

Guidelines for Publishing Lesson Plans in *The Social Studies Texan*

- All lesson plans must be submitted as **Microsoft Word** documents.
- At the top of the article, include name, school or organizational affiliation, home address, email address, and telephone number.
- Submit documents as email attachments and send to the Editor via the Contacts link on the TCSS website.
- Please **DO NOT** embed photographs, charts, or graphs within any document. All images must be sent electronically as separate jpg attachments.
- Please **DO NOT** submit items that are protected by copyright by other entities. Lesson plans should be work created by the submitter.
- Please adhere to established deadlines.
- Submitting an article does not guarantee its publication. The editors have the right to reject, make editorial changes, or ask authors to make revisions of any articles submitted for publication.
- Know that when an article is submitted for publication, the author and/or contributor is giving his/her copyright permission.
- Please use the format provided below to describe elements of the lesson.

Lesson Plan

Title of Lesson

Name of Lesson's Author(s)

School Name and District or Organizational Affiliation

Home Address, Email Address, Telephone Number

Introduction

Include a brief description of the lesson's goals and the context within which the topics and concepts are addressed in the curriculum.

Grade Level or Course

Note also if this lesson might be appropriately modified for other student groups or ages.

Time Allowed

How many class periods or actual time might be required for mastery of concepts and content by students at the intended grade level or age?

Social Studies TEKS

Include specific grade/subject, TEKS numbers, and student expectation letters addressed by this lesson. For example, an 8th grade lesson which focused on the Boston Massacre addressed:

8.4A analyze causes of the American Revolution, including mercantilism and British economic policies following the French and Indian War;

8.4B: explain the roles played by significant individuals during the American Revolution, including Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington;

8.4C: explain the issues surrounding important events of the American Revolution.

Materials Needed

Include specific materials needed such as text references, web-based materials, literature excerpts, film clips, supplies for student use, and visuals. If the reader does not have access to the exact materials used specific references may assist in substitutions being found.

Vocabulary

Include significant social studies terminology that is part of the lesson as well as any unusual or archaic terms which might need to be addressed by the teacher to facilitate student understanding.

Lesson Sequence

Provide numbered steps to be followed in the lesson from introduction, instruction, assessment, and extension. If possible suggest modifications that would be appropriate for specific student groups such as ELL and G/T learners.

Assessment

Provide suggested means of assessing for mastery.

Extension

How might this lesson be extended or enriched?