



# Immigration with Ozobot!

## ***Created by***

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## ***Topics***

Technology, Citizenship, History

## ***Ages***

2nd Grade

## ***Duration***

Two 45 minute blocks

Teacher: S. Goff  
 School: Devon Elementary  
 Subject: Social Studies— Grade: 2  
Large Group

Day/Date: April 2016  
 Time: Two 40 minute classes

## Immigration with Ozobot!

<b>*</b>	<p><b>Anticipatory Set</b></p> <p>Focuses on upcoming lesson,          Involves every learner,          Transfers knowledge (“F-I-T”),          Short (a minute or less)          Draws on prior class <u>or</u> background of          experiences  <u>NO</u> teaching occurs</p>	<ol style="list-style-type: none"> <li>1) I introduced Ozobot in a previous time block, so we review what he is/how he works.</li> <li>2) We talk about ways we can use Ozobot...in education and out in the world.</li> <li>3) Bringing the Ellis Island board into class garnered a lot of excitement.</li> <li>4) We point out things we recognize (Statue of Liberty, NYC skyline, ozobot lines).</li> <li>5) We talk about the purpose of QR codes.</li> </ol>
	<p><b>Materials</b></p>	<ol style="list-style-type: none"> <li>1) iPads (1 per groups of 2)</li> <li>2) Ellis Island board w/QR codes (see “How to assemble Ellis Island board”)</li> <li>3) Ellis Island webquest packet</li> <li>4) Ozobot</li> <li>5) QR code reader app (there are multiple free ones on the App Store)</li> </ol>
<b>*</b>	<p><b>Objective</b></p> <p>Objective is shared with students orally; can          also be written on board</p> <p>Is based on PA and/or national Standards</p> <p>Not only learning, but <u>behavior</u> is included so          that they know what behavior will be          demonstrated by the end of the lesson</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>6) Explain the process of immigration on Ellis Island.</li> <li>7) Understand the hardships immigrants faced during immigration process.</li> <li>8) Read and comprehend multiple paragraphs.</li> </ol> <p>Work with a partner in determining useful information within a webpage.</p>
	<p><b>Purpose</b></p> <p>Must be stated and/ or written clearly to          students</p>	<ol style="list-style-type: none"> <li>1) Appreciate the hardships of immigrants coming through Ellis Island</li> <li>2) Work through lesson/familiarize self with ipads &amp; technology.</li> <li>3) Work through activity with a partner.</li> </ol>

	Should address the question “Why are we learning this?”	Essential Skill: IR-7: Work, communicate and contribute effectively with others
	<b>Standards Addressed</b>	PA Standards CC.1.1.2.E Read with accuracy and fluency to support comprehension CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.  8.3.2.A Identify groups and organizations and their contributions to the United States.
	<b>Input/Modeling</b> Teacher input provided (variety of ways!) Visual demonstration Teacher models a thinking process	1) Since this is a multistep activity, I will explicitly explain the step by step process. 2) I will display the steps on the smartboard for students to check in case they forget. (I will repeatedly tell them that if they forget, to look at the smart board.)
*	<b>Active Participation</b> At least one of the following: <ul style="list-style-type: none"> <li>• Cooperative group work</li> <li>• Hands-on manipulatives used</li> <li>• Student writing</li> </ul>	1) Students will be broken up into small groups, the groups will sit together on the rug as we start the activity. Together students will come to the Ellis Island board to scan the QR code on their iPad using a qr reader app. Students will also be given the choice to scan the code on their packet if they would rather not wait to scan on the Ellis Island board. Each iPad has a number, so to cut down on clutter, I will call several numbers at a time to come up to the Ellis Island board to scan. ****make sure students know that they scan the correct code!!** 2) Once students have scanned the qr code, they go to a spot with their partner and read the information together. They will then answer the 3 questions in their packet based on the information. 3) When finished, students will come back to the rug and we will review our findings.

	<b>Check for Understanding</b> How do you know the children understand	1) Student participation in small group activity 2) I will walk around to each group to ask and answer questions during the activity. 3) Students will be asked questions when we are gathered back on the rug.

	what has been taught?	
	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Students do first few problems, then teacher reviews</li> <li>• Students work on first few in groups</li> </ul>	<ol style="list-style-type: none"> <li>1) Students worked together in small groups before coming back to rug. I will use the ‘think out loud’ model to demonstrate the thinking process I used when finding answers to the questions in the packet.</li> <li>2) We will work through each step of the immigration process together. Students will be reminded to review their answers if they finish early. I will make sure everyone is back on the rug before we start again. When everyone is finished, we will watch ozobot as he travels to the next step. Then, repeat the QR scanning process from above.</li> </ol>
	<p><b>Independent Practice – Demonstration of the Learning</b></p> <ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Homework</li> </ul>	<ol style="list-style-type: none"> <li>1) In small groups students will work on web quest packet.</li> <li>2) Their work will be shared, discussed, and collected during the next meeting</li> </ol>
	<p><b>Closure – where students reflect on and/or summarize the lesson</b></p> <p>Is connected to the objective: best if restate objective before giving closure.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Exit Slip (writing)</li> <li>• Students share with a neighbor</li> <li>• Teacher asks a question, then calls on one student (“garden variety”)</li> </ul> <p>A “Double-barrel” closure – students think, then share OR share, then write.</p>	<ol style="list-style-type: none"> <li>1) I will close with asking students if they enjoyed working with ozobot in learning about immigration.</li> <li>2) Revisit the question asked in anticipatory set of how we can use ozobot in education/real world.</li> </ol>



# Ozobot's Ellis Island Webquest



## 1<sup>st</sup> Stop: The Passage



After scanning the FIRST STEP'S QR code, read the information and answer the following questions.

1. Where did most immigrants entering the United States come from?
2. Why did immigrants come to the United States?
3. What is steerage?

## 2nd Stop: The Arrival



After scanning the SECOND STEP'S QR code, read the information and answer the following questions.

1. What was one of the first things passengers saw when they arrived in New York Harbor?
2. What year was the Statue of Liberty built?
3. How long would third-class passengers have to wait for a ferry boat to take them to Ellis Island?

## 5th Stop: The Registry Room



After scanning the THIRD STEP'S QR code, read the information and answer the following questions.

1. What was the Registry Room's nickname?
2. What was the noise like in the Registry Room?
3. What disease would doctors look for with a 'buttonhook' tool?

## 6th Stop: The Medical Exam



After scanning the FOURTH STEP'S QR code, read the information and answer the following questions.

1. What was the first test in the medical exam?
2. If someone was considered a risk, what would the examiner do?
3. How many people with diseases or disabilities were sent back to their country?

## 7th Stop: The Legal Inspection



After scanning the FIFTH STEP'S QR code, read the information and answer the following questions.

1. How many questions were asked of every immigrant?
2. If someone was considered a risk, what would the examiner do?
3. How many people with diseases or disabilities were sent back to their country?

## 10th Stop: The Kissing Post



After scanning the SIXTH STEP'S QR code, read the information and answer the following questions.

1. Why was this area known as the 'kissing post'?

# How to assemble the Ellis Island board



I used a tri fold foam board.

I then used a simple blueprint of the main immigration building (see below), drew it on the board. Went over it with a sharpie.

Drew the island parts/dock parts, went over them with sharpie.

I then drew the line Ozobot would follow.

I colored everything in with tempura paint.

One important note though...I left white space on each side of the line Ozobot was traveling on so I wouldn't confuse his path.

Lastly, cut out figures, boat and statue of liberty from the following pages and secure onto board.





















