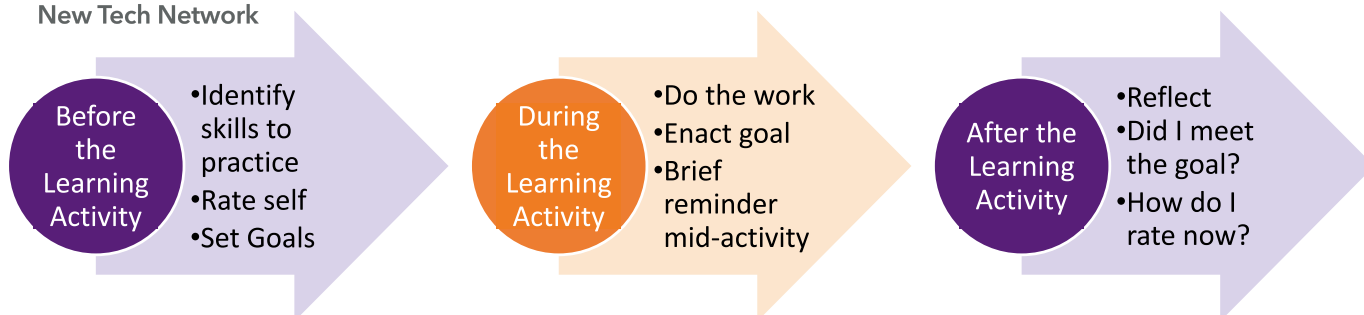




Bookend Lesson Planning Form

New Tech Network



The Book End Lesson Flow Chart above shows the steps teachers and students will take during a Bookend Lesson. As you design the learning experience students will engage in, consider the following prompts:

- 1) What disciplinary content will you teach?
 - a. What are the power standards guiding this learning?
- 2) Which of the learning outcomes will you use, and which domains in the rubric will you use?
 - a. Why did you choose these learning outcomes? How do you know students' need to grow in these outcomes? How might you include student voice and choice?
- 3) What learner centered practices will you use?
 - a. What NTN Learner Centered Practice cards might you use? Why?
- 4) Where does this fit into your overall unit or project?
 - a. How will students apply and connect their learning?
- 5) What is your plan for assessment?
 - a. How will you and students know if they have grown in their learning? What data might you collect?

Begin with the End in Mind - Content and Learning Outcomes	
 What is the important content that you need to address in your lesson? Consider your standards and go deeper than your unit topic. (For example, instead of "energy in an environmental system", consider "identifying renewable and non-renewable energy from natural and alternative sources".)	Grade Level: 11th Grade Topic: US reconstruction after civil war Standard: This lesson addresses key historical thinking skills by requiring students to analyze and evaluate different perspectives and challenges during the US Reconstruction era, a critical period in American history. (Where and how does this fit into your unit and/or project?)
 Which learning outcome(s) are you focusing on?	Agency (High School) - Tackle and Monitor Learning
Which Domain (row) will students focus on? Will students choose between 2 or 3 domains within the outcome, or will they focus on only 1?	For a task or project, I can accurately identify what is known, what needs to be learned, and how hard it will be. I use strategies and steps to tackle the task, consistently monitor how well the approach and effort are working, and make adjustments as needed.

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Create the Path - Design the Learning Centered Experience	
 What learner centered practice will you use?	LCP Instruction Card #12 - Jigsaw
Build out your lesson plan by adding specific details on what students will be doing and experiencing during the lesson. What content / resource will students engage with? How will the Practice cards be used?	Time for Lesson: 55 minutes 1. TARGETED OUTCOME (The "Bookend" Start) Time: 5-10 minutes Rubric Focus: Agency (High School) - Tackle and Monitor Learning Learning Target: For a task or project, I can accurately identify what is known, what needs to be learned, and how hard it will be. I use strategies and steps to tackle the task, consistently monitor how well the approach and effort are working, and make adjustments as needed. Activity: LCP Instruction Card #12 - Jigsaw Connection to Standard: "This lesson addresses key historical thinking skills by requiring students to analyze and evaluate different perspectives and challenges during the US Reconstruction era, a critical period in American history." Teacher Instructions: "Today we're focusing on a crucial skill called Agency, specifically on how you 'Tackle and Monitor Your Learning.' This isn't just about what you learn; it's about how you learn. Let me show you what this looks like at the proficient level..." [Unpack the rubric language with students using the full rubric details:] • What does "proficient" mean for this skill? "It means you are in the driver's seat of your own learning. You can look at a complex topic like the Reconstruction era and, before you even start, you can map out what you already know, what you need to find out, and predict which parts might be tricky. As you work, you're constantly checking in with yourself: 'Is my strategy working? Am I putting in the right amount of effort? Do I need to change my approach?'" • What are the key criteria? "There are two parts. First, the planning phase: accurately identifying what's known, what's unknown, and the difficulty. Second, the action phase: using a strategy, monitoring its effectiveness, and making changes when you get stuck or find a better way." • How is this different from emerging or developing? "Someone at an emerging level might just jump into the task without a plan. Someone at a developing level might make a plan but then stick to it rigidly, even if it's not working. At the proficient level, you are both a planner and a flexible problem-solver, adapting as you go."

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[Provide 2-3 concrete examples of what proficient looks like in practice:]

- "Example 1: When you get your 'expert' topic for our Jigsaw today, you might jot down 2-3 things you already think you know about it, then write 2-3 specific questions about what you need to learn to teach others. You might also note, 'This part about economic policy seems complex; I'll need to read it twice.'"
- "Example 2: While reading, you realize the text is more confusing than you thought. Instead of just pushing through, you pause, re-read the first paragraph, and decide to look up a key term before continuing. That's a mid-task adjustment."

2. PRE-REFLECTION (Goal Setting)

Time: 5 minutes

Teacher Instructions:

"Before we begin the Jigsaw activity on US Reconstruction, I want you to reflect on your current ability with tackling and monitoring your learning."

Have students:

Read the rubric criteria for "Tackle and Monitor Learning."

Self-assess: Where are you now? (Emerging, Developing, Proficient, Advanced)

Set a goal: "During today's Jigsaw activity, I will focus on..." This goal should be specific. For example: "...accurately identifying 3 things I need to learn in my expert group" or "... consciously checking my understanding twice and asking a clarifying question if I'm confused." Write this goal at the top of their notes or on a sticky note where they can see it during the activity.

Reflection Prompt:

"On a scale of 1-4, how confident are you in your ability to start a new task by identifying what you know and what you need to learn? What evidence do you have for this rating from past projects?"

3. LEARNER-CENTERED PRACTICE (The Core Activity)

Activity: LCP Instruction Card #12 - Jigsaw

Time: 30 minutes

Setup:

Divide learners into "expert groups" and provide different texts or materials about US Reconstruction to each group. For example:

- Expert Group 1: The Freedmen's Bureau and its impact.
- Expert Group 2: The rise of the Ku Klux Klan and Southern resistance.
- Expert Group 3: The economic challenges (sharecropping, industrialization).

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	• Expert Group 4: The political conflicts (Johnson's vs. Radical Republican plans). Prepare "home groups" so that each one has a member from every expert group. Step-by-Step Instructions: (2 min) Explain the jigsaw process. Let learners know how they will be accountable to their expert groups (becoming a teacher for their topic) and how they will be accountable in their home group (taking notes on what others share). (2 min) Arrange learners into their expert groups. Distribute the specific text/materials to each group. (5 min) Ask learners to read or review materials independently, looking for key points, new information, or answers to guiding questions that they will need to share. Remind them to think about their personal goal. (7 min) Have learners meet in their expert groups. They should share their individual findings and come to a consensus on the most important information to teach. Have them check that consensus with you and then summarize their learning in a clear way they can take back to their home groups. (10 min) Have learners move to their "home groups," which should have one representative from each expert group. Each person will now share what they learned in the expert group with their home group. The other members should listen and take notes. (4 min) Have learners independently capture or summarize what they learned from all the experts in their home group. This could be a summary paragraph or a graphic organizer. Facilitation Tips: • What to look/listen for: In expert groups, listen for students clarifying their understanding with each other ("So, the main reason sharecropping failed was..."). In home groups, look for students asking clarifying questions of the "expert" who is sharing. • Common pitfalls: Students in expert groups might not synthesize, instead just dividing the reading. Encourage them to agree on the "big ideas." In home groups, some students might dominate; ensure each expert gets equal time to share. • How to adjust: If expert groups are struggling, provide them with a simple graphic organizer to fill out. If time is running short, have them focus on sharing only the top two most important ideas in their home groups. Connection to Learning Target: "As students engage in the Jigsaw, they are practicing 'Tackling and Monitoring Learning' by first identifying what they need to learn to become an expert (planning). Then, in their expert groups, they must
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monitor their understanding and adjust their thinking based on peer input. Finally, in the home group, they must assess how well their strategy for teaching the material is working."

4. Mid-Point Pause

Time: 3-5 minutes

Teacher Instructions:

[At the halfway point of the activity, ideally after the expert groups have finished their synthesis but before they move to home groups]

"Stop the activity. Everyone, freeze where you are."

Check-In Questions:

"Look at the goal you set at the beginning. Are you making progress toward it? How do you know?"

"What evidence do you have that you're accurately identifying what you need to learn about your topic? Or that you are monitoring your approach?"

"What do you need to adjust in the second half of this activity—when you go to teach your home group—to meet your goal?"

Think-Pair-Share:

- 1 minute: Individual reflection on the questions.
- 1 minute: Share with a partner in your expert group.
- 2 minutes: Share out 2-3 examples with the whole class of how someone is monitoring their learning or plans to adjust their strategy.

"Okay, back to the activity. Keep your goal and your planned adjustment in mind as you move to your home groups."

5. POST-REFLECTION (The "Bookend" Close)

Time: 10 minutes

Teacher Instructions:

"Now that we've completed the Jigsaw on US Reconstruction, let's return to our initial reflection on tackling and monitoring your learning."

Individual Reflection (5 minutes):

Have students write or discuss with a partner:

"Return to your initial self-assessment. Based on your performance today, would you rate yourself differently now? Why?"

"Cite specific evidence from the activity. For example, 'I knew I was monitoring my learning when I had to ask my expert group to clarify the difference between two political plans before I felt ready to teach it.'"

"Did you meet the specific goal you set for yourself? Why or why not?"

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	"What will you do differently next time we do a group learning activity to move toward being proficient or advanced in this skill?" Rubric-Based Feedback (3 minutes): Share 2-3 positive examples of proficient behavior you observed during the activity. • "I saw Maya's group create a mini-outline of their topic before deciding who would say what. That's an excellent strategy for tackling the task." • "I heard David in his home group say, 'Wait, can you explain that a different way? I'm not quite getting it.' That is a perfect example of monitoring your own learning and making an adjustment to ensure you understand." Whole Class Synthesis (2 minutes): • "Who felt they moved from emerging to developing today? What specific action helped you do that?" • "For those who were already proficient, how did you push yourself toward advanced? Did you help monitor the group's learning as well as your own?" • "What's one takeaway about how to approach learning new, complex material that you'll remember?" Next Steps: "Tomorrow, we will be using the information you all shared to analyze a primary source document from the Reconstruction era. Think about how you can apply the skill of tackling and monitoring your learning to that new task."
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Plan the Assessment	
Who will be assessing learner outcomes / performance?	☐ Self-Assessment ☐ Peer Assessment ☐ Teacher Assessment
Will this lesson be graded?	☐ Graded ☐ Not Graded
How will learners' content knowledge and outcomes be graded and/or assessed? <i>(This can include plans for grading or assessing after the lesson with a survey/quiz, etc)</i>	
Where will goal setting & self assessments be recorded? How can you create a system that allows students to see growth in Learning Outcomes over time?	

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Assess Your Bookend Lesson Plan - Pre and Post Reflection	
Pre Reflection What support and / or feedback do you need prior to facilitating the bookend lesson?	
Post Reflection How did the lesson go? What worked? For whom? How do you know? How might you follow up?	