NAME:

Planning Considerations for Inductive Learning

Use this template to complete an Inductive learning lesson. Answer all the items on the left hand side.

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| 1a. What standards do you intend to address?  1b. What are the big concepts in the lesson or unit you want the students to discover? |  |
| 2a. Select items to group by asking, “What 10-40 items (texts, words, phrases, images, etc.) best represent the concepts above. Be strategic. For example, if you want students to discover that religion was important to colonial America; use words like *congregation, minister, Sabbath* rather than words like “religion.” |  |
| 3a. How will you ask the students to group the items? Will you provide the Graphic organizer or will students create their own? You should also think about how you will model the grouping/labeling process for your students.  For example; characters within a text vs. the underlying themes/motives that exist. |  |
| 4a. How will you ensure the lesson/unit runs smoothly? How will you communicate expectations? Student groupings (individual/ small group, pairs, etc.) |  |
| 5a. What overarching essential questions are tied to this lesson/unit? |  |
| 6a. What kind of closing task can be used to prepare students to apply what they have learned? |  |