

## Lesson Plan #4

### *People of America*

#### **Introduction:**

*Today, students will show through their writing what makes someone American. Students will also discuss why some individuals face more challenges than others.*

#### **Objectives:**

Content/Knowledge (Head):

1. *Students will be able to discover the different affects immigration has on people.*

Process/Skills (Hands):

1. *Students will be able to find reasons to do research on the topic of immigration.*

Values/Dispositions (Heart):

1. *Students will be able to express their views and justification through their writing.*

#### **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

1. *Individual Development and Identity*

#### **Central Focus:**

*1. Today's lesson will focus on the writing part of the unit. Students will show what they have learned this week by writing about the process of immigration and how it has affected people.*

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

Facts and Concepts

1. *Liberty*
2. *Opportunity*
3. *Justice*
4. *Asylum*
5. *Reasons why people come here.*

Inquiry, Interpretations, or Analyses

1. *The immigration process is always changing.*
2. *No two people will have identical experiences to immigration.*
3. *People usually seek immigration for a better opportunity.*

Arguments or Conclusions

1. *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.*
2. *Why do some immigrants assimilate better than others with American Societies?*
3. *What does it mean to be an American, and who can become an American?*

**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.*

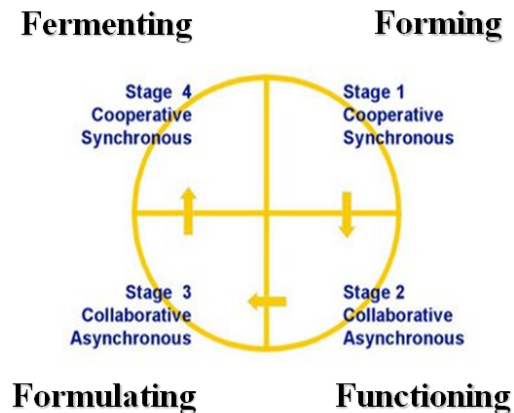
**Informal**

1. *Students will review notes taken the previous days.*

**Formal**

1. *Students will write a paper about what they have learned about immigration.*

## Syntax – Procedures



1. Forming:
  - a. Teacher Instructions
    1. Students will be given notes throughout the unit that they will use for today.
  - b. Resource
    1. Student notes.
  - c. Student Activity
    1. Students will look over their notes for their prompts.
2. Functioning:
  - a. Teacher Instructions
    1. Students will be given an assignment with prompts
  - b. Resource
    1. Notes.
  - c. Student Activity
    1. Students will discuss within their groups about what they want to write about.
3. Formulating:
  - a. Teacher Instructions
    1. Students will be given a partner to do peer pre-evaluations.
  - b. Resource
    1. Peer evaluations.
  - c. Student Activity
    1. Students will now discuss with their peer evaluation partner what they are deciding to write about.
4. Fermenting:
  - a. Teacher Instructions
    1. Students will bring their notes and ideas to the lab to write.
  - b. Resource
    1. Notes and prompts..
  - c. Student Activity
    1. Students will respond to one of the three questions handed out to them at the beginning of class.

## Resources (Source Citations & Bookmarks)

