

TAH Teacher Pre-Planning Form

Title: Immigration

Prepared By: Elementary Group

Grade Level: 5

Subject: American History

1. TEACHER QUESTION: What question about teaching and learning history (pedagogy) will you investigate through this lesson?

Am I providing sufficient opportunity and time for the students to work independently, in pairs and in small group discussions?

2. BACKGROUND QUESTION: What do students currently understand about this topic? What misunderstandings or misconceptions might students have? How does this lesson tie to past learning and how will it connect to future learning?

Students should know about immigration in America, and what prompted it. This lesson will tie to what students already know about immigration and it will help them understand how these ethnic groups were affected.

TAH Lesson Plan Form

Historical Thinking Standard/Skill(s):

Standard 3: Historical Analysis and Interpretation Skill A: Compare and Contrast different sets of ideas.

Lesson Abstract:

Students will learn about Immigration.

Essential Question:

How were Angel Island and Ellis Island similar? How were they different?

Objective/Learner Outcome:

Students will compare and contrast important attributes of immigration.

Academic Vocabulary:

Immigration

Emigrate

Citizenship

Ports

Refugee

INS

Visa

Resident

Illegal/Legal

Activity:

To begin, students will individually complete the map activity to determine the location of Ellis and Angel Islands. Then, students will be given two images, one of Ellis Island and another of Angel Island. As they analyze these images, students will compare and contrast these immigration centers by answering the first two questions on the "Comparing and Contrasting Ellis Island and Angel Island" worksheet. Students will be consumed with this activity for about 10 minutes. After individually completing the first two questions, students will share their responses as a whole group. Then students will be partnered in mixed ability pairs to answer the third question on the "Comparing and Contrasting Ellis and Angel Island" sheet. They will use the "Who, What, When, Where, Why, and How"

sheet to create four interview questions (four of the six types of questions). From there, students will then be directed to read the passage "Port of Entries" within their cooperative groups and apply their reading strategies to compare and contrast the two major ports of entry which are Ellis Island and Angel Island. As the students read or after they read the "Ports of Entry" passage, students will accurately complete the "Ports of Entry" worksheet and the Venn diagram in which they can identify and write, for mastery, five accurate facts about the differences between Ellis Island and Angel Island and how Ellis Island and Angel Island are the same (see attached rubric). Students can reference the "Coming to America: Narrative – Part I" to review their vocabulary by using context clues. The remaining time of the lesson, students will share their information with the class. The teacher can either write their information on the Venn diagram Smart Board or students can write it themselves. For the "ticket out of door" students will have to recall a fact that they learned about immigrants, immigration, Ellis Island, or Angel Island.

Materials Needed:

Folders, pencils, Venn Diagram, computers, photographs, map, information packet(Ellis Island/Angel Island or Asian Immigration/European Immigration).

Adaptations (grouping for instruction, differentiation, ESE/ESOL Modification):

EII/ESOL students will be integrated with higher level students.

Assessment:

For this activity the teacher will collect and assess the document analysis sheet to make sure that the students have met the objectives.

Inter-disciplinary Connections:

Language Arts, Math, Reading and American History

Attachments:

Rubric
Information Packet
Sample Questions
Venn diagram
Map Worksheet
Photographs and corresponding worksheets
Coming to America: Narrative – Part I