VIDEO NOTES: ***4th Grade Social Studies Lesson on Immigration***

Video Links: **4th Grade Social Studies Lesson on Immigration**
Common Core State Standard: Reading Standards for Informational Text (RI.4.6)
Reading Standards for Informational Text (RI.4.9)
Speaking and Listening (SL.4.1a)
Speaking and Listening (SL.4.1c)
Speaking and Listening (SL.4.1d)
Compass Component and Rating: Engaging students in learning (3c), *Effective Proficient*
Lesson Objective: Interpret information about immigration from a variety of multimedia sources.

Common Core State Standard(s)
Reading Standards for Informational Text (RI.4.6) Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **Reading Standards for Informational Text (RI.4.9)** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **Speaking and Listening (SL.4.1a)** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. **Speaking and Listening (SL.4.1c)** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. **Speaking and Listening (SL.4.1d)** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Compass Component 3c: Engaging Students in Learning (Rating: *Effective Proficient)*		
Indicators	**Evidence**	**Common Core Connection**
Lesson tasks have multiple correct responses or approaches and/or demand higher-order thinking.	• Students ask each other questions and explore different topics to determine how to complete the task while they analyze the variety of materials they are working with. In order to use the materials to complete the task, they must engage evaluation-level thinking in order to determine which material and method will best suit their needs.	Students meet the expectations of RI.4.9 as they utilize text, a poem, and personal accounts to draw conclusions regarding immigration.
Students have some choice in how they complete learning tasks.	• Students determine within their groups how they will complete the learning task. A student suggests to his group, *"How about we could contrast, um, some that are like the same exact thing and then we could do two and compare it to this poem. And we could mark which ones which by using Post-its…"* (3:20). Several of his peers then respond to build on his suggestion. This process increases student investment in the final product, as well as ownership over their own learning. They are facilitating and monitoring their own progress, thus becoming independent thinkers.	One group focuses on comparing and contrasting the different sources of information, which allows them to practice RI.4.6.
Materials and resources support the learning goals and require intellectual engagement, as appropriate.	• Students use various multimedia sources: text, pictures, and first-hand accounts, to support their engagement with the complex concept of immigration.	Students discuss key ideas and use evidence from the text to explain their ideas and understanding based on the discussion. For example, a student asks, *"Is there another place in the text that you think he is happy?"* (6:13) (SL.4.1a and SL.4.1d). Students ask and answer each other's questions to modify and complete the work, demonstrating an understanding of the ideas that are being expressed. (SL.4.1c and SL.4.1d)
Virtually all students are highly engaged in the lesson.	• The group activity allows students to be engaged by determining how to complete the work and discussing the information they gather from the texts.	
Students take initiative to modify a learning task to make it more meaningful or relevant to their needs. *(Highly Effective indicator)*	• Students in the last group choose how to write about their investigation, modifying it to enhance understanding of the texts under investigation.	

WHAT COULD THIS TEACHER DO TO IMPROVE?

What did the teacher do in this lesson?	*Highly Effective* Indicators	What could the teacher do to move to *Highly Effective*? (example actions)
The students work in groups, but the groups have no interaction with each other. This prevents students from reflecting on all of the sources provided and consolidating their understanding of immigration.	Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	At the end of the lesson, give students the opportunity to present what they discussed in the small groups to the whole class. Then allow students to reflect on the lesson individually by having them complete a written exit ticket. This will allow students to incorporate the work they completed in small groups, as well as what they learned from listening to the whole class into their personal reflection.