



# ELL Adaptation For Get On the Track: Migration - An African-American Adventure During WW I

Students learn the reasons of the South to North migration of African-Americans during World War I.

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<b>Grade Level</b>	6-8
<b>Duration</b>	2-3 class periods

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

### TESOL Standard(s)

**ESL: English For Content**  
**Through The Use Of ESL Methodologies, The Student Will:**  
**EFC-C. Compose in a variety of forms.**  
 C3. Write descriptions using Math, Science, and Social studies target vocabulary.

### Arizona ELP Standards

**ELL Stage IV**  
**Basic**  
**Comprehension of Oral Communications**  
**Standard 2: The student will express orally his or her own thinking and ideas.**  
**The student will communicate orally by:**  
 B-3: expressing personal needs and emotions in complete sentences.  
**Reading**  
**Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas.**  
**The student will demonstrate knowledge of reading comprehension by:**  
 B-7: connecting information and events in text to life experiences and to related text and source (text-to-self, text-to-text).

## Get On The Track

B-14: drawing conclusions from information implied or inferred in a literary selection.

### 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-7: writing friendly letters, messages, invitations, and thank-you notes that address the audience, stated purpose and context, and addressing an envelope.

## Overview

Using literature, students will explore the push/pull factors that influenced the South to North migration of African-Americans during WWI.

## Key Vocabulary

Migration – movement from one place to another

Migrant – a person who moves from one place to another

Push factors – things that encourage people to leave their homes ex. no jobs, poor housing

Pull factors – things that encourage people to move to a new place ex. better housing, more jobs

Boll weevil – a beetle that causes damage to cotton crops

Civil rights – rights belonging to a person as part of the U.S.

## Additional Materials Needed for ELL

- Push – Pull T chart
- Vocabulary worksheet

## Procedures

*Prerequisite Writing Skill - Students should know how to write a friendly letter*

### SESSION ONE

1. As a class, discuss the student's own past experiences regarding moving from one place to another. Consider reasons for moving. Have a student write these on the overhead or blackboard. Have your beginning ELL students draw pictures to explain the words (**Preparation: Linking to Background**).

2. Using the T chart worksheet, have the students place the reasons for moving in the Push or the Pull columns. Once again, beginning ELL students can draw pictures by the words. This activity can be done individually or as a whole class discussion. Save information to compare to the Great Migration (**Preparation: Linking to background**).

3. Define and discuss the vocabulary terms on the Vocabulary Worksheet. Use the Vocabulary Worksheet to define and draw the words (**Preparation: Adapting Content**).

4. Read aloud *The Great Migration an American Story* – Paintings by Jacob Lawrence. Use this book as an introduction to the South to North migration of African Americans (**Grouping: Whole Class**).

5. Using *The Great Migration* in the NGS Reading Expeditions series, have students group for reading. Have the students read Chapter 2 "Opportunities in the North" and Chapter 3 "We are Leaving". They should refer to the vocabulary words during the reading of the book (**Grouping: Small Groups; Integrating Processes: Reading**).

6. Using a United States map, point out the areas discussed in the books. Using page 18 of *The Great Migration* in the NGS Reading Expeditions series, discuss the map and the graph (**Application: Meaningful**).

### SESSION TWO

1. Have students answer the comprehension questions. This can be done as an individual, pair or group discussion depending on the level of your ELL students (**Grouping Option: Small Group or Individual; Scaffolding: Comprehensible Input**).

2. Distribute the push/pull factors of migration worksheet. Discuss the factors. Ask which factors apply to the book's situation. Compare these factors to the T chart students created in Session One (**Application: Meaningful**).

## Get On The Track

3. Assign Letter Writing Assignment worksheet. This is a guideline to use with writing a letter to a friend. Have students work in pairs and use their Push/Pull Factor worksheet (**Grouping: Small Groups; Integrating Processes: Writing; Scaffolding: Modeling**).

4. Have student create a letter using the Letter Writing Assignment. Beginning ELL students may draw the Push/Pull factors instead of writing the letter (**Integrating Processes: Writing; Assessment: Individual**).

## Assessment

### Friendly Letter:

For intermediate ELL students, grade the friendly letter using the 6-Trait Writing Rubric. Grade the body for ideas/content, and organization. Letters need to include the following:

- \_\_\_ Heading
- \_\_\_ Salutation
- \_\_\_ Body (must include 3 push and 3 pull factors)
- \_\_\_ Closing
- \_\_\_ Signature

A score of 4 or higher will be considered mastery.

For beginning ELL students grade the friendly letter using the 6-Trait Writing Rubric. Grade on ideas and content only.

A score of 3 or higher will be considered mastery. Beginning ELL students may draw the Push/Pull factors instead of writing a letter.

### Reading Comprehension Questions:

For intermediate ELL students, grade answers on the book discussion worksheet. Mastery will be considered a score of 80% or higher.

For beginning ELL students, use paired work or have someone record their answers. Mastery will be considered a score of 75% or higher.

## Sources

*The Great Migration - An American Story - Paintings by Jacob Lawrence with a Poem* by Walter Dean Myers. New York Museum of Modern Art, Phillips Collection - New York. Harper Collins, C 1993. ISBN 0064434281. This book is available at the Phoenix Public Library and at Amazon.com

National Geographic Reading Expeditions – *Seeds of Change: The Great Migration* – order # JK41208