

TAH Lesson Study Reflection and Revision Form

Lesson Study Group: \_\_\_\_\_

Date: 2/24/11

1. To what extent were the goals of the lesson achieved? Provide supporting evidence.

- \* Based on student work and conversation, including whole group discussion, students successfully demonstrated mastery of compare and contrast.
- \* Students did not have enough time to complete activity, (an additional 10 min ~~was~~ needed)

2. In what ways were the goals not met? Provide supporting evidence.

3. Based on our evidence, what aspects of our lesson plan should we change?

time.

- 3/4- Read aloud, modeling
- 5-visual map, extension of #3/

4. What specific changes will we make to the lesson to better meet our instructional goals?

- Add a map activity for students to plot immigration routes
- make #3 a script.

3<sup>rd</sup> & 4<sup>th</sup> -

Read aloud - Info

Model - Venn & Compare & Contrast  
↳ with images  
↳ partner w other venn.

Pictures side by side.

Time

---

5<sup>th</sup>

Need more time.

as is.

→ #3 Script of Questions.  
Do Role plays.

1. Examine the pictures. Describe a typical day for an immigrant trying to gain access to America through one of the United States immigration ports?

---

---

---

---

---

---

---

---

2. Based on the images, how is the interview process of these two ports similar? How are they different?

---

---

---

---

---

---

---

---

3. Imagine that you are the person conducting the interview... You must ask each immigrant questions to determine if they should be allowed into the United States. It is your responsibility to ensure that people entering the country will not become a burden on the nation. ~~What two questions could you ask to ensure that this person is worthy of becoming an American citizen?~~

Template is attached

*Write a script an immigration inspector (immigration officer) interviewing an immigrant who just arrived in to either Angel or Ellis island then act out interview & switch - take turns.*