

Lesson Plan Model¹

Lesson Title/#: Immigration

Grade Level: 4th Grade

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.

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.

<p>Common Errors, Developmental Approximations, Misconceptions, Partial Understandings, or Misunderstandings</p> <p>What are common errors or misunderstandings of students related to the central focus of this lesson?</p> <p>How will you address them for this group of students?</p>	
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Instructional Strategies and Learning Tasks

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

<p>Launch ____5____ Minutes</p> <p>How will you start the lesson to engage and motivate students in learning?</p>	<p>I will start with a PowerPoint and talking about what immigration is and how it shaped the U.S. today. I will ask kids to get iPads to so they can connect to the PowerPoint, and also have them pull up the brain pop app and search immigration and watch and intro video about immigration.</p>
<p>Instruction ____20____ 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 academic learning and their</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 and 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>We will use the brain pop app to see short videos and clips that better explain immigration on a different level.</p> <p>I will ask questions throughout the PowerPoint to get kids thinking.</p>

<p>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>I plan on giving a hand out with a suitcase and asking them if this was the only thing they would have to pack their stuff in what all would they take with them and why.</p> <p>If your parents told you that you were moving to America or to another country and you could only bring 20 things with you, what would they ? Make a list of the special items you would bring with you. Then draw a large suitcase and fill it with the items you would want to bring. This is also something I want the class to share.</p> <p>Next in the slide I would want to talk about some of the things that people from Ellis Island took with them.</p> <p>I really want this lesson to get the kids thinking about what life would be like how peoples lives changed so drastically and how they would decide what was important to them and how would they and their families start a new life.</p> <p>Immigration is a huge topic still today and it was very key to how this country first started and why people still today want to immigrate to the U.S.</p>
<p>Structured Practice and Application <u> 20 </u> 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>How will you determine if students are meeting the intended learning objectives?</p>	<p>On brain pop they have several quizzes over immigration I would want us to do them together and then I would have a quiz at the end or a short essay about what we have talked about to see if they are understanding to concepts.</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>Groups of students with similar needs:</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>Group work only when we are taking quizzes together and when being asked to discuss with partner throughout the lecture.</p> <p>By themselves when doing the quiz/essay at end, and on their suitcase of what they would bring with them.</p>

<p>What Ifs</p> <p>What might not go as planned and how can you be ready to make adjustment?</p>	<p>I might need to do quizzes separately and maybe start with the suitcase or explain what I put in mine or go ahead and share what others put in their that had immigrated to another country.</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>iPads, Notebook, pencil, good attitude and wiliness to learn and give your best effort. Construction paper, Power Point, Questions and the quizzes and codes for the class to access all material.</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.*

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

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 students 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.