



## ELL Adaptation For **What Are All the Lights? U.S. Population**

Students learn about population patterns by interpreting a map and writing about it.

<b>Author</b>	Sheila Nice
<b>Grade Level</b>	6 -8
<b>Duration</b>	2 class periods

<b>ELL Adaptation by</b>	Sheila Nice
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### SIOP Elements

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

#### TESOL Standard(s)

**ESL: English For Content**  
**Through The Use Of ESL Methodologies, The Student Will:**  
**EFC-A. Create, read and interpret visual information relating to science, social studies and math.**  
**A1.** Draw and label maps.  
**EFC-C. Compose in a variety of forms.**  
**C6.** Apply English grammar and mechanics to writing.

#### Arizona ELP Standards

**ELL Stage IV**  
**Basic**  
**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 by using a variety of writing genres, as demonstrated by:**  
 B-3: taking notes using a teacher selected and student created graphic organizer or cloze notes.  
 B-4: writing a paragraph based on research using topic sentences, main ideas, relevant facts, details, and concluding statements.

### Overview

Our country has an uneven population distribution. Using a nighttime map, students will examine where most of the people in the United States live based on the amount of lights visible at night around the country. They will recognize the geographic features that affect this settlement.

### Key Vocabulary

Desert – Large land that receives little rainfall

Ocean – great body of saltwater that covers 2/3 of the earth

River – A large body of fresh water that moves from higher to lower land

Mountain – Land that rises much higher than the land around it

Population – all the people in a country

### Additional Materials Needed for ELL

- Student vocabulary worksheet
- Student cause and effect worksheet

### Procedures

#### SESSION ONE

*Prerequisite knowledge: Level III intermediate students should know how to write an expository essay. Other students will use a cloze activity.*

1. Students will write the definition of their new vocabulary words and draw a picture of the words.
2. Distribute copies of the 2000 Population Distribution of the U.S. Map.
3. Have students describe the distribution of the U.S. population using the 2000 Population Distribution map. Conduct this as a class discussion to model for ELL students. **(Scaffolding: Modeling; Grouping: Whole class)**
4. Using a bright color marker or a transparency overlay, have students locate and label the largest

metropolitan areas. Model this with an overhead. Students can come up and circle the areas for the whole class. **(Preparation: Strategies used; Application: Promotes engagement)**

5. Have students circle the areas with the least density. (*deserts and mountains—hard to farm and hard to live there*) (*interior regions—far from cities and transportation hubs*) Assign your ELL students to work with another student for this activity. **(Grouping: Partners)**

6. Show students a physical map of the United States. Discuss and compare how the physical features correlate with areas of densely packed lights. (*rivers, lakes, and oceans—transportation networks and a source of water*) (*coastal areas—immigrant arrivals and shipping/trade*) (*plains—good farmland*) (*metropolitan areas—more jobs, cultural activities, transportation hubs*) Show the physical map on the overhead while discussing the above ideas. **(Integrating Processes: Listening)**

7. Have students fill out the Cause and Effect Worksheet. Remind students that every action, event or effect has a cause. Discuss possible causes for population settlement. They should also be able to show relationships with geographic features and population. (An example would be: Cause = Good flat farmland Effect = People settled there) See adapted ELL worksheet for this activity.

#### SESSION TWO

1. Review how to write an expository essay using the Expository Essay Instructions.
2. For your ELL 1 and beginning 3 students: Have students complete the cloze activity instead of number 3.
3. For you ELL 3 intermediate students: Have students write an essay discussing the reasons for low and high-density population. Have students include geographic features that might affect the distribution of people. **(Integrating Processes: Writing)**

### Assessment

For ELL students who complete the cloze activity grade as follows: Each word is worth 20 points. Total points equal 100. You can also grade the vocabulary sheets for completion.

## What Are All The Lights?

For ELL students who complete the essay: The essay should include a variety of cause and effect relationships showing they understand why people tend to settle in certain areas. Points can be assigned to students who are correctly using the writing process: prewriting, drafting, revising, editing, and publishing. Score essay with the Six-Trait Writing Rubric for Content/Ideas and Organization. Students should receive a 3 or higher.

## Sources

[www.census.gov](http://www.census.gov) - go to "For Teachers"

The Nighttime Population Map is found at: [www.census.gov/geo/www/mapGallery/2kpopden.html](http://www.census.gov/geo/www/mapGallery/2kpopden.html) where a high-resolution .pdf file can be downloaded.