ED 101 Lesson Plan

Nikolai Jessen-Petersen

Redmond

4/5/11

Your Name	Nikolai Jessen-Petersen	
Your ED101 Lab Section	Friday, 2-3 P.M.	
School	Bowman School	(1 pt.)
Grade(s) Observing	4th grade	(1 pt.)
Supervising Teacher	Ms. Heckert	(1 pt.)
List any teaching help you may have during the lesson	The classroom teacher will help me keep the students motivated and involved. As well as help me set up and use the technology I will need in the room.	(2 pts.)
Setting (in class, in computer lab, other?)	The setting will be the classroom.	(1 pt.)
Technology needed to complete lesson	I will use a laptop to get on my website, and an overhead projector to show the website to the entire class. As for materials, each student will be given two sheets of paper. One paper will be blank, the other will contain a map of the world. For the sheet with the map of the world, students will have to identify the countries from which they believe have a great population of people who immigrate to the U.S. Students will also have to identify on the map the main areas from which people enter the U.S. (Eg: Which countries have the greatest amount of entering immigrants?) On the other sheet of paper, students will have to take notes on facts that are given, and write their answers to the multiple choice quiz at the end of the class. The notes will be used for future reference and to perhaps show to their parents. The students will grade themselves at the end of the lesson when they are given the correct answers on the website, this will be a way in which students will **assess** how much they now know about U.S. immigration. At the bottom of their sheet of paper students will also write a paragraph about what they liked about the website, and what was the coolest matter they learned.	(3 pts.)

Other materials needed	I will need handouts which show the map of the United States. The art supplies I will need are coloring pencils for students to shade in the areas from which most immigrants enter the U.S., as well as pencils to take notes.	(2 pts.)
Content Area(s)	Social Studies	(1 pt.)
Title of web site	U.S. mmigration	(1 pt.)
Topic of Lesson	How, why, and where do people immigrate to the U.S.	(1 pt.)
Goals of the Lesson	The aim of this lesson is to expose the children to a matter which is extremely important in the United States. Due to the class being extremely culturally diverse, with children of ancestors that recently immigrated to the U.S., the lesson will give them a better understanding of how and why their ancestors once came to this country. As well as give them a history of the matter, and a background and analysis of the other people who immigrate to the U.S. besides their ancestors.	(4 pts.)
Three Objectives	a. My students will be able to **recognize** whom the first immigrants to the U.S. were, the majority of immigrants who followed, and the majority of people immigrant to the U.S. in our present day and age. They will by writing on a sheet of paper who the first immigrants were, the main immigrants who followed, and the majority of immigrants from today. c. My students will be able to **list** the reasons for why a person would immigrate to the U.S., by writing every single possible one on a sheet of paper. d. My students will be able to **demonstrate** the differences between a legal, and an illegal immigrant by choosing between an examples of one or the other. e. My students will be able to **explain** the rules for legally immigrating to the U.S., and the consequences for illegally immigrating to the U.S. by writing the main rules and consequences on a sheet of paper. f. My students will be able to **identify and show** the main countries from which people immigrate to the U.S., and then **identify** the areas where people enter the U.S.by shading in these areas on a map.	(10 pts.)

<div align="center">STANDARDS (20 pts.)</div>

Technology standard	I will explain to the students many different aspects of the internet such as the details of my website. Show them what the URL of my website is, how it is a part of the World Wide Web, and how I used links. I will also ask the students to access a website I used to get information for my website, and to explore it further in their own time **Technology Frameworks:** G3-5: 1.17 Students will have to identify and use terms related to the Internet such as URL, World Wide Web, links, and e-mail. Students will have to identify the URL for my website, explain what the world wide web, explain what links are in reference to the pictures used/ G3-5: 1.18 Students will use an age appropriate web browser to access more possible information on U.S. Immigration so they can possibly do so in their free time. G3-5: 1.6: I will show the students how I was able to upload images from the internet to my website. I will show how you can find proper images, and use the right click on a computer to either save the image, or copy it. Then I will open a word document to show how you can paste the image, or show how you can upload it from My Computer. G3-5: 2.7: I will explain to the students that on a lot of websites, and for example the ones I used to get my images and the one I'll be asking them to visit after the class, have sponsored commercial links that one should avoid clicking as a lot of the time it leads to popups that could ask to access personal information on your computer. G3-5: 2.12: As a side-note I will explain how the internet is a great tool that should be used with respect, and that cyber-bullying is never appropriate. I will then explain that if anyone ever feels they are being cyber-bullied, they should immediately speak to someone about it because people can say extremely hurtful things on the internet that they probably wouldn't say in person.	1
Curriculum Framework	**Curriculum Frameworks:**	(10 pts.)

	4.5. Students will be able to give examples of the different ways immigrants can become citizens of the United States. (C) 4.15 D Students will be able to identify the main European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). - Students will be able to describe in detail the roles of Ellis Island and the Statue of Liberty in U.S. Immigration history - Students will be able to list different reasons for why a person would immigrate 4.5. Students will be able to give examples of the different ways immigrants can become citizens of the United States. (C) 4.15 D Students will be able to identify the main European immigrant groups who have come to America, locating their countries of origin and where they tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). - Students will be able to describe in detail the roles of Ellis Island and the Statue of Liberty in U.S. Immigration history - Students will be able to list different reasons for why a person would immigrate	
LESSON PROCEDURE (30 pts.)		
Introduction of Lesson	1. The students will be grouped in their normal seating arrangements, facing the front of the class. My hook to get the class interested, "Today, we will learn as much as we can about U.S. Immigration, and at the end of the class we'll find out how much more you'll have learned about the subject!" I will start the lesson of asking what the students already know about immigration to the U.S., and why they believe it is important to have a knowledge about this matter. I will continue what a discussion of some overwhelming and general facts about	(5 pts.)

	immigration to the U.S. (e.g. how many people immigrate to the U.S. per year) A map of where people immigrate from, and where people enter the U.S. will also be given. The presentation of the overview and the general facts will be given through a video where I will be speaking.	
Lesson Procedure, Web Site Use, and Technology Standard	**Overview:** The lesson will begin with a video of myself introducing the subject, and an analysis of a map showing the main countries people immigrate from to the U.S., and the main areas of the U.S. where people enter the country. We will then move on to the history and progression of U.S. immigration, starting with an explanation of the first immigrants and those who followed. There will be an audio for each stage of immigrants with a story from each population (eg. Pilgrims). Then I will give a description of important figures in the history of U.S. immigration such as Ellis Island and the Statue of Liberty. I will then identify the differences between a legal, and an illegal immigrant. Then I will give the different reasons for a person to immigrate to the U.S. I will end the lesson with an interactive quiz where students will assess their now hopefully improved knowledge of immigration to the U.S. **Follow-Up:** At the end of the lesson students will be given a multiple choice quiz which will test them on nearly everything that was covered in the lesson. This quiz will assess how much they now know about the matter. Students will also get to know how well they did on the quiz as the answers will be given after the quiz has been taken. I will tell them how good a job they did on the lesson. Then, I will tell them how they can use technology to give me feedback on the lesson, through the use of e-mail. This will allow me to cover my technology framework of the lesson plan. **Technology Standard:** I will show the students how they can give me feedback on the website through e-mail. Giving them an example through one of my two e-mail accounts sending feedback to the e-mail account linked to the website. I will show them how to log on to e-mail, how to create a new message and send it. As	(25 pts.)

	well as tell them what they should include in the e-mail.	
	ASSESSMENT (22 pts.)	
How will students be assessed?	**Activities:** i. After showing the map of where people immigrate from and where they enter the U.S., students will be given a map where they have to color in the main countries from where people immigrate from, and highlight the areas where people enter the U.S. through immigration. ii. Students will watch the video of me presenting the brief overview of U.S. immigration and several interesting facts, students will be asked to take notes of the facts on a piece of paper for future reference. iii. Different stories will be given through audio different stories from immigrants from the original generation, past generations, recent generations, and present generations. iv. The class will be quizzed on the differences between legal and illegal immigrants before they are presented the material in the lesson. This will assess their already present general knowledge of the subject. The students will be quizzed orally. I will give a question (Eg: If an immigrant as a greencard, are they legal or illegal), and the students will orally, as a group, give an answer. (Eg: Legal) v. Students will write on their sheets of paper as many different reasons for immigration they can come up with. I will give the proper amount of main reasons, students will be assessed on the number of reasons they gave. Those who came up with all the same reasons and even more will have the greatest score on the activity. vii. Finally, students will be given the quiz on all the material that was presented. The quiz will be multiple choice and the students will write their answer on the sheets. The right answers will be given after the quiz and the students will assess their performance.	(5 pts.)
How will you know if students have met the	d. My students will be able to **identify** the difference between a legal, and an illegal immigrant.	(7 pts.)

objectives stated above?	The class will be able to do so through the activity of being orally quizzed after being presented the material on the differences in the lesson. They will be given questions such as (Eg: If an immigrant as a greencard, are they legal or illegal), and the students will orally, as a group, give an answer. (Eg: Legal) e. My students will be able to **explain** the rules for legally immigrating to the U.S., and the consequences for illegally immigrating to the U.S. Students will be able to do so through the activity of writing on their sheets of paper as many different reasons for immigration they can come up with. I will give the proper amount of main reasons, students will be assessed on the number of reasons they gave. Those who came up with all the same reasons and even more will have the greatest score on the activity. g. My students will be able to **identify and list** the main countries from which people immigrate to the U.S., and the **identify** the areas where people enter the U.S. My students will be able to do so through the activity of being given a map where they have to color in the main countries from where people immigrate from, and highlight the areas where people enter the U.S. through immigration.	

Web-based Quiz	**Web-based Quiz Questions:**
	
	1) Select Which List of Reasons for Immigration to the U.S. contains only correct reasons:
	
	   A) Government, Religion, Vacation, Job Opportunities
	   B) Religion, Job Opportunities, To Catch a Plane, War
	   C) War, Domestic Violence, Religion, Love
		(10 pts)

2) What was the role of Ellis Island:

   A) Great amusement park
   B) Where immigrants could legally enter the U.S.
   C) Great beach
   D) To get a passport

3) What was the role of the Statue of Liberty:

   A) Symbolize freedom and liberty
   B) Site for tourists
   C) Be the largest statue in the world

4) Which answer gives a way that cannot guarantee a person U.S. Citizenship:

   A) Greencard
   B) Marriage
   C) Getting a job

5) Name the country from which the majority of U.S. Immigrants are from:

   A) Mexico
   B) Australia
   C) United Kingdom