



Culturally Responsive Teaching and Leading

UNIVERSITY OF ILLINOIS
ILLINOIS STATE BOARD OF EDUCATION

un/HUSH Lesson Planning Template

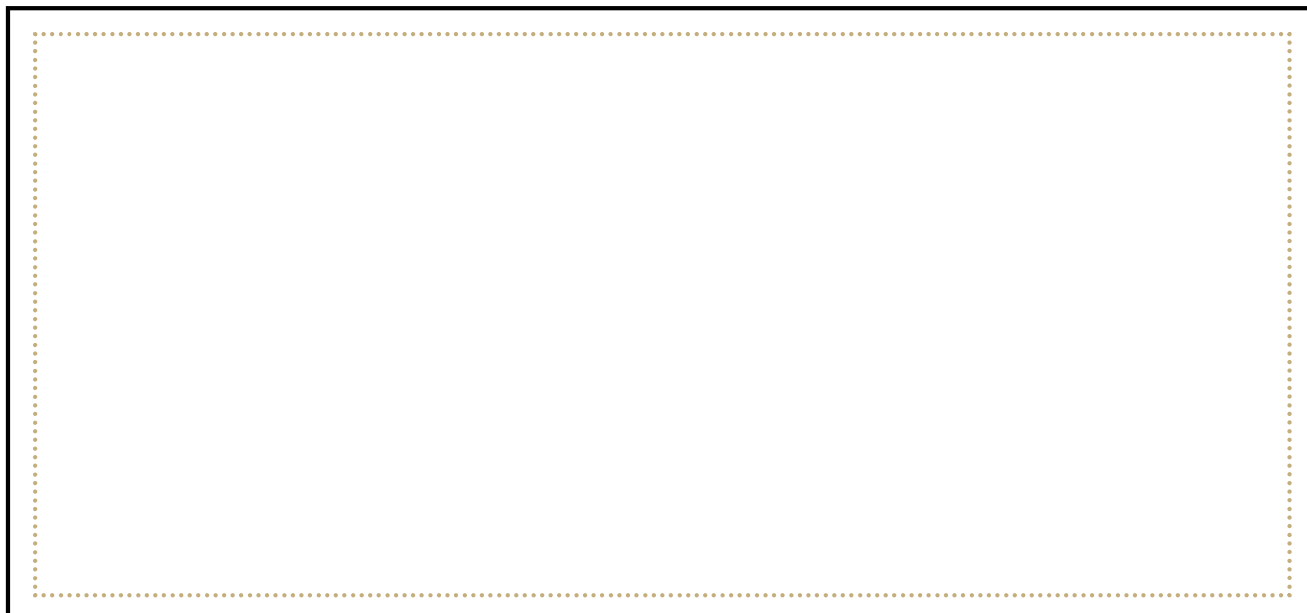
Directions: Use the un/HUSH Lesson Planning Template to guide you as you plan a lesson or unit. The components of this template are designed to help you consider essential elements for creating a culturally responsive lesson and/or activity that engages all students. This template can be used for any subject and grade level.

Lesson Title _____

Considering your Positionality: Have you considered your own positionality (lens)? How have you considered bias and gaps in your knowledge? What are they and how will you address them before implementing this lesson? What gaps in understanding or information might you have related to the upcoming lesson? Use this space to reflect and self-examine.

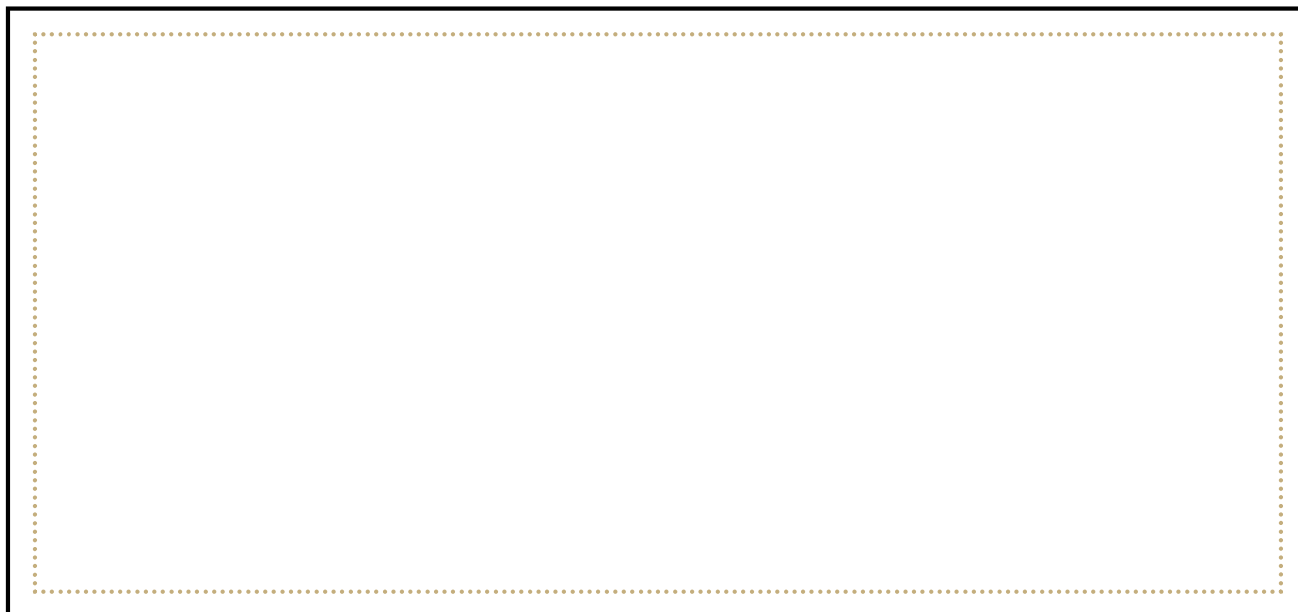
Lesson Objective(s) & Resources: State your objectives clearly, ensuring you have considered all aspects of the un/HUSH framework and ISBE's Culturally Responsive

Teaching and Leading Standards. What resources or materials do you need to implement the lesson?

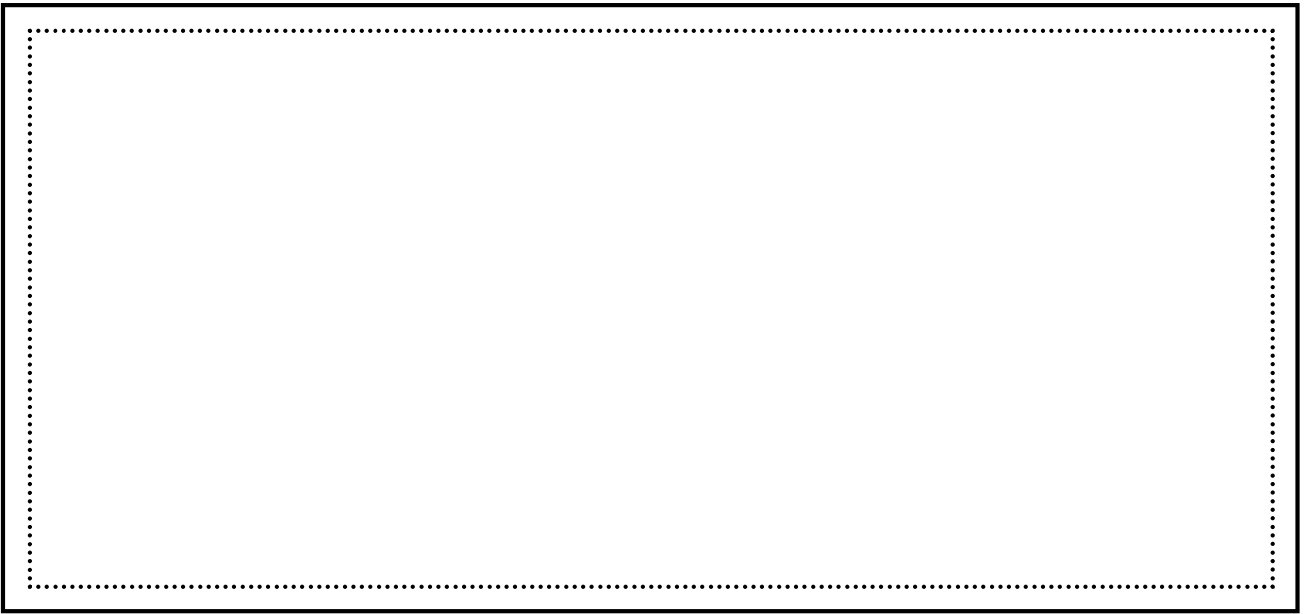


Essential Question(s): What essential questions align with your learning objectives?

Standard(s)/Benchmark(s): How are you aligning your lesson with state or district standards? What ISBE Culturally Responsive Teaching and Leading Standards will the lesson align with?



Anticipatory Set: How are you going to engage your students...review prior knowledge...introduce your topic...organize your lesson for students... help make content relevant?



Elevating Histories: How does your lesson elevate and consider histories, stories, and underrepresented histories?



Representation & Perspective Taking: How does the content meet the needs of all students? How does the content allow students to co-create and bring their own cultural knowledge into the lesson? Does your lesson provide opportunities for perspective taking and allow students to see themselves?



Engagement: How does the lesson provide multiple pathways for students to learn the material? For example, will you offer opportunities for small group learning, discussion, focused practice with precise feedback, or independent work? What tools will you use?



Expression: How will students demonstrate what they have learned? The creation of many paths is important, as is creativity. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment, etc. are some examples of the varied demonstration of learning.



Assessment: How will you assess what students have learned? How can you ensure that your assessment and evaluation are equitable and aligned with the various ways students demonstrate what they have learned?

