational concepts, and theoretical concepts.

FRAME 15: Δ Classificational concepts are the most common type of concept and can often be discovered in classroom instruction. The purpose of a classificational concept is to define, describe, or clarify the essential properties of phenomena, processes, or events. It is often based upon the classification of facts into organized schemes or patterns. □

FRAME 16: Δ For example, consider this example from the field of science. The students are provided with the following definition: and insect is an animal with six legs and three body cavities. Then, the students are asked to examine a series of specimens.

FRAME 17: Δ Next, they are asked to note the characteristics of each specimen. Then, the students will review these characteristics to determine if thy can make any generalization concerning the entire group. Their conclusion: all specimens in the group have six legs and three body cavities. Therefore, this group of specimens could be classified as insects.

FRAME 18: Δ A correlational concept operates on a different principle than the classificational concept. A correlational concept relates specific events or observations, it consists of

predictions. In essence, it is the formulation of general principles and includes an if. . . then dimension. The relationship between the two variables is important. □

FRAME 19: △ Again, using an example from a science class to illustrated a correlational concept, consider the following activity. A class of science students have been experimenting with voltage and have just discovered that when the voltage is constant, the electrical current will vary with resistance. This discovery by the students represents a correlational concept. They have been experimenting with two variables and have found a relationship between them.

FRAME 20: △ The third basic type of concepts is the theoretical concept. The theoretical concept helps to explain data or events into organized systems. It involves the process of advancing from the known to the unknown. It may go beyond the facts, but must be consistent with the known facts. □

FRAME 21: △ To illustrate the theoretical concept, consider the following example from a history class. The students have been working on projects to determine the results of

unemployment throughout American history. After looking at many examples, they have discovered that prolonged periods of unemployment have been followed by periods of social unrest. This lead the students to propose the theory: **unemployment** leads to social unrest.

FRAME 22: Δ Now that you have seen examples of the three types of concepts: the classificational, the correlational, and the theoretical; it is time to examine their relationahip to the concept levels. Beginning at the lowest level: lesson generalization, it can be said that all three types of concepts apply. As shown in the three examples provided, each could have been a student suggestion resulting from a given lesson. However, this implies that it was the intention of the teacher to have students suggest these concepts as lesson generalizations.

FRAME 23: Δ The same is true at the unit concept level. If the teacher had provided lesson activities **that** would culminate in the three examples of concept types over an extended period of time, the unit concept could be classificational, correlational, or theoretical.

FRAME 24: Δ Again at the unit theme level, all three types of concepts apply. For example, a unit theme might be: Order in the Animal Kingdom. During the unit, students could have been engaged in classifying the various animals into phylums, species, etc., each of which might have been either a unit concept or lesson generalization. The unit theme, in this case would be classificational. If the unit theme was: Man and Machine, it could be considered correlational. The lesson generalizations and unit concepts could have been a series of relationships found between man and his machines. An example of a theoretical unit theme might be: Ecological Misuse Leads to Social Problems. This unit might have included lesson generalizations and unit concepts on specific misuses of the environment and the specific social problems created.

FRAME 25: Δ In addition to each level corresponding to any of the three types, each successive level may represent a building process. For example, using the classificational concept example of classifying a group of specimens as insects, we might build to a theoretical unit theme. If we consider the classificational concept a lesson generalization, we could move on to a unit concept that would be correlational.

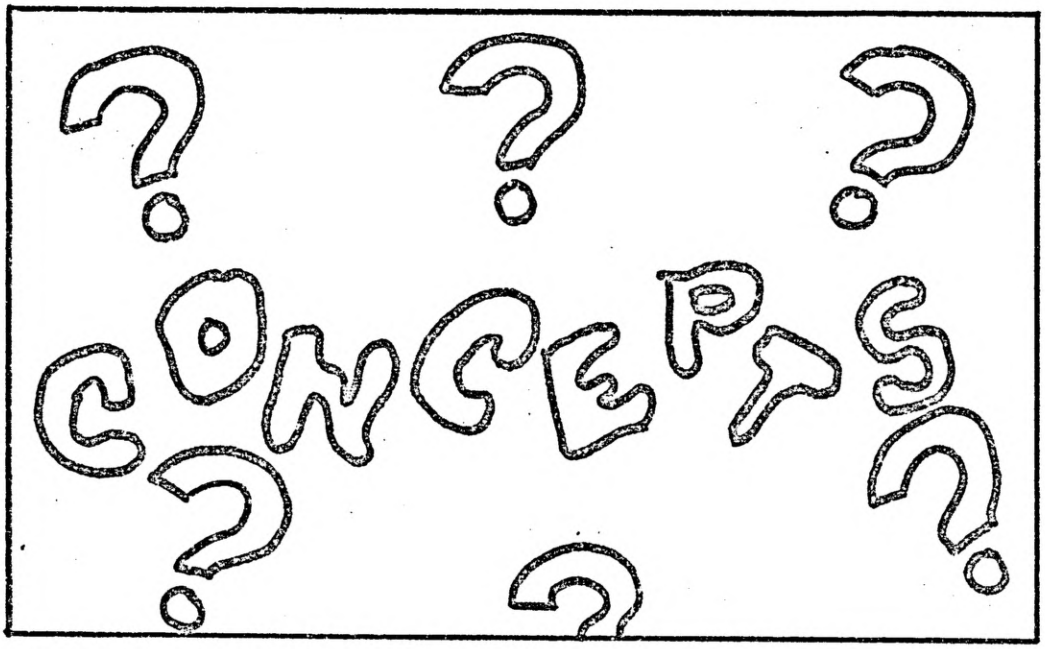
The teacher might have presented a series of lessons in which students classified a number of different kinds of specimens.

FRAME 26: △ Then, she had the students review all their classifications and the students noted that in classifying the specimens, there was a relationship between body parts and type of organism. If the specimen had six legs and three body cavities, then it had to be an insect. The students found that this if. . . then principle applied to all their classifications. After the teacher had the students work with this unit concept and a few addition unit concepts, possibly on the relationships of elements and their substance, rocks and their physical properties, etc., she may have presented an experience to culminate the unit.

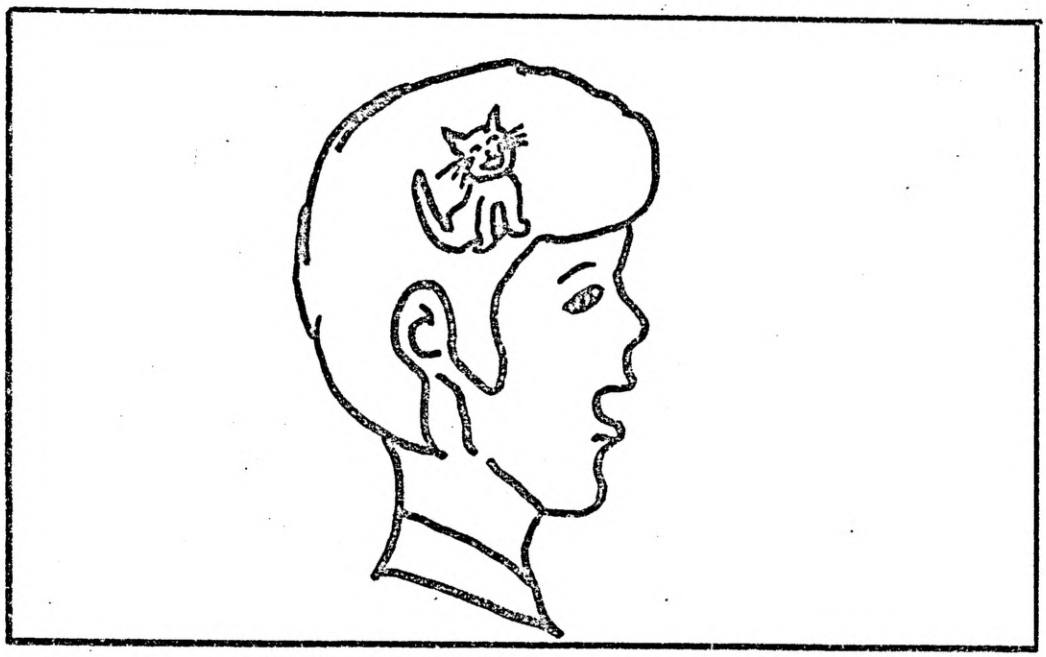
FRAME 27: △ This experience might be placing three or four substances unknown to the students in front of the class. The only comment she would make, might be: "Gee, I wonder what these are?" After the students have used their knowledge of known facts to identify these unknown substances, they may theorize that understanding classificational techniques and relationships leads to identification of any substance. This was the theoretical unit theme the teacher was attempting to

develop! □

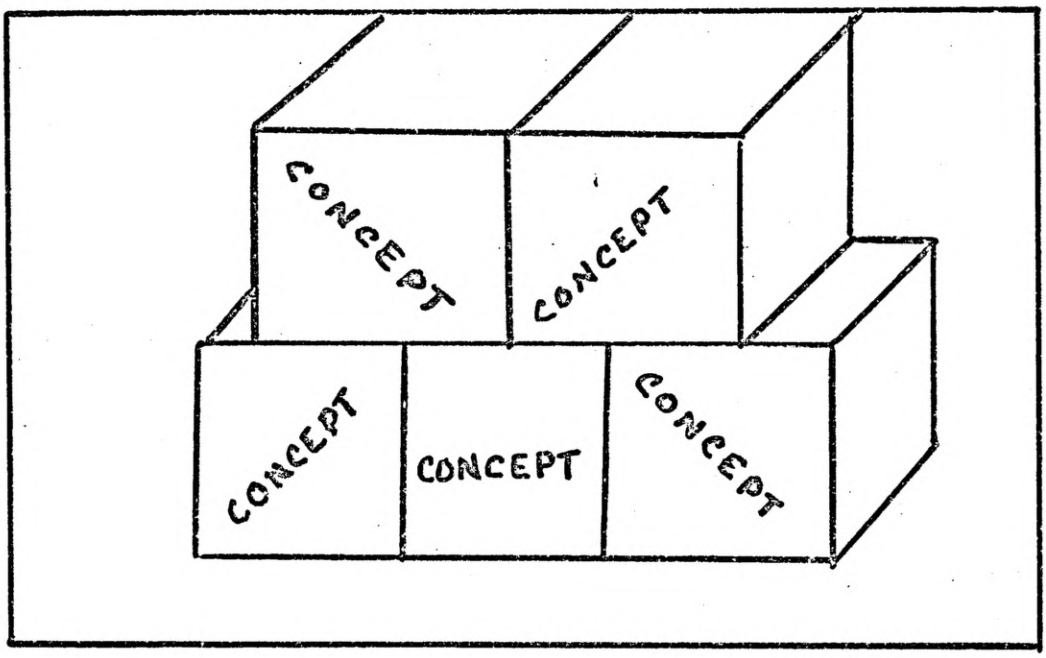
FRAME 28: △ Concepts help a teacher to organize and classify the learning experiences of students. There are three concept levels: the unit theme, the unit concept, and the lesson generalization. In addition, there are three basic types of concepts: the classificational concept, the correlational concept, and the theoretical concept. Learning how to use these concepts effectively will aid the teacher in both planning and teaching.



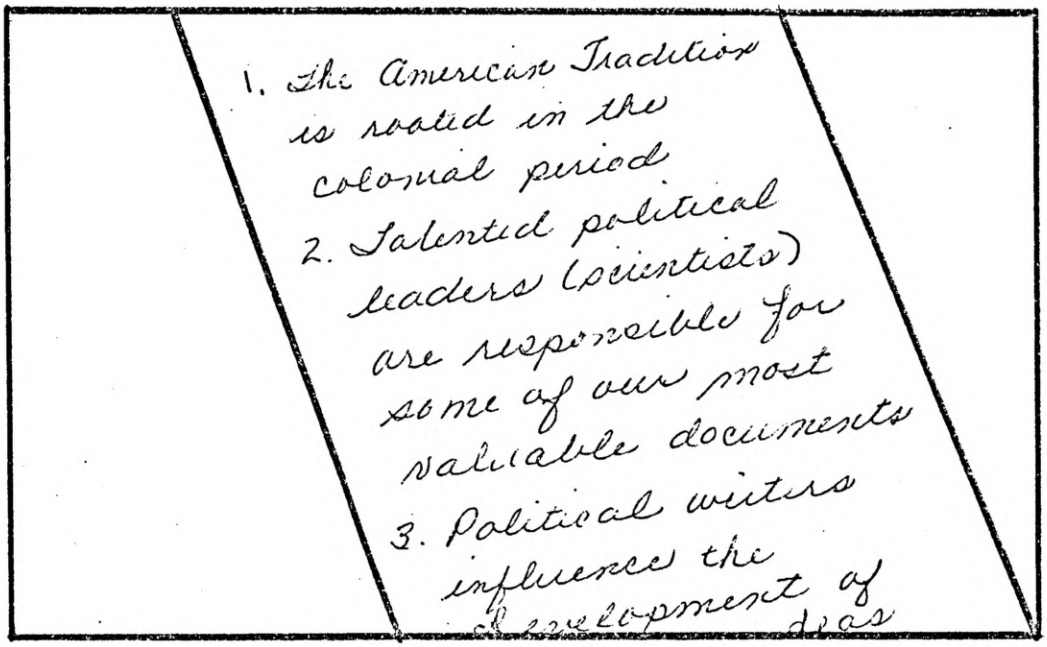
FRAME 1: CONCEPTS



FRAME 2: CONCEPT DEFINITION



FRAME 3: BUILDING BLOCKS



FRAME 4: A TEACHING UNIT

THREE CONCEPT LEVELS:

UNIT THEMES

UNIT CONCEPTS

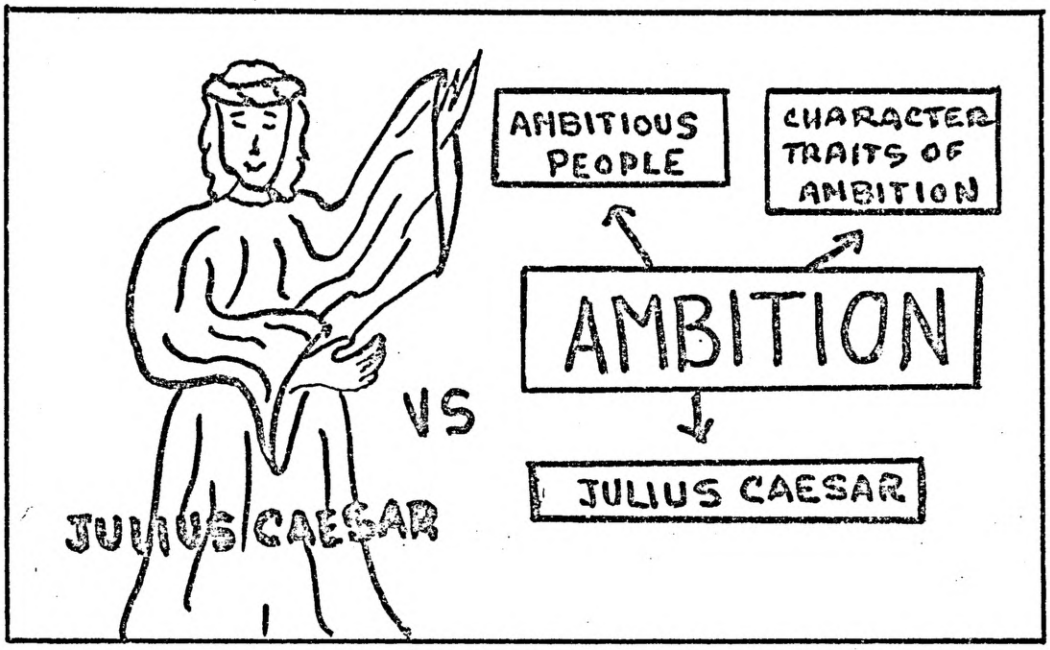
LESSON GENERALIZATIONS

FRAME 5: THREE CONCEPT LEVELS

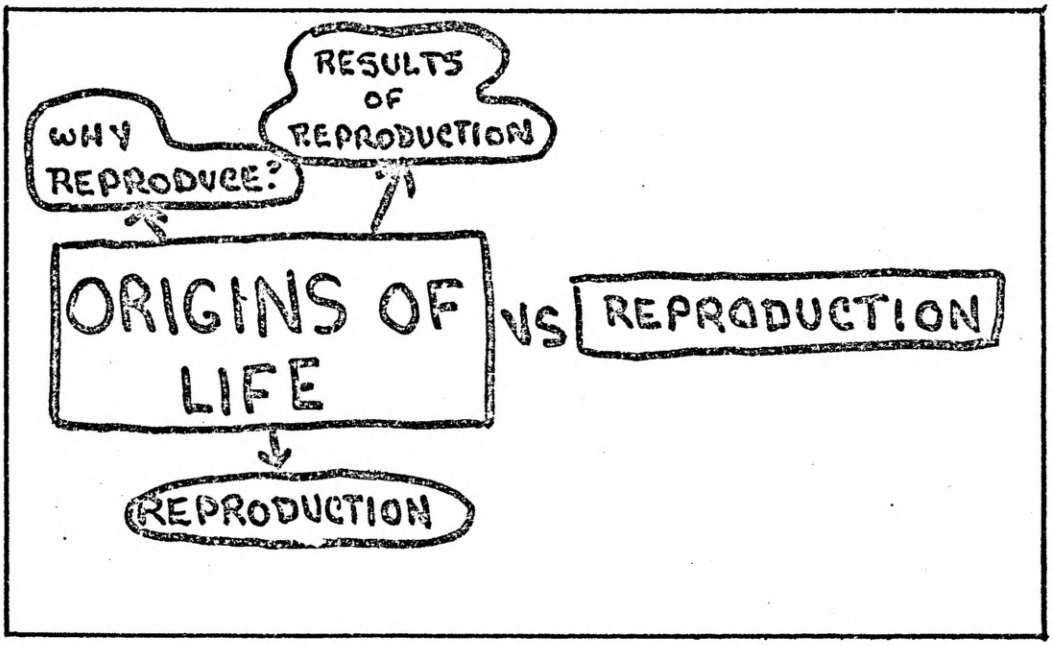
UNIT THEMES

Derived from broad course concepts, unit themes are actually titles of various instructional units. The term theme is used to suggest a planned focus or emphasis.

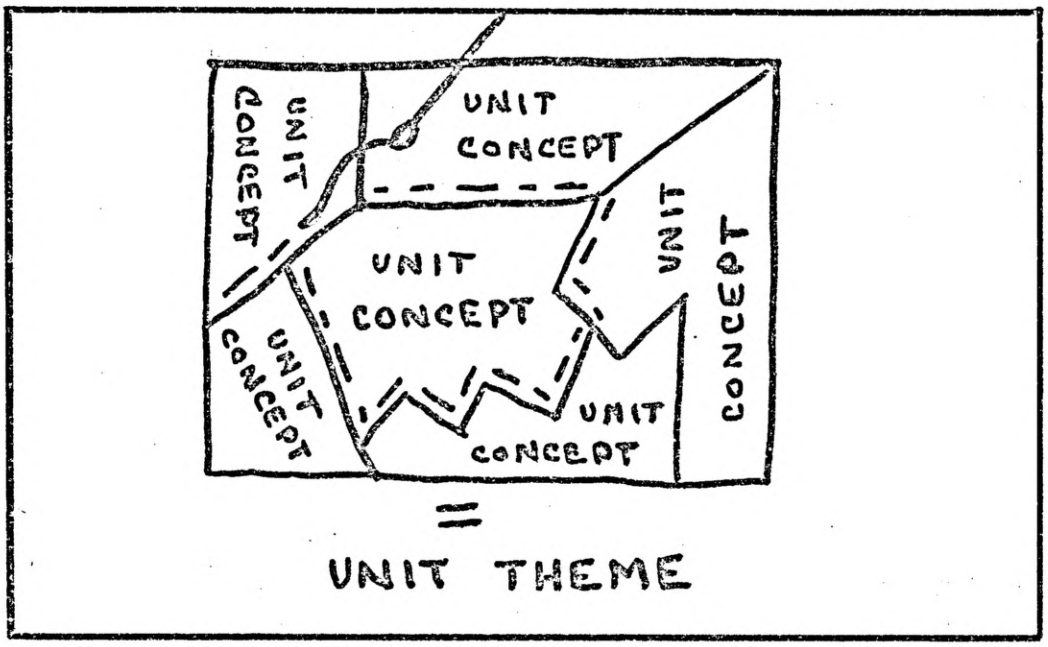
FRAME 6: UNIT THEMES



FRAME 7: ONE UNIT TITLE VERSUS ANOTHER



FRAME 8: TWO KINDS OF UNIT THEMES



FRAME 9: THE BASIC THREADS

UNIT CONCEPTS

Basic structural properties (ideas) upon which a unit rests. Each concept embodies a real-life application.

FRAME 10: UNIT CONCEPTS

Sales Promotion and Advertising

1. *Customer satisfaction is the most important product.*
2. *Customer needs are the prompters for purchasing decisions.*
3. *Advertising can be an effective means of puselling products.*
4. *Advertisements use customes motives that can be restated in personal selling approach.*

FRAME 11: SALES PROMOTION AND ADVERTISING

LESSON GENERALIZATIONS

The culminating product (ideas) of a specific lesson. Collectively they embody the unit concept upon which a lesson is based.

FRAME 12: LESSON GENERALIZATION

CONCEPT: Use of drugs may permanently damage an individual's health and well-being.

LESSON GENERALIZATIONS:

1. LSD users my incur permanent brain damage.
2. While under the influence of LSD, a person loses his ability to distinguish between reality and fantasy.

FRAME 13: A LESSON GENERALIZATION AT WORK

THREE TYPES OF CONCEPTS

CLASSIFICATIONAL CONCEPTS

CORRELATIONAL CONCEPTS

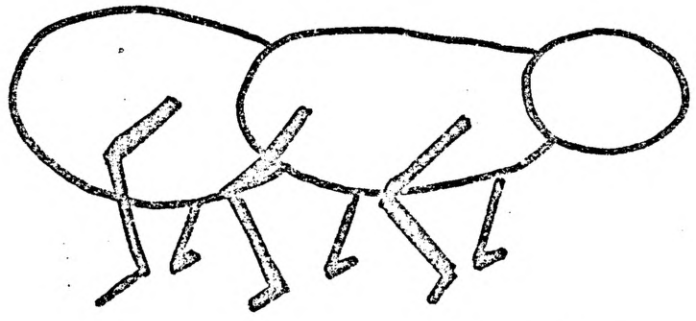
THEORETICAL CONCEPTS

FRAME 14: THREE TYPES OF CONCEPTS

CLASSIFICATIONAL CONCEPTS

A concept type useful in clarifying essential properties, processes, or events. Such concepts, usually derived from facts, provide the learner with a mush needed organizational pattern for isolated bits of information.

FRAME 15: CLASSIFICATIONAL CONCEPTS



FRAME 16: AN INSECT

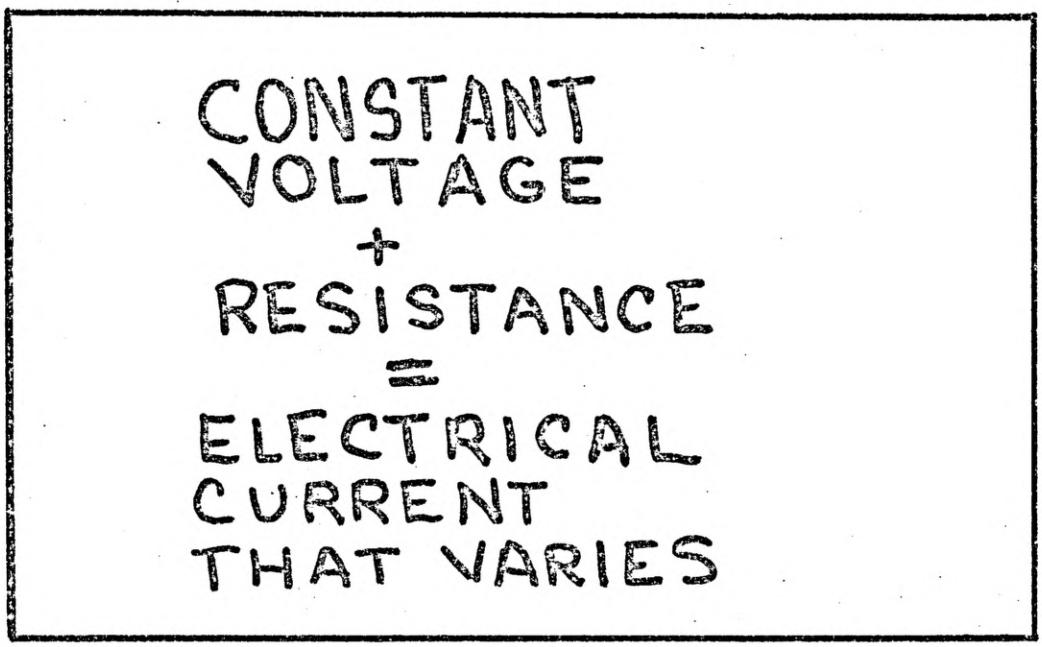
SPECIMEN NUMBER	3 BODY CAVITIES	6 LEGS
# 1	✓	✓
# 2	✓	✓
# 3	✓	✓
# 4	✓	✓
# 5	✓	✓

FRAME 17: CLASSIFICATIONAL CHART

CORRELATIONAL CONCEPTS

A concept type useful in relating specific events, observations, or variables. Such concepts embody an IF . . . THEN dimension

FRAME 18: CORRELATIONAL CONCEPTS

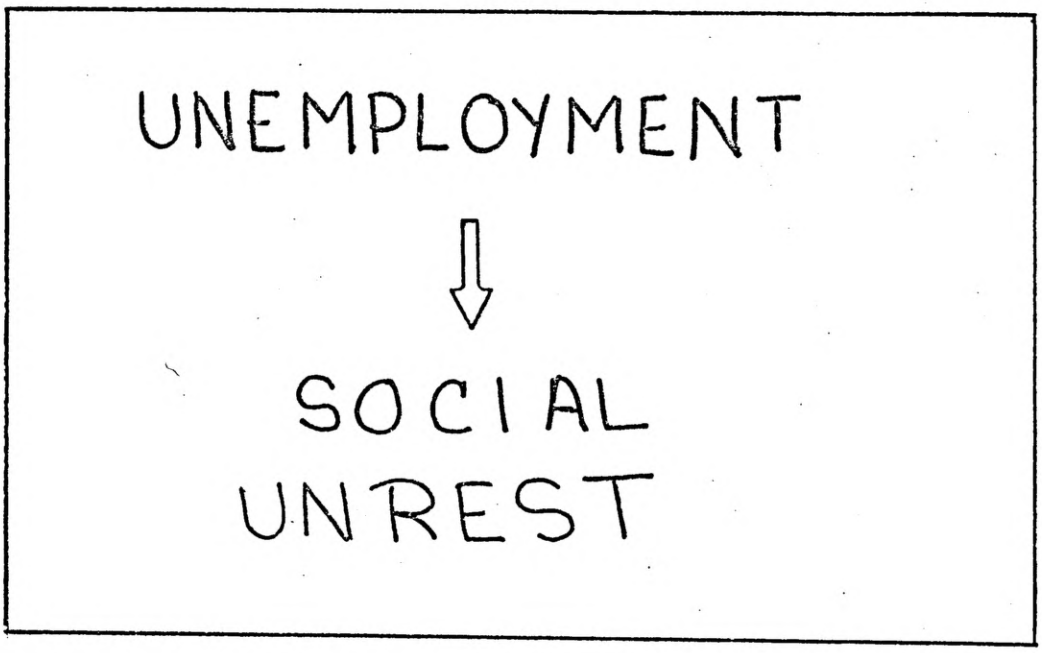


FRAME 19: A CORRELATIONAL CONCEPT AT WORK

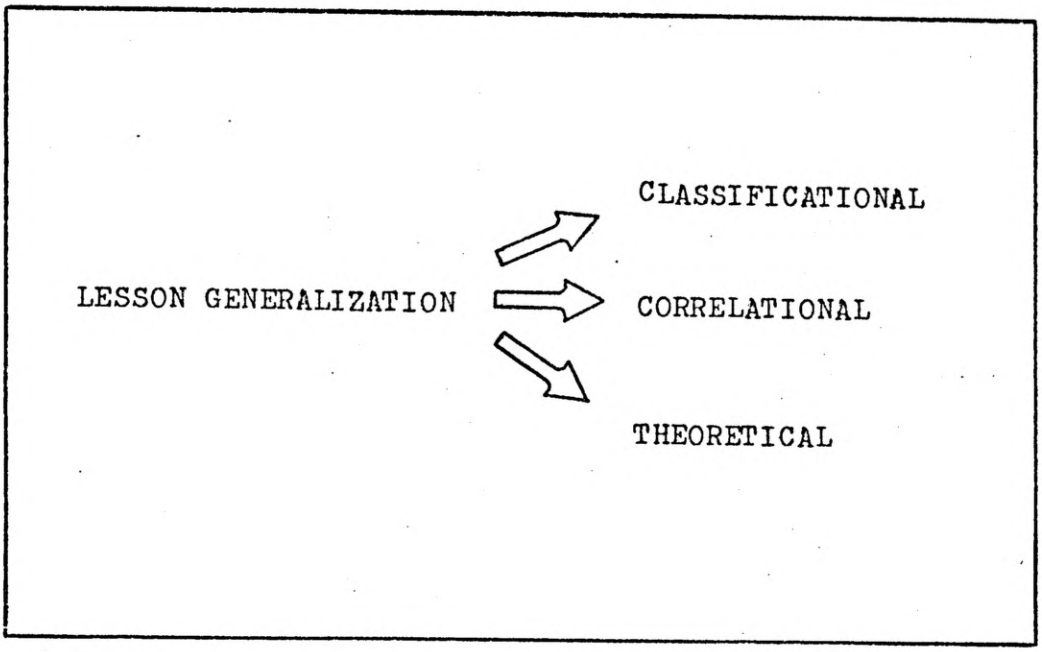
THEORETICAL CONCEPTS

A concept type useful in advancing from the known to the unknown. Such concepts go beyond existing facts but must be consistent with them.

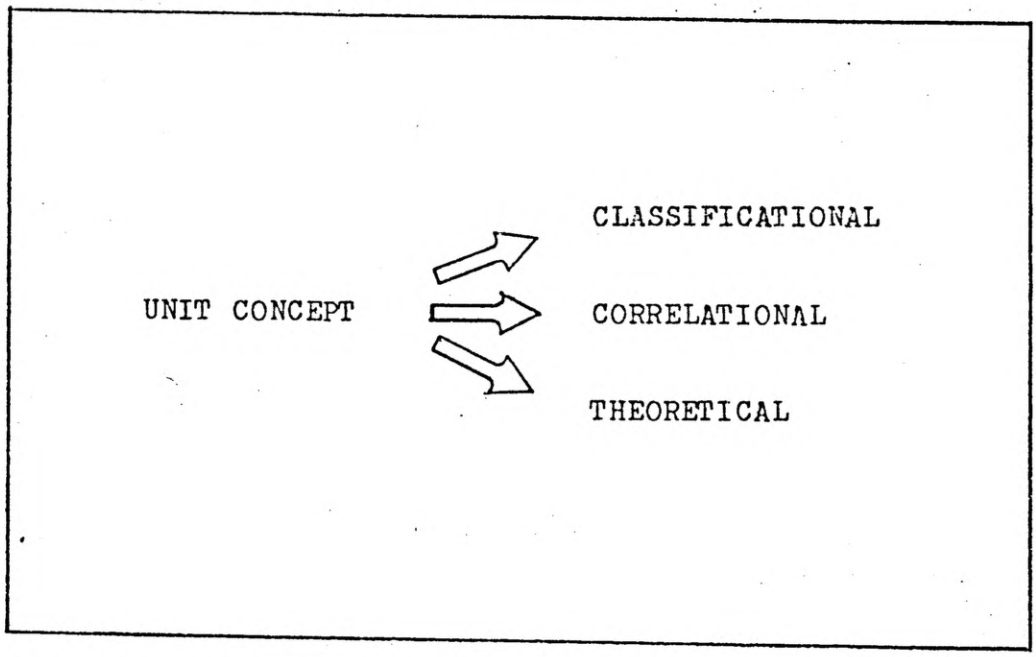
FRAME 20: THEORETICAL CONCEPTS



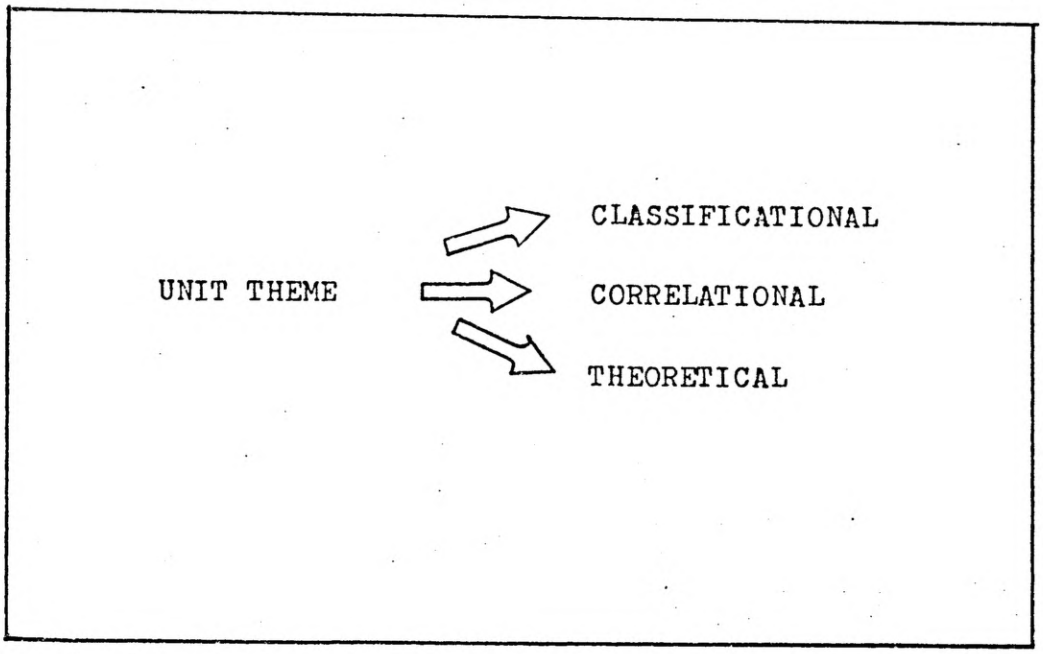
FRAME 21: A THEORETICAL CONCEPT AT WORK



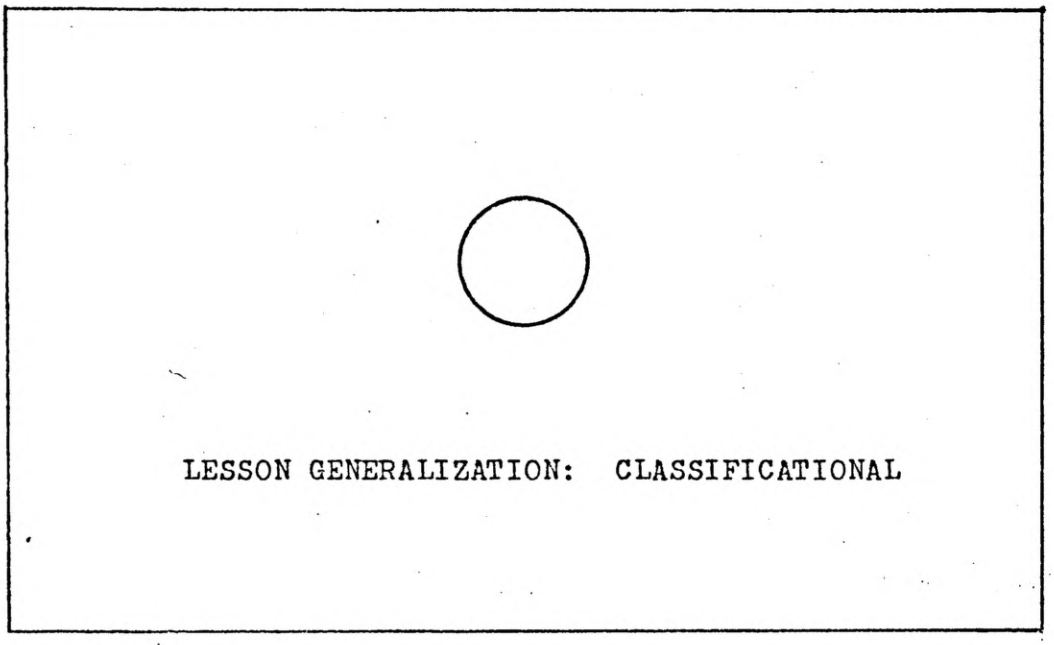
FRAME 22: A LESSON GENERALIZATION AND ITS CONCEPT TYPES



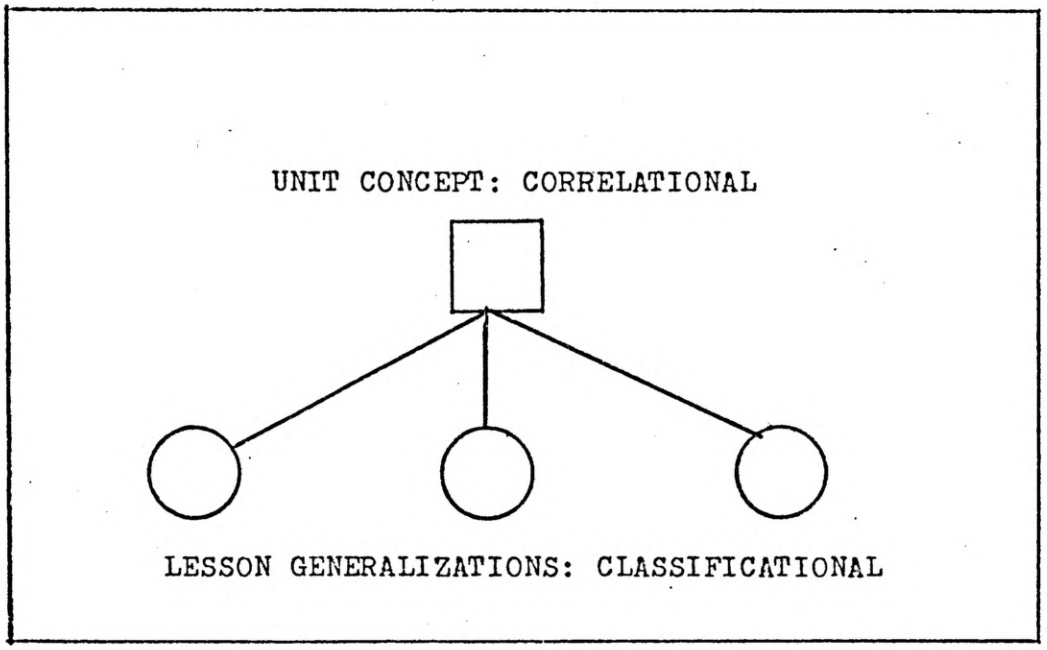
FRAME 23: A UNIT CONCEPT AND ITS CONCEPT TYPES



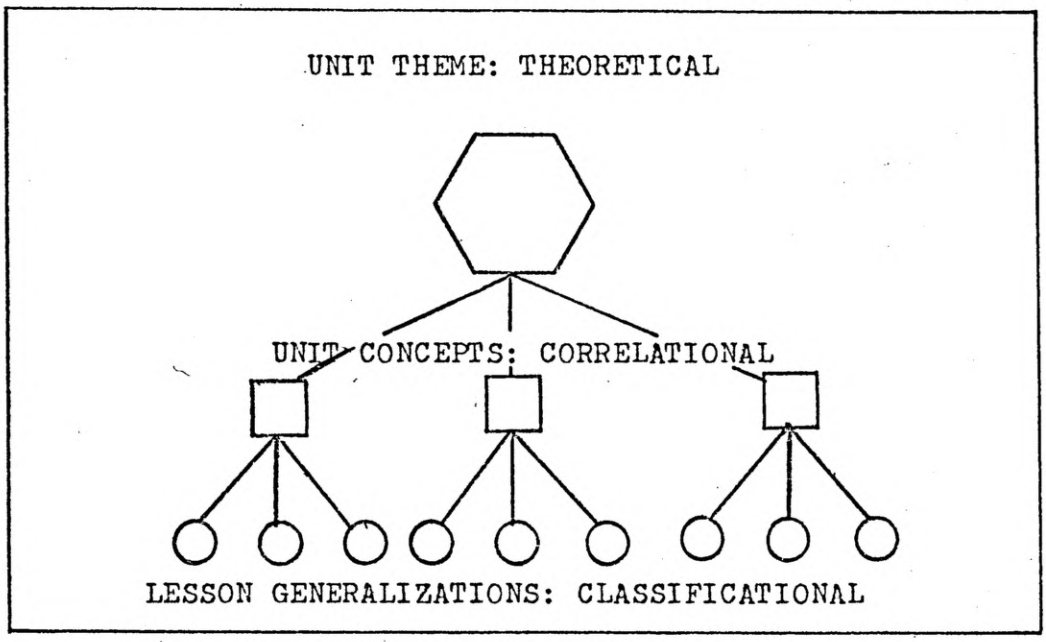
FRAME 24: A UNIT THEME AND ITS CONCEPT TYPES



FRAME 25: STARTING WITH A CLASSIFICATIONAL CONCEPT



FRAME 26: GOING TO A CORRELATIONAL CONCEPT



FRAME 27: BUILDING TO A THEORETICAL UNIT THEME

CONCEPT TERMINOLOGY

LEVELS:	TYPES:
UNIT THEMES	CLASSIFICATIONAL
UNIT CONCEPTS	CORRELATIONAL
LESSON GENERALIZATION	THEORETICAL

FRAME 28: THE LEVELS AND TYPES OF CONCEPTS

CONCEPT FILES

The files decribed in Activities 4 and 5 of the Concept Formation unit will include 3 X 5 notecards with information on unit themes and unit concepts. The nature of this information will be provided in this Appendix.

The UNIT THEME file will be arranged by subject category and the themes initiallly used are taken form Kenneth Hoover's book: The Professional Teacher's Handbook: A Guide for Improving Instruction in Today's Secondary Schools (1973). As noted in the exercise, each student will compose three unit titles. After these have been turned into the faculty advisor, the cards will become a permanent part of the file. Each student's name will be on the card so he can be given credit for his work. Once the file contains a sufficient amount of student titles, approximately forty titles, those derived from Mr. Hoover's work will be deleted from the file. A sample of the notecard to be employed by the students follows the unit themes.

The UNIT CONCEPT file will be arranged in the same manner as the UNIT THEME file. It will include the unit title and five concepts developed for the title. Again, unit titles and concepts from Mr. Hoover's work will initially be used. After the students have completed their cards, these will become a permanent part of the file. Eventually those titles and

concepts taken from Mr. Hoover's work will be deleted from the file. A sample of the student notecard will follow the listing of the unit titles and their concepts.

UNIT TITLES OR THEMES

The following unit titles or themes will be included in the UNIT THEME file.

EARTH SCIENCE:

A. Our Dynamic Earth and its Materials

B. Master Cycle Rules the Earth's Events

C. The Evolution of the Earth's Mountains

D. Mother Earth and her Autobiography

E. Planet Earth and its Environment in Space

F. The Potential and Kinetic Climates of our Planet

HOME ECONOMICS:

A. Understanding Ourselves and Others

B. The Family

C. Boy-Girl Relationships

D. Marriage

E. Marital Problems

F. Parenthood

G. Family Finance

ALGEBRA:

A. Symbols: A New Way to Represent Numbers

B. Set Theory: Understanding Relationships

C. Solving Problems by Equations

D. Formulae: How Mathematics Saves Time

E. Polynomials: Expressions with More than One Term

F. Graphs: Visual Presentation

AMERICAN LITERATURE:

A. The Beginnings of the American Tradition

B. Democracy

C. Internationalism

D. Conflict

E. Comic Spirit

F. Dissent

G. Power Structures

AMERICAN HISTORY:

A. Birth of Democracy

B. Reconstruction Period in the South

C. Influence of Industrialization on the Economy

D. Problems and the Growth of the Worker

E. City Growth Brings Problems

F. Immigrants and their Contributions to the United States

G. Isolationism and its Effect on the United States

PHYSICAL EDUCATION:

A. Instilling Self-Confidence

B. Developing a Will to Win

C. Teamwork in Sports and Society

D. Discovering Recreational Values

E. Extending the Body's Capabilities

F. Making the Learner Socially at Ease

CHEMISTRY:

A. Matter and Energy: Building Blocks of the World Around Us

B. Oxygen and Hydrogen: Common Chemcial Reactions

C. Solutions and Equilibriums: The States of Matter That Affect Us

D. Carbon: The Chemistry of Life

E. Nuclear Chemistry: A New Source of Energy

ART OR MUSIC:

A. Developing Sensitivity and Awareness

B. Exploring New Media

D. Perspective, Structure, and Composition

E. Appreciation and Vocabulary: An Introduction

UNIT CONCEPT NOTECARD

TITLE OF UNIT: _____

CONCEPTS:

_____

_____

_____

_____

_____

_____

NAME _____ YEAR _____

UNIT TITLES AND UNIT CONCEPTS

EARTH SCIENCE:

Unit Title: Our Dynamic Earth and Its Materials

Concepts:

1. Observations and measurements of the earth's surface contribute to knowledge about the earth's hidden interior.
2. The face of the earth is constantly changing.
3. The sequential order of events enables us to reconstruct the earth's history.
4. Minerals are the earth's building blocks.
5. Rocks on and in the earth's crust are continually changing in response to fluctuation environmental conditions.
6. A basic frame of reference is necessary to express motion.

HOME ECONOMICS:

Unit Title: The Family

Concepts:

1. Some form of family life is universal.
2. Each family functions differently
3. Understanding of the family is essential to modern day living.

4. Traditions, customs, and rituals play a major role in family development.
5. Families can be loving, noble, dictatorial, and probably vindictive.
6. Families of today differ substantially from those of earlier times.

ALGEBRA:

Unit Title: Formulae: How Mathematics Saves Time

Concepts:

1. The world is full of unknowns which can be represented by the use of formulae.
2. Formulae allow one to express rules in a concise form.
3. The principles and facts which make a formula possible are more important than memorizing the formula itself.

AMERICAN LITERATURE:

Unit Title: The Beginning of the American Tradition

Concepts:

1. Political writers influence the development of American ideals.
2. Conflict of interests inspires political writers to reflect the revolutionary spirit.
3. Talented political leaders are responsible for some of our most valuable documents.

4. The men who created the literature of colonial America were, by and large, not professional writers.
5. American tradition is rooted in the colonial period.

AMERICAN HISTORY:

Unit Title: Birth of Democracy

Concepts:

1. Communication between people is essential.
2. Responsibility is the partner to freedom.
3. The United States Constitution is a series of compromises.
4. The United States President's office is one of the most powerful in the world.
5. The check and balance system is an integral part of all forms of democratic life.

PHYSICAL EDUCATION:

Unit Title: Teamwork in Sports and Society

Concepts:

1. We are on teams all of our lives.
2. Each player has a responsibility to the team.
3. It is important to bring others into team participation as it is to make a large individual team contribution.
4. Principles of teamwork are readily transferred to teamwork in the larger society.

5. All people must be able teamworkers to function effectively.

CHEMISTRY:

Unit Title: The Chemistry of Life

Concepts:

1. Methane, a common fuel gas, is a building block for all organic compounds.
2. Alcohol, a hydrocarbon in which one hydrogen has been replaced by an -OH group, serves many uses.
3. Sugars and starches are products of natural organic chemical processes.
4. Photosynthesis, the "food" producing process of plants is a complex organic reaction.
5. Proteins and the genetic code (DNA) are complex organic compounds which control all living things.

ART:

Unit Title: Developing Sensitivity and Awareness

Concepts:

1. Art originality and uniqueness stem from awareness and sensitivity.
2. An artist must continually search for new stimuli of various backgrounds and details.
3. The importance of the individual's awareness can become

evident when we observe its absence in the extreme.

4. The "odd ball" approach encourages the artist's search for new ideas and ways of using art media.

UNIT THEME NOTECARD

UNIT THEME: _____

NAME _____ YEAR _____

APPENDIX C

LESSON PLANS UNIT

MATERIALS

TAPE DIALOGUE TO INTRODUCE THE UNIT ON:

LESSON PLANNING

This dialogue will be in tape form. The students will be instructed to listen to it prior to beginning the activities. There will be a narrator plus six students, four males and two females.

The planning rationale,concept formation, yearly plans, ahd unit plans have been considered thus far. It is now time to get down to the nitty-gritty: lesson plans. Lesson plans are those ogres that beset all teachers. They force the teacher to decide what he or she will do on a day-to-day basis. They are the final product of the entire planning process. They are usually the part of the planning process that causes a teacher the most aggravation and frustration. But in spite of all their supposed nastiness, they are probably the most valuable asset for a teacher's performance in the classroom.

No teacher can spend four or five fifty-minute periods a day, five days a week, four weeks a month, and nine months a year - winging it. Ad-lib teaching has its assets when used occasionally, but it is difficult to sustain this practice for an entire school year without becoming physically and mentally exhausted. This is where lesson plans become of utmost

importance to you as a teacher.

Writing and using a lesson plan can give you confidence and direction. If you learn to write a good lesson plan you will know what you are going to do and how you are going to do it. In addition, it will help you add diversity to your classroom experiences.

Probably the best way to understand the importance of good lesson planning is to consider the questions and comments voiced by students concerning their educational experiences. Listen carefully to this conversation overheard by a teacher who didn't think planning was important.

(Two males)

"Hey George, what are we goin' do in science today?"

"I don't know man, I never know. What that guy is trying to do is a mystery to me."

"Did you finish that goofy assignment for today?"

"What assignment?"

"You know, that one where we were supposed to list all the inventions of a scientific nature that we sould think of."

"When did he assign that?"

"Last Monday"

"Oh great- I was absent Monday. He hasn't mentioned

it since then, has he?"

"Not that I can think of."

"OK. Then there's nothing to worry about. He's such dufus, he probably won't remember he even assigned it. That's why no one ever does his assignments until he gives them for the third time. Besides, he never collects them."

Now listen to a conversation that took place after a class in English.

(Two Females)

"She did it again!"

"What do you mean?"

"Said we were supposed to decide what we would do in class today."

"Huh?"

"Everytime she can't think of what to do - she says 'You decide.' Then she gets all upset cause Tom suggested we talk about the David Frost special last night about World Record.

"Yeah, I know what you mean - I even read the book - boy that's superneat!"

"Right on - You know I can't really understand why it is that she made us read that dumb story, "Truth

is Stranger than Fiction" last week and now she won't let us talk about some really strange true facts."

"How about what she did decide on?"

"Punctuation, ugh! double ugh!"

"I don't remember anyone suggesting that?"

"Neither do I - but what can you expect - she never really decides what we're going to do till five minutes after the class starts, anyway!"

Here is a third conversation about a teacher who probably did plan but obviously didn't plan very well. (Two males)

"I'll lay you five to one I know what old miss priss is going to do in class today."

"You're on!"

"OK. First, she'll take attendance and remind us that there is to be no talking. Then, she'll collect the homework and hand back yesterday's assignment. Now comes the biigy - she'll tell us to read a section from the book and answer all of the questions at the end of the chapter. (Imitating the teacher) 'Don't forget boys and girls - you have to write out all the questions and your

answers should be in sentence form' Then, she'll watch us work till five minutes before the bell. She'll collect the assignment and give us the homework and say (Again, imitating teacher) 'It's been a good class, I'm proud of all of you. See you tomorrow, same time, same place'."

"She doesn't do that everday."

"No, once a month we get to take a test!"

"Still don't think you're going to win this bet!"

"We'll see."

"Well I have faith in old miss priss even if you don't"

Listen to what happened after the class was over.

"Here's your money, Jim - you know, you were right - never realized how much I hated doing the same old thing day in and day out!"

These conversations are only an example of what kids are saying. Their reaction to teachers and classes should be of interest to you. Many of these conversations would never take place if teachers would plan and try to plan well.

Planning like any other form of preparation will require a little time and effort on your part. The amount of time and effort is up to you. You may discover that all you need is a note card that tells you objectives, activities, and

evaluation techniques in phrase form or you may decide to use a plan that lists exactly what you and your students will say and do during the entire period. No matter what format you employ, you should write a plan and make sure it answers the six important questions suggested in the Why Plan? unit. A gentle reminder in case you have forgotten; these questions are: What goals are the students going to attain? What is the teacher going to do? What is to be taught? What are the students going to do? What materials are they going to use to do it? and How are the teacher and/or the students going to know that they have accomplished the objectives?

Now it is time for you to explore what a lesson plan looks like and what it can do for you. After this tape has stopped, put away the tape and the equipment and look at Activity 1.

VIDEOTAPE SIMULATION

The videotape simulation experience is designed as a group activity. As noted in the directions given in the introduction, the students are asked to schedule this experience before starting the package. At least four students will be registered for each showing of the videotape presentation.

Without preliminary explanation, the students will be asked to view the tape. The tape will consist of a simulated classroom situation in which the teacher will present an introduction to a unit on Stories in Song and Verse. The tape simulated teaching situation will follow the lesson plan included in this Appendix.

After viewing the tape, the students will be given a copy of the lesson plan to read. Once all students have read the plan, they will be asked to conduct a discussion on the tape, the plan, and the relationship between the two. An advisor will be on hand to answer questions but will not participate in the discussion initially.

When the students reach an impasse in their discussion, the advisor will join the discussion. Using points made in the student discussion, he will help to clarify and coordinate the observation of the students. Before concluding the

discussion, the advisor will point out that the plan used was actually presented by a first year classroom teacher and the results of that presentation were simulated on the videotape. The advisor will explain that the teaching situation in which this plan was employed was an inner city ghettp school. The teacher had been having some classroom control difficulties and motivational failings. Then, the advisor will ask the group if they can postulate any reason why this plan was written in this particular manner.

The videotape will be approximately forty-five minutes long and the reading of the plan will require fifteen minutes. The discussion is anticipated to last one hour.

LESSON PLAN

ENGLISH

Unit: Stories in Song and Verse

Topic: Introduction Lesson Plan

I. Objectives

A. Teacher

To help the students see that before writing was invented, people were singing and telling stories.

To help students learn about early folk tales and songs.

To introduce the book: Stories in Song and Verse to the students.

B. Student

To learn that stories can be done as songs or as verses, otherwise known as poetry.

II. Procedure

A. Drill: Listed on front board before students enter.

Can you think of three songs about heroes?

List them.

B. Have a student take over the drill. Hopefully, the students will reply with the names of spirituals, folk songs, etc.

C. Lead into a discussion on folk tales. "Can you think of any poems, songs, or stories about folk heroes?" (Paul Bunyan, Johnny Appleseed, etc.) "Why do people continue to talk about these folk heroes?"

D. "Long before writing was invented, people were singing and telling stories. For example, even back in prehistoric times, people sat around their fires and told each other hunting tales in sign language. We know this by the drawings found in caves. Even after people learned to write and read, they still enjoyed listening to stories. Some of the best liked stories have been the ones people can remember and tell or sing to each other. You, yourself, probably know stories like these - stories learned at home, or from records, or television. For example, long ago a man named Edwin Arlington Robinson wrote a poem about a man named Richard Cory. (Read the poem) Recently, it was redone as a popular song by Simon and Garfunkle. Listen (Play record: Richard Cory). People write songs and poems about things or people they want to remember. And who can forget a man who went home quietly one night and shot himself."

"People still gather to sing stories. Picnics,

parties - all kinds of meetings offer chances to sing and to listen to stories in song. How often have you been to a party and sang along with the records you listened to or the songs others were singing. Listen to a song you might have heard at a party. (Play record My World is Empty Without You, Babe). As you listen to the words, you'll find that the song tells a story. Many popular songs tell stories just as they have done for years. Most of you have heard the song 'Abraham, Martin, and John.' What famous men is this song about?" (Abrham Lincoln, John Kennedy, and Martin Luther King)

"There are many kinds of stories. Some are about events that really happened, others are made up by the storyteller. One such story is about Joshua of the Bible and his Battle of Jericho. Most people feel this event really happened. Listen to the song version of this famous story. (Play record: The Battle of Jericho) Other story songs are ones that someone made up to tell a story that amuses. Here's one about a rather unusual kind of horse. (Play record: Stewball) So, as you can see, there are many kinds of story songs."

"Stories are not only about different things, they

are told in different ways. In some, the storytellers seem to be sitting on a cloud looking down on all that is taking place. He reports what happens without taking part in it. Like this story song called "A Most Peculiar Man." (Play record: A Most Peculiar Man) In others, the story teller is actually a part of the story, and he tells you what is happening to him and to the people around him, like this one. (Play record: Lemon Tree)"

"Some stories are told in prose, the everday language found in newspapers or used in talking or writing to friends. These are the kind of stories we read in A Family is a Way of Feeling. Other stories are told or written in poetry - a language that you recognize at once as different. There are many ways in which poetry and prose are different. For one thing, poetry has rhythm or a beat, just as music and dancing do. Can anyone demonstrate what we mean by beat? (Have a few students show what beat means by clapping or beating on desk - place the following song line on the board: ROW, ROW, ROW YOUR BOAT) Would any one like to try to clap out a beat for this line? (Hopefully, someone will do this

properly, then have the whole class clap out the beat.) In addition to rhythm, poetry often has rhyme. What do we mean by rhyme? (Have the following words listed on side board and have student find words that rhyme with them: I, ROSE, SEE, TO) Can you think of any songs that use rhyme? Can you give us an example of a few lines that rhyme? (Bet students will suggest Jackson Five's song: A B C)"

"The stories in this book (Hold up Stories in Song and Verse) are in thelanguage of poetry. Each of the stories has been recorded so you can hear as well as read them. Unlike ordinary stories, however, these poems and songs do not include all of the event in the story. We are expected to use our imaginations to fill in the missing details. Just as a detective forms a case from clues, poetry makes you form a complete story from a few details. For example, you will read about a girl named Barbara Allen. It is up to you to decide whether she was dark or light? Short or tall? Plump or slender? And you will hear about a dying cowboy. You will have to decide who shot the cowboy: a friend, an enemy, or a lawman?"

"In general, the stories that interest us the most

are about exciting things that happen to people or to animals that behave like people. Such stories usually tell about fights or contest."

"For example, you will read a tale about a railroad man who fights a machine and one about a man who is noted for his strength but also said to be a "BAD" man."

"In one way or another, all the stories in the book are about people in conflict with someone or something. For the most part, the stories are short and many of then can be sung, if you like to sing. And I don't really know too many in this class that don't! As we read and listen to the stories in this book, they may remind you of others you have heard, bring them in to share with the class.

III. Homework: none

IV. Evaluation

A. Student response to the lesson.

B. Student participation in activities.

V. Materials and Sources

A. Book: Stories in Song and Verse

B. Records:

"Richard Cory" - Simon and Garfunkle

"A Most Peculiar Man" - Simon and Garfunkle

"Stewball" - Peter, Paul, and Mary

"Lemon Tree" - Peter, Paul, and Mary

"My World is Empty Without You, Babe" - Supremes

"Battle of Jericho" - Gateway Sr. High Glee Club

C. Poem: "Richard Cory" - Edwin Arlington Robinson

MICRO-TEACHING INSTRUCTIONS

You have just designed a lesson plan to teach five students a topic in ten to fifteen minutes. Right now, you may be asking yourself what this experience will be like and what will be required of you.

First, let us explain the type of student you will be teaching. Your class will consist of five graduate students. Prior to your presentation, they will be informed of the grade level and subject area you have selected. They will not be told your topic or shown your lesson plan! These graduate students will role play for you. They will diligently attempt to act and react according to your specified age designation. This means they may attempt to disrupt your lesson as students are often wont to do. Do not let this panic you - it might not happen if you have prepared an interesting presentation. If it does happen - try to handle it in the best way you can devise on the spur of the moment. Although, it may be difficult - try to view this as a learning experience. Not every class you teach in the future will be little angels in spite of your diligent preparation and planning.

Now, let us consider what will be required of you. First, it is important that you arrive a few minutes early for your presentation. This will allow you time to prepare your

classroom and compose your thoughts. When your scheduled time arrives, your students will enter. Once they are seated and ready, set the timer on your desk for fifteen minutes. Make sure this timer is facing you at all times so you will be aware of the time remaining. Then, swallow hard and begin.

When the timer rings, stop your lesson regardless of whether you have completed your intended plan. One of the graduate students will then ask you to remove yourself from the role of teacher and join them for a discussion. At this point, you will be asked to tell the group what you wanted to accomplish, what you felt were the successes of this experience and what you felt were the not-so-successful moments. The group will react to your comments by explaining how they felt as students.

Once the personal reactions have been voiced, one of the graduate students will open a sealed envelope containing copies of your plan. Each member of the group will receive a copy and will then, read it.

Now, its your turn - ask the group about your plan. Try to elicit suggestions for improvement. Question them on the writing of the plan, your presentation, and the relationship between the two.

This group is here to help you. If they voice

criticism, it is to aid you, not to degrade you. Remember, they have been in your shoes before. Only some of them have not been as lucky. Many of these graduate students had no opportunity prior to their student teaching experience to try out their teaching style and plans. So, while they had to face thirty disgruntled students, you are facing five cooperative and sympathetic teachers.

The three most important things to remember about this presentation are: 1) this is designed as a learning experience, 2) this will not be a graded experience, and 3) the only people who will be aware of your performance will be yourself and the graduate students. The purpose of this activity is to allow you to test your teaching style and planning ability.

As part of your final test for this course, you will be required to participate in an activity similar to this one. The primary differences between this acitivity and the final activity are: 1) you will have less time to prepare for the final activity, 2) your performance will be videotaped, and 3) your plan and performance will be graded.

In view of this news, you may be slightly unsettled. Therefore, prior to your first micro-teaching experience, we will inform you of an option available to you. If, after

you have concluded your presentation and the discussion of your plan and performance; you discover you are dissatified with yourself, you may repeat this entire activity. If you choose this option, you will be matched with the same graduate students so they can help you to evaluate and assess your growth and progress.

But before you throw yourself into a state of panic- remember - this activity is a testing experience to benefit you! We know you can do it, so just relax and have fun!

FINAL EVALUATION PROCEDURES

The following explanation will be given in an instruction sheet concerning the final evaluation procedures for the module.

Now that you have completed the entire lesson planning module, it is time to demonstrate your planning abilities. This final will be practical. Read the following directions completely before beginning.

Schedule the time of your final. It will take approximately two hours and fifteen minutes. Therefore, make sure you can be available for that length of time.

Go to the curriculum coordinator's office at your scheduled time. Try to arrive about ten minutes prior to the designated time. The coordinator will assign you to a room. Once in the room, the coordinator will acquaint you with the location of the various material available to you. Make sure you know where everything is. When you feel confident with your orientation to the room, the coordinator will set a timer for one hour and fifty minutes. This will be your preparation period.

During the preparation period, you will write a lesson plan on any subject of your choice. You are free to designate

the topic and grade level to be utilized. The lesson is restricted to a fifteen minute time limit. The minimum time allowable for the lesson will be ten minutes.

In preparing your lesson, you will also be restricted to the materials in the room. This means that you cannot work on your lesson prior to this time for the materials you wish to use may not be available.

The lesson plan you write must include the six essential elements. The plan you intend to use must be readable and in its final form at the end of the preparation period. At the preparation period, the curriculum cooordinator will arrive to take you to the videotaping room.

Once in the videotaping room, you will have approximately ten minutes to prepare you room and compose your thoughts. At the end of this time, you will present your lesson to five students. These will be graduate students. The students will informed of the age level they are to role play and the subject area but not your specific topic. While your are presenting the lesson, you will be videotaped. At the conclusion of your lesson, turn in your plan to the curriculum coordinator. It will be xeroxed so a copy may be given to your advisor. The curriculum coordinator will return to you any materials you have previously not received.

Schedule a conference with your advisor. This conference will last approximately one hour. Prior to this conference, review all five units in the module. Pay special attention to the objectives listed at the beginning of each unit.

Your final faculty conference will begin with a viewing of your videotape presentation. After watching the videotape, your advisor will question you on the performance, your plan, and the relationship between the two. Be prepared to explain your own reaction to the viewing. Following the discussion of the videotape, your advisor will question you on the units in the module. You should be able to prove that you have accomplished all the objectives.

The last ten minutes of the conference will be devoted to a discussion of your grade. Your advisor will ask you whether you think you should pass or fail the module. In answering his question, you should be able to justify the the grade chosen. Upon completion of the conference, your advisor will offer his estimation of your performance. If you agree with his judgment, you will sign an affidavit finalizing your grade. If you diagree with your advisor's judgment, you may file a petition of protest. In this case, you will repeat the conference with another advisor. He will review your

package materials and your videotape presentation. Then, he will question you on these activities. If this advisor agrees with your advisor, your grade will stand. If the advisor decides in your favor, the grade will be changed. In the event that you fail the module, you will have to repeat its activities prior to receiving a grade.

Now that you know the final evaluation procedures, you must decide whether you are prepared to undertake this experience. When you feel satisfied that you are ready, follow the instructions presented here.

NOTE: If you fail to complete all activities in this module in the quarter that you registered, you will have to re-register for the next quarter and the the appropriate fees.

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