

## Lesson Plan #3

### *Cultures of America*

#### **Introduction:**

*Today, we will be watching a few videos of children who are also in middle school. Each student is going to describe how life is different here in America than it is from their native country.*

#### **Objectives:**

Content/Knowledge (Head):

1. *Some immigrants may find assimilation to the United States to be easier than others.*

Process/Skills (Hands):

1. *After watching the videos, students will use their previous class knowledge to understand why these children feel a certain way about living in the United States.*

Values/Dispositions (Heart):

1. *Students will find a purpose during this assignment because they have discovered that their family's all immigrated at some point and had to go through changes.*

#### **Standards:**

State – Illinois Social Science Learning Standards (2016)

1. **SS.H.2.6-8.MdC:** *Analyze multiple factors that influenced the perspectives of people during different historical eras.*

State – Common Core State Standards: Grades 6-12 Literacy in History/Social Studies

1. [CCSS.ELA-LITERACY.RH.6-8.8](#) *Distinguish among fact, opinion, and reasoned judgment in a text.*

National – Align with National Standards Germane to Lesson Plan Content Focus

2. *People, Places, and Environments*

#### **Central Focus:**

*1. The goal for this lesson is to provide students with a better understanding of how the immigration process has changed over the span of history in America. With prior knowledge to the immigration process, students will now learn about what it was like during these times for family's as they immigrated to America.*

#### **Academic & Conceptual Foundation:**

Facts and Concepts

1. *assimilation*
2. *cultural practices*
3. *social identity*
4. *some students find it easier than others to fit in*
5. *we can always make it better for everyone*

Inquiry, Interpretations, or Analyses

1. *Society makes assimilation for immigrants harder*
2. *Many immigrants feel they need to give up cultural practices*

Arguments or Conclusions

1. *Why is it harder for some to assimilate than it may be for others? What can we do as a society to fix this issue?*

**Assessment:**

*Provide opportunity for students to demonstrate their ability to do the following: understand/use facts and concepts; use inquiry, interpretation, or analysis skills to build and support arguments or conclusions.*

**Informal**

1. *Students will share ideas together after watching the videos by speaking orally to the rest of the class as we take notes on the board.*
2. *Before we leave, students will hand in their notes as an exit slip, and will get them back for class the following day. (this is to ensure everyone has their notes to write their paper the next class.)*

**Formal**

1. *Students will write a paper answering one of the following questions.*
  - a. *Based on your family tree, go back to when your family originally came over to the United States and compare their experience with the experience you would have today considering the shift in views of immigrants.*
  - b. *Why do some immigrants assimilate better than others with American Societies?*
  - c. *What does it mean to be an American, and who can become an American?*

## Syntax – Procedures



1. Anticipatory Set:
  - a. Teacher Instructions
    1. *Today's lesson is going to involve the students watching a few videos of students who are immigrants.*
2. Objectives and Purpose:
  - a. Teacher Instructions
    1. *Students will be asked to discuss what it is like for immigrants and why some are happier than others.*
3. Provide Input:
  - a. Teacher Instructions
    1. *At this point I will inform students of society and the affect it can have on all of us.*
  - b. Resource
    1. "Meet Young Immigrants | Scholastic.com," n.d.
  - c. Student Activity
    1. *Students will seek answers to discover why some students have better experiences than others..*
4. Model Behavior:
  - a. Teacher Instructions
    1. *Take notes on the SmartBoard.*
  - b. Resource
    1. "Meet Young Immigrants | Scholastic.com," n.d.
  - c. Student Activity
    1. *Students will take notes on how I evaluate the student from the video.*
5. Check for Comprehension:
  - a. Teacher Instructions
    1. *Students will review with me and guide me through the next video.*
  - b. Resource
    1. "Meet Young Immigrants | Scholastic.com," n.d..
  - c. Student Activity
    1. *Students will work with me to help me justify the child's experience.*
6. Guided Practice:
  - a. Teacher Instructions
    1. *Students will now complete the assignment together as a class.*
  - b. Resource
    1. "Meet Young Immigrants | Scholastic.com," n.d.
  - c. Student Activity
    1. *Students can come up and write on the board as they are called..*
7. Independent Practice:
  - a. Teacher Instructions
    1. *The final video will be for the students to analyze independently and hand it in before they leave..*
  - b. Resource
    1. "Meet Young Immigrants | Scholastic.com," n.d.
  - c. Student Activity
    1. *Students will complete the form on their fifth and final video..*
8. Closure:

- a. Teacher Instructions
  1. *Students will be instructed to turn in their note handouts. .*

**Resources (Source Citations & Bookmarks)**

Meet Young Immigrants | Scholastic.com. (n.d.-a). Retrieved October 11, 2018, from

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/index.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/index.htm)

Meet Young Immigrants | Scholastic.com. (n.d.-b). Retrieved October 11, 2018, from

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/taylor.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/taylor.htm)

Meet Young Immigrants | Scholastic.com. (n.d.-c). Retrieved October 11, 2018, from

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/vandi.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/vandi.htm)

Meet Young Immigrants | Scholastic.com. (n.d.-d). Retrieved October 11, 2018, from

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/sadana.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/sadana.htm)

Meet Young Immigrants | Scholastic.com. (n.d.-e). Retrieved October 11, 2018, from

[http://teacher.scholastic.com/activities/immigration/young\\_immigrants/gabriella.htm](http://teacher.scholastic.com/activities/immigration/young_immigrants/gabriella.htm)