

**ED 101 Educational Technology Lab – Spring 2014  
Boston University – School of Education**

**LESSON PLAN**

	<i>Explanation/Example</i>
<b>Grade(s) Content Area(s) Topic of Lesson</b>	<i>4<sup>th</sup> Grade Social Studies: A Review of Immigration in the United States (More specifically, the four waves of immigration, Ellis Island and present day immigration in the United States.)</i>
<b>Objective</b>	<i>Students will be able to correctly identify (at least 75%) the waves of immigration and the main factors influencing immigration of that time when presented with questions about facts and fictional, but fact based, accounts of immigration.</i>
<b>Technology standard</b>	<p><b><i>Massachusetts Technology Literacy Standards and Expectations</i></b></p> <ul style="list-style-type: none"> <li>➤ <b>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</b></li> </ul> <p><i>Basic Operations</i></p> <p>G3-5: 1.1 Demonstrate basic steps in using available hardware and applications (e.g., log into a computer, connect/disconnect peripherals, upload files from peripherals).</p>
<b>Curriculum Framework</b>	<p><i>Curriculum Framework:</i></p> <ul style="list-style-type: none"> <li>➤ <b>Massachusetts History and Social Science Curriculum Framework</b></li> <li>➤ <b>Grade 4: North American Geography with Optional Standards for One Early Civilization</b></li> <li>➤ <b>4.15 Describe the diverse nature of the American people by identifying the distinctive contributions to American culture of:</b> <ul style="list-style-type: none"> <li>• B.African Americans, including an explanation of their early concentration in the South because of slavery and the Great Migration to northern cities in the 20<sup>th</sup> century, and recent African immigrant groups (e.g., Ethiopian) and where they tended to settle in large numbers.</li> <li>• C. major 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).</li> </ul> </li> </ul>
<b>Materials, Resources, Technology, Personnel</b>	This lesson will take place in a classroom that has access to Wi-Fi and at least one computer set up to a projector. There will need to be a set of at least 20 laptops because students will be required to use individual computers. For the second part of the lesson there will need to be a whiteboard with dry erase markers present so that when it comes time for the

	<p>review game of jeopardy we can draw and write the template on the board. The score will be kept on the board. Each student will also need paper and a pencil to write with so that they can participate in the group activity and take the quiz.</p>
<p><b>Lesson Introduction</b> <b>(5 minutes)</b></p>	<p><i>I will begin this lesson by asking students questions that will get them thinking about the unit they have just finished studying, immigration. I will first ask the students if they know anybody who has moved from one location to another. Have they known anyone who has moved from a different country? If some of the students answer yes then we will use their comments to start off our discussion by asking the next question: Is that immigration? If the students answered no to the first question then I would ask the question: What is immigration? To get the discussion started. After I have those initial questions I will ask them if they remember reasons why people immigrate to the United States. Then after the students have given about 3-4 answers, I will ask the final introductory question of: Do people still immigrate today?</i></p>
<p><b>Guided Activity</b> <b>(10 – 15 minutes)</b></p>	<p><i>Since this website is created as an end of the unit review, the goal of the website is to present the students with some of the major topics they covered in class. The website will give them opportunities to assess their knowledge through interactive activities (quick activities located on some of the webpages) and a short assessment. To start off the activity we will use the website to guide us through three major topics of immigration in the United States. These three topics are the waves of immigration, Ellis Island, and current immigration in the United States. We will quickly go through the website as a class. Students will then be handed a web-quest worksheet and will use the questions to navigate throughout the website, locating the source of information they need in order to answer the question. At the end students can take a few minutes to talk about the information by allowing them to ask clarifying questions, building questions or to just comment on the information they just read.</i></p> <p><i>We will also use a search engine to define unknown terms if a student asks about a specific word and also look at images relating to each topic. This is where Standard 1 of the Massachusetts Technology Literacy Standards and Expectations will be met. Students will have to turn on and log into the computers and successfully open the internet and type in the URL address. They will then have to follow along with the class as we navigate through the different pages of the website. They will also have to navigate the website using the web-quest information to find the answers to their questions. At times they will be asked to use a search engine to find a definition of a word or to find an image relating to the topic we are talking about. After we finish reviewing our first topic we will briefly recap and discuss immigration as a whole, then they will take the short online assessment found on the website under 'Quiz', so that they can individually gauge their strengths and weaknesses (it should take about 2-3minutes).</i></p>
	<p><i>After we have finished the group review and short assessment, we will then</i></p>

<p><b>Independent Student Activity</b></p> <p><b>(10-15 minutes)</b></p>	<p><i>play jeopardy. The teacher will have to do some outside preparation for this game. The teacher must create twenty questions, at various levels of difficulty, about anything relating to immigration that was covered in the lesson. For the game, the students will be divided into four groups of five if there are twenty students, if there are fifteen students three groups of five and if there are ten students two groups of three and a group of four. Two students will be selected to draw the jeopardy board on the white board-five columns with six rows-a row with each of the five categories and then five rows with point values of 100 to 500. The teacher will be the scorekeeper. The team that will go first will be the team that is counter clockwise to the teacher. They will be given a question and they will have thirty seconds to come up with an answer as a group. If they do not get the correct answer the question goes to the next group and so on. There are no points taken away from wrong answers. If none of the students gets the answer correct, the teacher will use this as an opportunity to teach the students the answer. The winning team will be rewarded with being the line leaders for the day (or the next day). It is important to note that the game can be stopped at any point if time runs out.</i></p>
<p><b>Wrap-Up of Lesson (Closure)</b></p> <p><b>(5 minutes)</b></p>	<p><i>For the closure of this lesson, students will be asked, in the same groups as those used in jeopardy, to come up with a fictional story of an immigrant from any time period that they choose. However, it must be emphasized that the story has to correlate with the time period that it takes place in and that the materials and objects mentioned in the story have to be time period appropriate. For example, and Irish immigrant in the 1800's, could not bring his iPad with him to the United States because they did not exist. This will allow students to demonstrate their understanding of immigration as a whole. This story does not have to be long, seeing as there are only five minutes for the students to complete it, but it does have to include the country of origin, the method of transportation to the US, important items that they may take and at least one reason for leaving. The writing can be in bullet point or list form as long as the student lists all the information and at the end of class they will pass them in to be reviewed by the teacher. Only one student per group has to be the recorder, but all students can write their own if they want.</i></p>
<p><b>How will students be assessed to make sure they are able to perform the objective?</b></p>	<p><i><u>Objective:</u> Students will be able to correctly identify (at least 75%) the waves of immigration and the main factors influencing immigration of that time when presented with questions about facts and fictional, but fact based, accounts of immigration.</i></p> <p><i><u>Assessment:</u> After the lesson students will be given a post test, in which they will be presented with six multiple choice questions and several (3-4) key terms that they will have to define in one to two short sentences. They will need to get at least 70% of the questions right.</i></p>