

Social Studies Education Lesson Plan Template v. 3

Teacher Candidate Name: Joel Phillips, Michael Reed and Andy Rhiel

Lesson Title: The Question of Immigration

Grade Level: 10th Grade American History

Essential Question: What lessons can we learn from conflicts in our past to help us deal with the Syrian Civil War crises.

Lesson Foundations

Content Standards	<p>-Ohio American History standard 31: Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.</p> <p>-Common Core Literacy Reading Standard 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem</p>		
Learning Objective(s)	<p>LO 1 – Students will compare and contrast the immigration issues that came out of the Vietnam War and how it relates to the current immigration issue in Syria.</p> <p>LO 2 - Students will analyze the importance of consulting with a historian on international affairs.</p>	Assessment(s)	<p>#1 – Class Discussion/Interactive Lecture (LO 1, 2)</p> <p>#2 – Picture Gallery (LO 1)</p> <p>#3 – Exit Ticket (LO 2)</p>
Materials & Resources	<p>Access to a projector, podcast on the value of a historian in the Middle East, PowerPoint, Picture Gallery activity, discussion questions, Exit Ticket.</p>		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will...	Student will...
	<p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of culturally responsive teaching practices.</p>	<p>What will students be doing? What evidence of learning will students demonstrate? Student-centered learning/opportunities for practice and application.</p>
<p>Opening ___12-15___ Minutes</p>	<p>-The teacher will introduce the topic and start the</p>	<p>-The students will take notes and pay attention to the</p>

	<p>class with the podcast at 1:00 and stop it at 3:30 (a total of 2 minutes and 30 seconds of play time). The teacher will tell the students they need to pay attention to what a historian does and their value and take notes on the podcast because their exit ticket will have a question about it at the end of class.</p> <p>#1 (LO 1,2)-After listening to the podcast the teacher will ask:</p> <p>Q – What do historians do?</p> <p>Q – Does a nation’s or group of people’s history influence the way they act and see the world?</p> <p>Q – Then when making foreign policy decisions would a government benefit from consulting historians to learn about the people and culture they will be making a decision about?</p> <p>-The teacher will pass out the picture gallery paper and get the PowerPoint ready with the first picture slide.</p> <p>#2-The teacher will give the students about 2-3 minutes per-picture-slide to write down their thoughts. (LO 1)</p>	<p>podcast for clues that will help them answer the question thoroughly on the exit ticket. Students will also listen for information about the importance of historians.</p> <p>#1 (LO 1,2)-After listening to the podcast the students will answer the teacher’s questions:</p> <p>A – Historians study a specialized portion of history.</p> <p>A – Yes, because their history is a large part of their perceived identity.</p> <p>A – Yes, because they understand the way the people of culture will view the decision and the government making the decision and may change what the decision would have been.</p> <p>-Students will think about the recent news broadcasts they have heard on the issue of the Syrian Civil War. Students will be more excited to learn about a current event.</p> <p>#2-The students will write a few sentences about each picture then write one word that they think summarizes what they wrote or thought about each picture individually. (LO 1)</p>
<p>Instruction ____25-28____ Minutes</p>	<p>-The teacher will initiate discussion with the students by asking them what they thought each picture was depicting and the broader story behind it.</p> <p>#1 (LO 1,2)-The questions below will be part of an interactive lecture where students will be cognitively engaged in the material being addressed.</p>	<p>-The students will explain what they think each picture is depicting and the wider problem behind the pictures.</p> <p>#1 (LO 1,2)-Students will be more engaged in the learning process because they will be given questions where they can explain their opinions and ideas.</p>

	<p>Q – Are all forms of immigration illegal? When is it legal?</p> <p>Q – What are some reasons why people would leave a country in search of a home in another country?</p> <p>Q – Specifically speaking about the Syrian immigrants what is causing them to leave their home country?</p> <p>Q – What have you heard recently in the news about the Syrian immigration issue?</p> <p>Q – What has the U.S. done to alleviate the refugee crisis? Have they agreed to take in any refugees?</p> <p>Q – Why is the issue of allowing immigrants into a nation so controversial?</p> <p>Q – When we think of the terror attacks that happened recently in France; is it dangerous to allow immigrants into a nation?</p> <p>Q – Considering what we have learned recently about the communist takeover of Vietnam in 1973; what are some of the similarities between that and the Syrian Civil War?</p> <p>Q – What are some of the differences between the two events?</p>	<p>A – No, it is legal when you get the appropriate documentation and approval from the country you wish to live in.</p> <p>A – They could be trying to evade war, trying to seek better economic conditions, or seeking religious freedom</p> <p>A – They are fleeing from the civil war going on in their country.</p> <p>A – That they are nomadically moving through Europe without a clear and final destination in mind. That various nations are having trouble accepting them into their nation.</p> <p>A – Yes, I think they have, or no I do not think they have.</p> <p>A – Because nations economies might not be able to handle the influx of people. They become entitled to benefits and various social programs without paying in to the system. There are those who feel immigrants strengthen countries. There is also a moral obligation to help those in need.</p> <p>A – Yes, it is very dangerous and immigrants should be tightly screened, maybe even prohibited. It is a risk, but that is not a reason not to let people into a country who are seeking safety.</p> <p>A – Some of the similarities are: they are both civil wars that are displacing the population, the people are trying to remain safe from war and battles, there seems to be a shortage of countries willing to accept the immigrants.</p> <p>A – Some of the differences are: the amounts of refugees that there were, in Vietnam there were fewer nations accepting immigrants, the U.S. took most of the immigrants to their protectorates.</p>
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	<p>Q – Why do you think the U.S. took more of an active role in accepting refugees from Vietnam than they did with the Syrian refugees?</p>	<p>A – Because there were better economic conditions in the mid 70’s than there are today in the U.S., because the U.S. was more heavily and openly involved in the events in Vietnam so they felt more responsibility to accept refugees.</p>
<p>Closure ____3-5____ Minutes</p>	<p>#3 (LO 2)-The teacher will go to the last slide on the PowerPoint that has the Exit ticket question on it and instruct the students to write 2-3 sentences in response to the question and turn it in before they leave the classroom.</p> <p>Q-Exit slip question: “Why might we consider a historian’s perspective(s) when considering foreign policy concerning the Syrian Civil War?”</p>	<p>#3 (LO 2)-The students will take the remaining minutes of class to answer the exit ticket question thoughtfully and turn it in.</p> <p>A - Historians are completely immersed into the culture, they spend their lives studying specific groups and cultures, they know the nations’ and people’s history intimately, and because of this they can guide foreign policy into a better path.</p>