



LESSON PLAN

School Year: 2021-22

Grade: 10 US History

Time length: Lesson # (i.e. 1 of 10):

Lesson Title:

Brief description of the lesson:

OBJECTIVE: *What is the purpose of learning this? How does it connect to a Big Idea?*

Over the course of this unit, I intend to incorporate a variety of different immigration stories- largely beginning with the “Gilded Age/Progressive Era” and working forward with a snapshot into today. The intention is, not only to cover the state standards regarding immigration and policy in the US, but to dispel the inclination to put people into boxes and minimize them into one dimensional characters/a single story... while at the same time knowing we cannot do full justice to any individual, or group.

-Additionally, we will expand on the growth of Islam during the early 1900s- in the US- and some of the conflicts in these identities, as well as the conflicting actions and identities among Christians and evangelicals during the same time, reinforcing the complexity of human nature. This section may get moved into a different unit that it also fits into... depending on time...

“Big Ideas/Questions”: Is there one (US) American Experience? To what extent does the (US) American economy shape the American Experience? How do people affect change? Also, including a focus on an excerpt of Walt Whitman’s Song of Myself “Do I contradict myself?

Very well then I contradict myself,
(I am large, I contain multitudes.)”

MATERIALS: *What materials/resources/tools/instruments are needed to teach this lesson?*

-Immigration Learning Targets (1-5)

-Ping Chong’s Beyond Sacred

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ENGAGEMENT: *How will you initially engage students’ attention?*

MODEL/DEMONSTRATION: *What will you do? Model? Demo a process or technique? Think aloud? Look/listen/read an example of the art form you’ll be teaching?*

GUIDED PRACTICE: *How will students practice the new learning? How will they be guided?*

INDEPENDENT EXPLORATION: *How will students explore the new learning on their own? As individuals, in pairs, in small groups?*

SHARE/CLOSURE:

How will students share out to demonstrate their understanding of the teaching point? Will they reflect or review? Ask questions? Is there an assignment to complete before next class?