

Lesson Plan Model¹

Lesson Title/#: Immigration

Grade Level: 4th

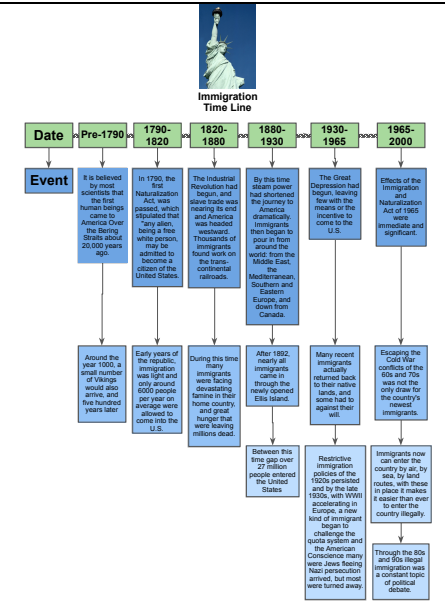
Learning Central Focus

<p>Central Focus What is the central focus for the content in the learning segment?</p>	To enhance students understanding of immigration, but also to help spark their creativity, and imagination while improving writing skills, and critical thinking skills.
<p>Content Standard What standard(s) are most relevant to the learning goals?</p>	Arkansas State Standards Fourth Grade Social Studies: to understand the push and pull factors that influenced immigration to and migration within the United States.
<p>Student Learning Goal(s)/ Objective(s) Skills/procedures What are the specific learning goal(s) for student in this lesson? Concepts and reasoning/problem solving/thinking/strategies² What are the specific learning goal(s) for students in this lesson?</p>	Learning goal(s)/Objectives is to analyze the impact of individuals and events on the past, present and future. To understand why immigration is important and why in the late 1800s, people in many parts of the world decided to leave their homes and immigrate to the United States. Fleeing crop failure, land and job shortages, rising taxes and famine are just some of the many reasons to leave and come to the U.S. Many immigrants came to the U.S. because it was perceived as the land of Economic Opportunity. These are some of the outcomes that I want to be taken away from this lesson. Also think this is extremely important because we were all immigrants to this country and our country is still facing problems with immigration today.
<p>Prior Academic Knowledge and Conceptions What knowledge, skills, and concepts must students already know to be successful with this lesson? What prior knowledge and/or gaps in knowledge do these students have that are necessary to support the learning of the skills and concepts for this lesson?</p>	The students will need a general understanding of what immigration is. They must have a general understanding of how people came to America, and some reasons why they themselves would want to come to America. They need to know some about the first colonies that came to America and the reasons that they wanted to flee their country and come to the U.S. Prior knowledge on this subject is necessary to support the topic we are hoping to learn about. Basic skills of rights given to a U.S. citizen, freedoms we have that other countries do not, and the understanding that this is still a relevant issue, that our country faces today. With that we will do a short timeline about immigration

¹ The lesson plan template is intended to be used as a **formative** process prior to a candidate's submission of edTPA materials. The template offers an opportunity for candidates to practice documenting their thinking when planning lessons leading up to the learning segment they will teach for edTPA. Lesson plans with this level of detail are not necessary and should not be submitted as part of edTPA. It is intended to prepare candidates to articulate their thinking and justification for plans when responding to the Planning Task commentary prompts

² The prompt provided here should be modified to reflect subject specific aspects of learning. Language here is mathematics related. See candidate edTPA handbooks for the "Making Good Choices" resource for subject specific components.

over the years to give a little overview to help build our web about who immigrants are and why they came to the United States.



Instructional Strategies and Learning Tasks

Description of what the teacher (you) will be doing and/or what the students will be doing.

<p>Launch 15 Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start with the basic question does anyone know what Immigration is? After some discussion or ideas from the class I will give the definition of Immigration. Which is the action of coming to live permanently in a foreign country. Then will start to ask why are some of the reasons that you think people came to the United States? Next, I will provide an article about someone who immigrated to the United States, so that the students can understand first hand someone's personal experience. After discussing what we read we will use Inspiration webbing to brainstorm reasons for immigration.</p>
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<p>Instruction 15 Minutes</p> <p>What will you do to engage students in developing understanding of the lesson objective(s)?</p> <p>How will you link the new content (skills and concepts) to students' prior</p>	<p>I will break them into groups and have them brain storm together a list of reasons they feel that people may have come to the U.S. Once they have come up with a list each group will share with the class and we will add them to the correct sections on the web.</p> <p>In order to link the new content, I will want to review reasons why people first began to come here in the beginning, but also</p> <pre> graph TD I[IMMIGRATION] --- AR[Agricultural Reasons] I --- EO[Economic Opportunity] I --- L[Legal] I --- P[Persecution] I --- W[War] I --- F[Family] I --- R[Rights] AR --- CF[Crop Failure] AR --- FA[Famine] EO --- BO[Business Opportunities] EO --- E[Employment] EO --- JS[Job Shortages] EO --- RT[Rising Taxes] EO --- EP[Escape Poverty] L --- VW[Visa Waiver Program] L --- GC[Green Card] L --- V[Visa] P --- N[Nationality] P --- RAC[Race] P --- RP[Religious Persecution] W --- EV[Escape Victories] F --- SC[Refuge Camps] F --- M[Marriages] R --- HC[Health Care] R --- AV[Ability to Vote] R --- PV[Political Views] R --- E[Education] R --- OL[Own Land] </pre>
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<p>academic learning and their personal/cultural and community assets?</p> <p>What will you say and do? What questions will you ask?</p> <p>How will you engage students to help them understand the concepts?</p> <p>What will students do?</p> <p>How will you determine if students are meeting the intended learning objectives?</p>	<p>how it affects us in our nation today. In our current events along with the proper way to come into the United States as an immigrant. Because we were born in the United States we do not understand the difficulties that people have to go through to legally be excepted into the U.S. At this point in the lesson I want to give my students a small citizenship test to see if they would pass. By giving this test allows the students to see part of the citizenship process.</p> <p>I will explain to the students that a lot of immigrants came to the United States back in the 1800s, from many parts of the world to escape past or future persecutions that were based on one's race, religion, nationality, and sometimes their membership in a particular social group or the lack of having a political opinion. Some came to escape violence, to find refuge after being displaced due to environmental factors. Possibly to seek better health care, escape poverty, to have more opportunities for jobs and for their children. They also could have possibly had family who had already been granted a visa an living in the United States they were hoping to be reunited with. They may have wanted a better education, opportunities to marry who they choose, or run their own farms, business that they were not allowed to do in their own country.</p> <p>I will assign each group with a particular topic that we discussed in our web and have them do further research with a group and write me a one-page paper discussing and explaining the topic. They will also have to explain this topic to the class. Such as Legal ways to enter the U.S., persecutions, family, economic growth. Where they can look up and explain to the class ways that these particular topics brought Immigrants into the United States.</p> <p>By reading the papers they wrote, the reasons they were able to give me for the web, along with asking questions such as how this would affect them today. How can it still affect the U.S. and how did it shape what we have in America? Also by giving them the citizenship test will also test their knowledge about our country, but why it was so difficult for foreigners to pass this test.</p>
<p>Structured Practice and Application 15 Minutes</p> <p>How will you give students the opportunity to practice so you can provide feedback?</p> <p>How will students apply what they have learned?</p>	<p>By assigning a short story about an Immigrant and after the reading we will discuss the genre of the story (historical fiction), and the students will then be able to consider the life of immigrants and write a story about someone who immigrated to from another country. I believe that this assignment utilizes students' creative writing and research skills and will encourage them to have empathy towards others.</p> <p>I will give a small short series of questions about who we read about. List 3 reasons people immigrated to the U.S. Tell me what a green card is? What is one of the test that foreigners have to take to be given citizenship in the U.S.?</p>

<p>How will you determine if students are meeting the intended learning objectives?</p>	<p>If students can clearly identify reasons people came to the United States, give me test that had to be taken to earn citizenship into our country, the basic understanding that we all had a family member who was an immigrant who came to this country. An also can identify what draws people to the United States, I will be able to see that students are meeting my intended learning objectives.</p>
<p>Closure 5 Minutes</p> <p>How will you end the lesson?</p>	<p>Wrap up and ask if anyone has any questions about what we have been discussing. Spend time answering questions that the students may have over Immigration.</p>
<p>Differentiation/ Planned Support</p> <p>How will you provide students access to learning based on individual and group needs?</p> <p>How will you support students with gaps in the prior knowledge that is necessary to be successful in this lesson?</p>	<p><i>Whole Class:</i></p> <p><i>Individual students:</i></p> <p><i>Students with IEP's or 504 plans:</i></p> <p><i>Strategies for responding to common errors and misunderstandings, developmental approximations, misconceptions, partial understandings, and/or misunderstandings:</i></p>
<p>Student Interactions</p> <p>How will you structure opportunities for students to work with partners or in groups? What criteria will you use when forming groups?</p>	<p>I will have a premade list the night before of students that I will want as groups. I am big on group work I think it helps everyone if someone can teach something they are understanding the topic and this allows new ideas and for everyone to learn great team work, leadership, social, and communication skill that are important to life.</p> <p>They will be put into groups to discuss immigration and what it means then each group will be given one of the sub groups and asked to do research and as a team write a one page paper explaining why it was important and the effects it had on immigration. When forming a group, I think that it is best to have them even and also an opportunity for some to break out of comfort zones and learn to work with others.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>Group discussions may not go as planned so having a list of questions that stimulate questions or ideas on the subject will be helpful. Possibly limiting how much to write on a topic, and also possibly having more background knowledge that we have to cover before we dive into immigration.</p>
<p>Theoretical Principles and/or Research-Based Best Practices</p> <p>Why are the learning tasks for this lesson appropriate for your students?</p>	
<p>Materials</p> <p>What materials does the teacher need for this lesson?</p> <p>What materials do the students need for this lesson?</p>	<p>Time line, back ground information, stimulating questions, web/software. Paper, pens, computer or iPads for research. Story of immigrant who came to the U.S.</p> <p>Paper/pencil a good attitude and willingness to work with others.</p>

Academic Language Demand(s):

<p>What language function do you want students to develop in this lesson? What must students understand in order to be intellectually engaged in the lesson?</p>	
<p>What content specific terms (vocabulary) do students need to support learning of the learning objective for this lesson</p>	

<p>What specific way(s) will students need to use language (reading, writing, listening and/or speaking) to participate in learning tasks and demonstrate their learning for this lesson?</p>	
<p>What are your students' abilities with regard to the oral and written language associated with this lesson?</p>	
<p>How will you support students, so they can understand and use the language associated with the language function and other demands in meeting the learning objectives of the lesson?</p>	

Assessments:

Describe the tools/procedures that will be used in **this lesson** to monitor students' learning of the lesson objective(s). Attach a copy of the assessment and the evaluation criteria/rubric in the resources section at the end of the lesson plan.

Type of assessment (Informal or Formal)	Description of assessment	Modifications to the assessment so that all students could demonstrate their learning.	Evaluation Criteria - What evidence of student learning (related to the learning objectives and central focus) does the assessment provide?

Analyzing Teaching

To be completed after the lesson has been taught

<p>What worked? What didn't? For whom?</p>	
<p>Adjustments</p> <p>What instructional changes do you need to make as you prepare for the lesson tomorrow?</p>	
<p>Proposed Changes.</p> <p>If you could teach this lesson again to this group of student's what changes would you make to your instruction?</p>	<p><i>Whole class:</i></p> <p><i>Groups of students:</i></p> <p><i>Individual students:</i></p>
<p>Justification</p> <p>Why will these changes improve student learning?</p> <p>What research/theory supports these changes?</p>	

Resources:

Attach each assessment and associated evaluation criteria/rubric.

[Time Line Immigration](#)

[Immigration Basics](#)

[Reasons for Immigration](#)

[Citizenship Test](#)

Citizen ship Test came from teacher version web link

Citizenship Test

People who apply to become United States citizens must answer 10 to 15 randomly selected questions about American history and government. Below are a few from the list of 100 possible questions. Could you pass the test?

1. What do the stripes on the American flag represent? _____

2. What country did we fight during the Revolutionary War? _____
3. What are the three branches of our government? _____
4. Who becomes president should the president and vice president die? _____
5. What did the Emancipation Proclamation do? _____

6. Who has the power to declare war? _____
7. What kind of government does the United States have? _____
8. What are the first ten amendments to the Constitution called? _____
9. Name one right guaranteed by the first amendment. _____
10. Who was the first president of the United States? _____
11. How many U.S. Supreme Court justices are there? _____
12. Who helped the Pilgrims in the New World? _____
13. Which countries were our enemies during World War II? _____

14. Who is the Chief Justice of the U.S. Supreme Court? _____
15. How many amendments are there to the Constitution? _____
16. How many states are there today? _____
17. What are the colors of the American flag and what does each symbolize? _____

18. What are the duties of Congress? _____

