

Tales from the Chihuahuan Desert:

Borderlands Narratives about Identity and Binationalism

National Endowment for the Humanities and The University of Texas at El Paso
2021 Summer Virtual Institute for Secondary School Teachers (Grades 6th–12th)

Instructional Lesson Plan Framework with 5E Model for E-Portfolio with Artifacts and Readings

1. Title and Author of Lesson Plan

Provide an engaging title, your contact information, and professional expertise.

2. Content or Subject Areas with Keywords

State the content or subject area for this lesson plan such as language arts or social studies/history. Add specific keywords for cataloguing.

3. Grade Levels and Time Required

Include the grade levels this lesson plan is appropriate for at the secondary level. Provide an estimated amount of minutes, hours, or days to complete the lesson.

4. Instructional Objectives and Student Learning

List and reference your state's relevant standards with hyperlinks. What is the goal of the lesson? Which student learning outcomes are expected? How will these be demonstrated (activities)? How will you know if this was achieved (evaluation)?

5. Guiding Questions

Include 1 to 3 fundamental questions that will guide the lesson for students to then answer with conceptual knowledge. Consider those we have studied in our Institute.

6. Materials and Resources

What will teachers and students need in terms of materials and artifacts, or previous materials, to complete this lesson? Provide readings and resources with fair use.

7. Introduction

Provide any economic, historical, literary, political, and/or social contexts that are relevant to your humanities lesson.

8. Instructional and Lesson Activities (ENGAGE, EXPLORE, EXPLAIN)

List and describe 2 to 3 learning activities that will help students be active and motivated for conceptual understanding and to create. Consider activities that:

- make use of **students'** prior or background **knowledge**;
- apply some of the **elements of literacy** (see next page); and
- embed **digital learning** and resources to create new knowledge.

The **elements of literacy** are noted here in abecedarian form:

- a. **Knowing**
- b. **Listening**
- c. **Memorizing**
- d. **Noticing**
- e. **Observing**
- f. **Performing**
- g. **Questioning**
- h. **Reading**
- i. **Speaking**
- j. **Thinking (metacognition)**
- k. **Understanding / You (readers, literati)**
- l. **Viewing**
- m. **Writing (wonderment)** (Rodríguez, 2017)

9. EXTEND/ELABORATE: Additional Learning

How will students apply new learning, create new knowledge, and demonstrate conceptual understanding? If teachers had more time, what else could they do to expand the learning of concepts through your lesson plan?

10. EVALUATE: Assessment and Feedback

Include either a formative or summative assessment activity to support your lesson's objectives. Provide scoring suggestions.

11. Accommodations and Modifications

State how you adjust instruction and activities for individual students as needed.

12. College and Career Readiness (optional)

Which state standards align with this lesson for college and career readiness (post-secondary studies)?

13. Additional Resources

List any artifacts, hyperlinks, multimedia, photographs, readings, recordings, and research that will support learning more about the concepts presented.

14. References (or Works Cited)

List the references used in this lesson plan as either References (APA style) or Works Cited (MLA style). Add a few readings or multimedia we studied in the Institute.

15. Reflection and Biographical Note

Provide commentary on your experience developing, planning, and/or delivering the lesson. Include a biographical note for teacher readers and users of your lesson plan.