



ELL Adaptation For **A Glimpse of Growth: Stories of Phoenix**

Through oral histories, students learn about the phenomenal growth of Phoenix in the 20th Century.

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| Author | Patty Sepp |
| Grade Level | 6-8 |
| Duration | 2-3 class periods |

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| ELL Adaptation by | Patty Sepp |
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| SLOP Elements | | |
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| Preparation Adapting content Linking to background Linking to past learning Strategies used | Scaffolding Modeling Guided practice Independent practice Comprehensible input | Grouping Option Whole class Small groups Partners Independent |
| Integrating Processes Reading Writing Speaking Listening | Application Hands on Meaningful Linked to objectives Promotes engagement | Assessment Individual Group Written Oral |

TESOL Standards

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.
 A4. Create charts to organize information.
EFC-C. Compose in a variety of forms.
 C1. Use Math, Social Studies, and Science target vocabulary.
EFC-E. Comprehend reading materials.
 E1. Read a variety of Math, Science, and Social Studies materials.

Arizona ELP Standards

Stage IV
Basic
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-28: interpreting information in functional documents (e.g., maps, schedules, letters, graphic organizers)
Stage IV

A Glimpse of Growth

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-9: writing a summary that identifies the main idea, characters, and setting of varied texts.

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: writing a paragraph using selected words that convey intended meaning.

Overview

Phoenix, Arizona, is the 6th largest city in the United States today. Phoenix has grown from a small, rural agricultural community to a huge metropolitan area of over 1.3 million people in less than 100 years.

This phenomenon of rural to urban migration and resulting settlement expansion, known as urbanization, is an increasing global trend.

This lesson gives students an understanding of how different social, cultural, technological, and economic factors have changed over the years and contributed to the urbanization of metropolitan Phoenix. After categorizing the oral histories of long-time Phoenix residents, students will complete a response board that defines factors of change for different years.

Note: These oral histories were told to the author and written down by her in 2002. Please stress that these are **primary sources** in the form of an oral history or spoken history.

Key Vocabulary

Rural - Pertaining to the countryside or agricultural areas (population less than 2,000)

Urban - Pertaining to a city or town that has a population of 2,000 or more

Metropolitan - A large, sprawling population area of 100,000 or more inhabitants which includes an important city of at least 50,000 people

City - A densely populated urban settlement, larger than a town

Migration – Movement of people to find a new place to live.

For Teacher Information:

Urbanization – The movement of people to an urban area

Street car line - Mode of public transportation prior to the city bus where the cars moved on the main streets using electric connectors and wheel rails. Before this technology, the street cars were pulled by horses. (Also called trolleys)

Additional Materials Needed for ELL

- “Vocabulary – At A Glance”
- Phoenix Population Summary 1900-1990 Census Chart
- Response Board- Phoenix (Copy on card stock paper if possible)
- Response Board – ANSWER KEY
- Factors of Change Answer Key
- Factors of Change Sentence Sheets—cut in half
 - Sentences – Today
 - Sentences – Cliff’s Story 1910
 - Sentences – Martha’s Story 1930
 - Sentences – Viola’s Story 1930
 - Sentences – Floyds’ Story 1960
- Paper clips (about 12 per student)
- Highlighter Pen for student
- ELL Assessment Page

Procedures

SESSION ONE

1. Write the following information on the board.

Phoenix –

1885 Population - less than 2,000 RURAL

1910 Population - over 2,000 URBAN

2006 Population – over 1,300,000 METROPOLITAN

Explain that **rural** is less than 2,000 people which was what Phoenix was in late 1800s. With population

A Glimpse of Growth

growth, we became an **urban** area. Now it is **metropolitan** which is over 1 million people.

The population growth in Phoenix has changed us from a small rural area to an urban area and now a metropolitan area in about 100 years. Phoenix is one of the urban settlements called a **city**.

(Preparation: Linking to Background; Grouping Option: Whole Class)

2. Distribute handout “Vocabulary – At A Glance” to review or teach vocabulary words. Discuss and define the geography vocabulary used: rural, urban, metropolitan, city, and migration. (Vocabulary meanings under Key Vocabulary/Phrases section) This will give the teacher an idea of past knowledge.

(Preparation: Linking to past learning; Grouping Option: Whole Class)

3. Show the “Phoenix Population Summary 1900-1999 Census Chart” as an overhead or handout. This shows the population growth of Phoenix. (Included is a photo of Phoenix in early 1970s.)

(Note: The original lesson has a chart “Metropolitan Phoenix Area – Population 1900-1999 Census Chart” that also shows the surrounding cities that are part of Maricopa County and their tremendous growth patterns that parallel Phoenix.)

(Grouping Option: Whole Class; Preparation: Linking to Background)

4. As Phoenix has grown there have been many **factors of change**. Hand out “Response Board-Phoenix”. Explain the following:

In each corner there is a year:
1910 top left
1930 top right
1960 bottom right

2000 bottom left

There are 6 factors of change (starting at the top and going clock-wise):

Transportation (How do we move around?)

Economics (Farming, Businesses)

Land Use (Farms, Homes, parks, etc.)

Social Activities (Games, Sports, Recreation)

Landmarks (Buildings, Physical Features-rivers, mountains, etc.)

Human Adaptation (How we adapt to desert environment, etc.)

Migration: A few of the oral histories share why they ended up moving to Phoenix. Discuss that people move due to jobs, health, family, military, etc. Migration is indicated in each year in the corners. It affects the above factors.

(Grouping Option: Whole Class; Preparation: Adapting Content)

5. These oral histories have been summarized into sentences. Distribute “Sentences - Today”. There are 7 sentences. Distribute 12 paper clips to each student. (These will be clipped onto the side of the paper.)

Have students place a paper clip next to the year 2000 (bottom left) of their Response Board. These sentences will represent Factors of Change in 2000. Leave the paper clip next to 2000 as you continue.

Read sentence 1. “Today we use the interstate highway to drive from one place to another.”

Have the student look at all the factors of change on their Response Board and place the paper clip next to the correct factor of change.

(Answer: Transportation). Continue Sentences #2 - #7. **(Scaffolding: Guided Practice; Application: Hands-on, Promotes engagement; Grouping: Whole Group)**

This gives the student practice reading each sentence and chooses the factor of change. Put a paper clip next to the correct square.

Note: If the sentence is about migration (for example, #7), have the student place an extra paper clip on the year in the corner. This helps emphasize why people migrated to Phoenix during that time period.

Emphasize that Factors of Change may overlap and fit into more than one category. For example, #5 The park has a tennis court and a baseball diamond. This sentence could be **Land Use**. It could also be **Social Activities**. Both are correct responses. They could place a paper clip in both squares.

(Grouping: Whole Class; Scaffolding: Guided Practice; Application: Hands-on, Linked to Objectives, Promotes Engagement)

SESSION TWO

1. Review the “Response Board – Phoenix” Handout. **(Preparation: Link to Past Learning; Grouping Option: Whole Class)**

2. Remove any paper clips from the Response Board.

A Glimpse of Growth

3. Continue Sentences Handouts for other oral stories from 1910, 1930, and 1960. Remember to remove all paper clips before you begin the next year. This can be done in small groups or individually.

Cliff 1910 - 11 sentences

Viola 1930 - 8 sentences

Martha 1930 - 10 sentences

Floyd 1960 - 11 sentences

(Scaffolding: Guided Practice)

4. Students will place a paper clip next to the year (and leave it there) on their Response Board Handout. Read each sentence from that particular year and have students place a paper clip next to the factor of change. Teacher will reinforce the correct answer(s) for each sentence after the paper clip is placed on the Response Board. Remove the paper clips and begin the next year. **(Application: Hands-on, Linked to Objectives, Promotes Engagement, Comprehensible Input)**

Note: If done in small groups/individual, the students will need a Teacher Answer Key to self-check their answers after completing each sentence.

(Grouping Option: Small Groups, Individual)

SESSION THREE

1. Using the Response Board, students will choose **ONE** historical factor of change.

2. Hand out the Answer Key to the Response Board.

3. With a highlight marker, students go to their Sentence Sheets and highlight that factor of change on their sentences.

For example, student chooses "Transportation."

Go to the Transportation square on the Answer Key Response Board. You will see C1, C3, and C9 for Cliff's sentences.

Go to Cliff's sentences and highlight: Cliff – Sentences C1, C3, C9 (or sentences 1, 3, 9)

Continue and highlight these other sentences:

Viola – Sentence V1 (sentence 1)

Martha – Sentence M7 (sentence 7)

Floyd – Sentence F1, F10 (sentence 1 and 10)

Today – Sentence T1 (sentence 1)

Read those highlighted sentences from 1910-today.

This explains how the

"Transportation" factor of change went from covered wagons to our interstate highways.

4. Students will orally share how the factor they chose reflected the change over the years in Phoenix.

Assessment

Using the Assessment Sheet, list ONE factor of change. Refer to the sentences that are highlighted. Draw pictures or write words that describe this factor of change over the years of Phoenix's growth.

or

Write a short paragraph describing the changes over the years. Include at least 2 of the vocabulary words (rural, urban, metropolitan, city, migration) in the paragraph. **(Assessment: Individual; Integrating Processes: Reading, Writing, Listening).**