**TOP Fellow Lesson – Template**

Include the following information and criteria so that other educators may adapt your inquiry-based lesson on contemporary Germany to use with their students. (See the [**TOP Fellow Lesson – Completion Guide**](http://toponline.org/alumni/top_fellow_lesson_guide_social_studies.pdf) for full instructions.)

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| **Full Name**: |
| **School Name and Full Address**: |
| **Preferred Email Address**: |
| **Target Grade Span**:  |
| **Target Grade Level**:  |
| **Target Course(s)**: |
| **Inquiry Overview**:  |
| **Teacher Background Information**:  |
| **Suggested Time Frame**:  |
| **Concept List:** |
| **Instructional Resources**:  |
| [**NCSS Thematic Strand(s)**](https://www.socialstudies.org/standards/strands): |
| **Content Area Standards (State/Literacy)**:  |
| [**C3 Framework Indicators**](https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf):  |
| **Outcomes for Student Learning**:  |
| **Germany-related Learning Goals**:  |
| [**Compelling Question**](http://www.c3teachers.org/what-are-compelling-questions/)**:**  |
| **Introductory Activity/Hook/Discussion:**  |
| [**Supporting Question**](http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-glance.pdf) **#1:**  |
| **Formative Performance Task #1:** |
| **Featured Sources #1 (**[**MLA citations**](https://style.mla.org/)**):**  |
| **Supporting Question #2:**  |
| **Formative Performance Task #2:** |
| **Featured Sources #2 (MLA citations):** |
| **Supporting Question #3:**  |
| **Formative Performance Task #3:** |
| **Featured Sources #3 (MLA citations):** |
| [**Summative Performance Task**](http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-glance.pdf) **– Argument Option (Essay or Presentation):** |
| **Extension Option (Choice of Creative Format instead of Argument):**  |
| **Taking Informed Action:** *Understand* *Assess* *Act*  |
| **Modifications for Differentiation**:  |
| **Reflection on Equity Centered Design**: Reflecting back on your finished inquiry, how would you evaluate yourself on the following scale in terms of your efforts to incorporate equity centered design? You may elect to check one of the boxes below or keep the answer to yourself and leave it blank. This question is intended to encourage self-reflection.* 1- Satisfied
* 2- Somewhat satisfied
* 3- Neutral
* 4- Somewhat dissatisfied
* 5- Dissatisfied
 |

**IDM Blueprint Template:**

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| **Compelling Question** |
| **C3 Framework Indicator** |  |
| **Staging the Compelling Question** |  |
| **Supporting Question 1** | **Supporting Question 2** | **Supporting Question 3** |
|  |  |  |
| **Formative Performance Task** | **Formative Performance Task** | **Formative Performance Task** |
|  |  |  |
| **Featured Sources** | **Featured Sources** | **Featured Sources** |
|  |  |  |
| **Summative Performance Task** | **Argument:**  |
| **Extension:**  |
| **Taking Informed Action:** | **Understand:**  |
| **Assess:**  |
| **Act:**  |

 

This inquiry-based lesson plan format was adapted from the [IDM Blueprint Template™](http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-Template.docx) and [Inquiry Design Model (IDM) – At a Glance™](http://www.c3teachers.org/wp-content/uploads/2015/06/Inquiry-Design-Model-glance.pdf), which were created by [C3 Teachers](http://www.c3teachers.org/) (Grant, Lee, and Swan, 2014). Changes and additions were made by the [Transatlantic Outreach Program](https://www.goethe.de/top). All rights are reserved under a Creative Commons license Attribution-ShareAlike 4.0 International ([CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)).

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