

Essential Questions for this **Unit**:**I. Planning for Instruction and Assessment:**

- A. What should students understand, know, and be able to do by the end of this lesson? What formal and informal assessments (formative and/or summative) will be utilized to measure the learning?

By the end of this lesson, students should be able to determine the differences between wants and needs. They should be able to develop personal connections to items that immigrants have brought and be able to evaluate their own lives to decide what belongings of their own fit into the categories of wants vs. needs.

- B. With what common core learning standards and IEP goals are these lesson objectives aligned?

Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-5:

- Writing Standards K-5: W.5.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- Speaking and Listening Standards K-5: SL.5.1c – Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

- C. What knowledge of the students is necessary to support and challenge the learners?

The students must first know the differences between what makes something a want vs. a need in order to be able to determine the wants and needs in their own lives along with the wants and needs of immigrants.

- D. What research or theory supports your pedagogical decision-making?

“Authentic learning embeds real-world problems into the classroom and encourages students to think critically and creatively to solve problems.” (How To Assess Authentic Learning Fifth Edition, Chapter 4, Page 66) Allowing the students to connect to the ideas of wants and needs by first relating them to their own experiences allows them to connect them to the real-world (immigrant’s lives) more easily.

- E. What teacher and students instructional resources and materials are utilized in this lesson?

This lesson uses many different art supplies to allow the students to add a creative piece to gather their thoughts. It also includes a written component about their creation, which will contain a larger language component in which they have to explain their reasoning and thought process in more detail.

**II. Assessment**

- A. How will assessments be used so you know when the students are successful in meeting today’s lesson objectives?

After the initial discussion of wants and needs, the students will fill out the graphic organizer explaining what items in their own lives fall into each of the two categories. This will help display their comprehension of the differences between wants and needs and will also help them make a personal connection to the topic.

The students will also complete a hands-on activity where they will use the materials given to create a shoebox replica of a suitcase to portray the items that an immigrant may have had in their suitcase when travelling to the United States for the first time. They will also write up a description of what is included in their shoebox suitcase and why. This will help students develop a more solid understanding of the differences of wants and needs by displaying only the items that immigrants needed to bring with them, not what they wanted to bring.

- B. How will assessments be used so your students know when they are successful in meeting today's lesson objectives?

The students will develop personal connections between the wants and needs in their own lives as well as those that immigrants encounter and will be able to carry on a conversation explaining these differences to one another.

- C. Beyond today's lesson, how else will you assess student learning related to these objectives/standards? (For example: unit test, completed writing piece, portfolio assessment, universal screening, performance task)

At the end of the unit, there will be a performance task that will be accomplished in which students are able to refer back to previous assignments and material they have gathered to further explain their overall comprehension of immigrants and the immigration process.

### III.

Teacher Name:
Date/Time:
Grade Level:

#### **Instructing and Engaging Learners**

- A. Describe how you create a positive environment for learning toward the lesson objectives. Consider elements of student motivation.

Since the beginning portion of the activity is discussion based, the students will need to feel comfortable speaking aloud in the classroom before this activity can be most effective. The direction of the individual shoebox suitcases will be based on the personal connections that the individual students are able to make in regards to want and needs. I will encourage the students to think outside of the box and explain their connections and thoughts as descriptively as possible.

- B. Describe the sequence of learning experiences in which students will participate to promote their critical thinking and understanding of social studies. Make sure to consider literature and technology experiences. What will an observer in your classroom see the students doing? What will an observer see you doing? What will an observer see other adults in your

classroom doing?

The students will connect their own experiences and lives in regards to wants vs. needs to those of immigrants. By using the experiences that the students are already comfortable with, this will help them be able to further explain why certain items fall into the categories of wants or needs when it comes to the lives of immigrants. The students will take on the role of an immigrant who is travelling to the United States to stay for an extended period of time for the first time and create a shoebox suitcase to portray the items they brought with them on their travels.

An observer will see the students discussing their differences of ideas with one another that may spark additional thoughts or ideas. However, they will also see each of the students are using only their own original thoughts rather than solely copying their neighbors. Each student's shoebox suitcase will end up turning out different than the next.

I will be facilitating discussions and activities for the class by asking questions to make the students think more, but they will carry the majority of the discussions and activities with one another.

Other adults in the classroom will take on similar roles to mine to help keep the students on track while also allowing them to think for themselves and create and explain their own ideas.

- C. What questions will be presented to stimulate student thinking at multiple higher order levels?

Comprehension – Looking at the size of this suitcase and knowing that many immigrants were able to only bring what they could fill in here or carry with them on their journey, explain whether immigrants brought more of their belongings with them or left more behind?

Evaluation – Based on your knowledge and common sense, judge how immigrants might be able to decide what they could bring and what they had to leave behind?

Comprehension – Describe the types of items immigrants may have brought with them and explain why they chose these items?

Analysis – Compare the ideas of what immigrants may have had room to bring with them to what we would be able to bring with us if we were immigrating now?

Evaluation – Predict whether you would likely be able to bring more or less than immigrants in the past could have?

Application – After the discussion of wants and needs, the students will record the wants and needs in their own lives in the graphic organizer provided for them.

Synthesis – They will be asked to create/find at least 10 items that an immigrant may bring with them on their journey to the United States and place them inside of their shoebox suitcase.

- D. How do you actively engage students in learning related to your objectives and how will you know if the students are truly engaged?

The students will be actively engaged in the material in the beginning of the lesson because it is based on a discussion that is teacher-facilitated but student-led. Therefore, they will have to be involved or else they are not benefitting their own learning, instead they are only

hindering it. During the shoebox suitcase activity, engagement can be assessed on the basis of whether or not they are on task during the independent activity and if they are thinking outside of the box to come up with some creative ideas to include.

- E. How do you provide opportunity for students to generalize, maintain, and/or self-direct the use of the new learning?

Beginning with the discussion allows the teacher to make sure that every student is on the same page and completely recognizes the differences between wants and needs. They are then able to self-direct their learning when creating their shoebox suitcase. Since there are a plethora of correct answers for this portion, students are able to interpret the needs of immigrants in any form that they wish.

- F. How have the learning experiences been designed or organized to meet the 5 major areas of development needs of various learners (i.e., social, emotional, cognitive, physical, linguistic) in your classroom (include modifications and accommodations to meet individual needs- could include the learning environment, group composition, assistive technology, universal design strategies)?

Meets the social needs of students because they are able to interact with one another to form comparisons while deciding what to include in their shoebox “suitcase”.

Meets the emotional needs of students because they are able to connect with the role of an immigrant by adopting this role for the activity given.

Meets the cognitive needs of students because they are physically performing the activity, therefore they will be better able to connect to and retain the knowledge they are gaining.

Meets the physical needs of students because they are up and moving around while using their senses to complete the activity.

Meets the linguistic needs of students because they are able to connect pictures/replicas of physical objects to the written material/ideas they are studying.

## Reflection

- A. How does your evidence help you plan for your next instructional steps?

By the end of this lesson, students should be able to determine the differences between wants and needs as well as identify items that could fit into each category. Now that they are able to explain these concepts through the topic of immigration, we can look deeper into the wants and needs of other individuals or groups of people.

I can help them see the correlation between their own lives and the lives of others so they are able to make more comparisons and connections in future topics, lessons and units.