

Lesson Plan Background		
Teacher:		Date
Course: AP Research		Unit Title: Drafting the Academic Paper
Objective		
Skills/Content: <i>By the end of today's lesson, what will students know and be able to do?</i> SWBAT Execute method	Assessment: <i>How will students demonstrate mastery of the objective?</i> By... <ul style="list-style-type: none">Complete Day 3 portion of checklist	Criteria for Success: <i>What are the features of an ideal product?</i> Method: <ul style="list-style-type: none">Clear and replicableLogically defends alignment between purpose of study and Method
Pre-Work	Pre-Work	
	<i>What set up or materials are needed for this lesson?</i> <ul style="list-style-type: none">Copies of the Student HandoutComputers (1 per student)	
Do Now/Do Now Review (10 Minutes)	Start to Class	
	Do Now (5 Minutes)	
	Students read and review Method checklist for designated method and flag with questions.	
	<div>Common Student Questions</div>	
Day 3 Method (45 minutes)	Do Now Review (5 Minutes)	
	<ul style="list-style-type: none">T+T to share question for feedback, Cold call (M) student to shareShout-outs Method packet checked in-class Friday for CW grade	
	Day 3 Method Task (45 Minutes)	
<i>"Today we will work on Day 3 of our checklists. It is essential that you stay on pace in order to make the most of class time as we implement our methods."</i> <ul style="list-style-type: none">Students review weekly checklist with table matesStudents complete Day 3 task for designated methodTeacher circulates and spends 5-10 minutes with each group checking in with students based on the day's task		

		Day 1	Day 2	Day 3	Day 4	Day 5
	Survey	Draft questions	Peer review questions	Create survey (paper or digital)	Peer review format Explore ethical considerations	Plan for distribution (who, what, when, where, why)
	Historical	Create source tracker for method	Identify key sources	Peer review sources	Format sources into paper (captions w/citation, appendix) Explore ethical considerations	Finalize source list for method
	Case Study	Identify evidence to be gathered	Plan for gathering evidence (survey, interview, observation)	Peer Review plan	Organizing evidence and exploring ethical considerations	Finalize plan and determine key dates
	Phenomenological	Identify key evidence to be gathered	Draft questions	Peer review questions	Practice Interviewing and explore ethical considerations	Plan for interviews
	Field Research	Identify key evidence to gather	Plan for gathering evidence (who, what, when, where, why)	Plan for gathering evidence (who, what, when, where, why)	Peer Review/Explore Ethical Considerations	Finalize plan for gathering evidence
Homework	Homework					
	<ul style="list-style-type: none"> Complete Method for study 					
Reference	Teachers are encouraged to read Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov, an Uncommon Schools publication, to better understand the methods of teaching employed in this lesson.					