

TAH Teacher Pre-Planning Form

Title: Immigration

Prepared By: Elementary Group

Grade Level: 3, 4, 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:

Why was immigration important?

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:

Students will be assigned to a partner. The first assignments that the students will be asked to look at are Document A (Ellis Island) and Document B (Angel Island). This will allow students to analyze and interpret the vibe on what each port of entry was like as well as how they are different. From there students will then be able to answer the three questions that will be on the third page of the staple document package. Students will be consumed with this activity for about 10 minutes. 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 Port of Entry passage, students will accurately complete the Venn diagram in which they can identify and write, for mastery, 5 accurate facts about Ellis Island and Angel Island (contrast) and how Ellis Island and Angel Island are the same. The remaining 7 minutes of the lesson, students will share their information with the class by verbally sharing what they learned. Teacher can write their information on the Venn diagram Smart Board. For the "ticket out of door" students will have to recall a fact that they learned about immigrants, immigration, Ellis Island, or Angel Island.

3. How effective was this lesson in addressing the essential question?

4. IMPLICATIONS: How will this lesson influence how you will develop and teach future lessons?