



# The Birth of a Rocky Mountain City and Railroad: Georgetown and the Loop Railroad

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**Grade Level** 5  
**Duration** 1 class period

**ELL Adaptation by** Gale Olp Ekiss

SIOP Elements		
<b>Preparation</b> Adapting content Linking to background <b>Linking to past learning</b> <b>Strategies used</b>	<b>Scaffolding</b> <b>Modeling</b> Guided practice Independent practice <b>Comprehensible input</b>	<b>Grouping Option</b> Whole class Small groups <b>Partners</b> <b>Independent</b>
<b>Integrating Processes</b> Reading <b>Writing</b> <b>Speaking</b> Listening	<b>Application</b> <b>Hands on</b> <b>Meaningful</b> Linked to objectives <b>Promotes engagement</b>	<b>Assessment</b> <b>Individual</b> Group <b>Written</b> Oral

## Arizona English Language Proficiency Standards

### Stage III

#### Basic

#### Listening and Speaking

**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge. The student will demonstrate understanding of oral communications by:**

B-2: responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences.

B-3: using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.

#### Reading

#### Comprehending Text

**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:**

B-5: retelling a story or event with a beginning, middle and end.

#### Writing

**Standard 1: The student will express his or her thinking and ideas in a variety of writing genres. The student will express his or her thinking and ideas in a variety of writing genres, as demonstrated by:**

B-6: writing a variety of functional text that address audience, stated purpose and context:

- Letters

**Standard 4: The student will integrate elements of effective writing to develop engaging and focused text. The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:**

B-3: choosing ideas, words, details and structure that reflect audience and purpose (pragmatics)

## The Birth of a Rocky Mountain City and Railroad

with instructional support.

### Overview

This lesson demonstrates how and why a city evolves. It is the story of the historic city of Georgetown, located on the western slopes of the Rocky Mountains.

### Key Vocabulary

**miner** - person who works a mine in order to find valuable metals  
**boom** - town grows  
**bust** – town becomes smaller  
**wagon roads** – roads used by wagons  
**pass** – A way through the mountains where people and goods can go  
**loop** – railroad tracks that circle higher and higher through the mountains

### Additional Materials Needed for ELL

- Letter Assessment (for beginning ELL)
- Letter Writing Prompt (for Intermediate ELL)
- Storyboard and art supplies for beginning ELL
- Birth of a City and Railroad in the Rocky Mountains--Modified for ELL
- Pictures of the Rocky Mountains in multiple seasons
- Building of a Railroad PowerPoint
- United States map
- Star stickers
- Internet, projection device, and computer

### Procedures

1. Brainstorm reasons why towns/cities grew in the places that they did. (**Preparation: Linking to past learning**). Bisbee, Arizona is an excellent example of a town that was built because of rise and fall of the copper mining industry. Morenci and Jerome are other examples. Today's lesson looks at the rise and fall of Georgetown in the heart of the Rocky Mountains.

2. Discuss the physical features of the Rocky Mountains (**Preparation: Strategies used**) by showing students pictures of the Rocky Mountains from Google Images (Rocky Mountains) and having them point out the different physical features that they see.

3. Distribute a United States map and a star sticker to students and project the same map. (**Application: Hands-on**). Model for the students where to place the star to show the location of Georgetown and then draw in the Rocky Mountains.
4. Discuss the altitude and weather conditions including the short spring and summer seasons (**Scaffolding: Comprehensible input**) by showing pictures of the area using Google Images (Rocky Mountains Seasons).
5. Read the Story "Birth of a Rocky Mountain City and Railroad" (**Integrating Processes: Reading**). Every time the words "Rocky Mountains" are said, the students will point on their map where they are located.
6. In small groups, discuss what life must have been like for an early prospector, and list the events that took place in the development of the city and railroad (**Integrating Processes: Speaking**).
7. Discuss how man changed the natural environment of Colorado when building the railroad. Show the Building of a Railroad PowerPoint.

### Assessment

#### Geography, History and ELA

Beginning ELLs can story board events from the reading. Drawings should accurately portray the year specified. Mastery will be considered 75% or higher. (**Assessment: Individual**)

Intermediate ELLs can use the Letter Assessment (sentence frames) or the Letter Writing Prompt depending on the ability of the students. Assess letters for Ideas and Content using the 6 Traits Writing Rubric. Mastery will be considered 3 out of 6.

### Extensions

- Locate other mining towns in the Rockies and research one of them.
- Research an Arizona mining town and compare it to Georgetown.

### Sources

<http://www.georgetownlooprr.com>  
<http://www.historicgeorgetown.org>