



ELL Adaptation For Three Gorges Dam

Author	Kathy Tyler Stelten
Grade Level	Gr. 6-8
Duration	2-3 class periods

ELL Adaptation by	Bill Koepke
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SIOP Elements		
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 Standard(s)
ESL: English For Content Through The Use Of ESL Methodologies, The Student Will: EFC-E. Comprehend reading materials. E4. Distinguish between fact and opinion.

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-30: identifying fact and opinion in persuasive text.
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-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.

Overview

There is a delicate balance between humans and the natural systems in which they interact. Humans often change their natural environment in an attempt to "improve" it. Sometimes it does increase the environment's ability to support the humans. However, sometimes it decreases the environment's ability to do so.

Key Vocabulary

Gorge - A deep crevice cause by water erosion

Dam – A waterway barrier to control the flow or raise the water level

Fact - A fact is a statement that can be proven. It can be checked to see if it is true or false

Opinion - is a statement that cannot be checked. "It is a belief, judgment, or feeling

Proponent- person who supports building the Three Gorges Dam

Opponent - person who is against the building of the Three Gorges Dam

Perspective – one's point of view based on her/his understanding of the facts and opinions

Additional Materials Needed for ELL

Fact Sheet for ELLs (24 statements)

Procedures

SESSION ONE:

During the 1950's the U.S. Bureau of Land Management proposed building dams in the Grand Canyon. Environmentalists opposed and eventually defeated the proposals. How would the Grand Canyon be today with a dam in it
(Scaffolding: Comprehensible input)

Show students a map of China. Point out the Yangtze River and the placement of the Three Gorges Dam, as well as the location of the reservoir **(Application: Meaningful and Promotes Engagement).**

View the video "Three Gorges: "The Biggest Dam in the World." The video is 50 minutes in length and can be ordered through The Discovery Channel. This is an excellent video and assists students in picturing the size and impact of the project or use video clips.

1. Distribute two large pieces of construction paper or butcher paper per student or small group.

2. Discuss the fact and opinion statements. Have students label one large piece of paper "FACT." Also have them write a description or definition of a fact statement **(Integrating Processes: Writing)**. "A fact is a statement that can be proven. It can be checked to see if it is true or false." Note that a fact statement does not need to be true to be a fact. It can be a false fact.

3. Have students label the other paper "OPINION." Students should write a brief definition or description on their large paper. An opinion is a statement that cannot be checked. "It is a belief, judgment, or feeling" **(Integrating Processes: Writing)**

4. Distribute student Fact Sheet 1 to each small group **(Grouping: Small group)**. Students should cut apart the fact sheet on the lines to separate each fact. **(Application: promotes engagement)** (To save time, cut the sheets apart before the lesson begins.)

5. Instruct students to read through each statement and determine if it is a fact or opinion statement **(Integrated Processes: Reading)**.

6. Students should then adhere the statement to the appropriate piece of construction or butcher paper. **(Application: Hands on)**

SESSION TWO

7. When all or most students/groups have completed this, discuss each statement with them. Discuss whether it is a fact or opinion and why. Also, discuss the content of the statement **(Integrating Processes: Speaking and Listening)**. There are many vocabulary words that will need to be defined. (ELL students should utilize the Vocabulary Cards.

8. When all of these statements have been discussed, discuss the facts on Student Fact Sheet 2 (Use Factsheet for ELLs). Be on the look out for opinion statements!

SESSION THREE (or homework)

9. When discussions have been exhausted, **(Application: promotes engagement)**, give

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students the Public Service Announcement assignment.

10. Work with students as they work through the writing process. To save time, give students the P.S.A. assignment as homework.

Assessment

The beginning ELL will orally paraphrase for their teacher the meaning of 'fact' and 'opinion' and give examples of each.

The beginning ELL will participate in groups to classify the statements into fact and opinion and will successfully identify fact and opinion from the modified fact sheet with 70% accuracy.

The beginning ELL will complete the PSA pre-writing worksheet

The intermediate ELL will be assessed according to the accuracy of the Fact/Opinion activity with

75% considered mastery and participation in class discussions.

The beginning ELL will also be assessed on their understanding of the project and its effects on the land and people based on the Public Service Announcements they write. The Public Service Announcements will be assessed on Voice, Organization, and Ideas using the simplified 6-trait rubric. Mastery will be considered a 4 or higher.

Sources

>www.asset.asu.edu<

United streaming offers two film clips from the on-line documentary, "Science Investigation Earth Science: Investigating Earth's Water"

Hydropower: Building a Hydroelectric Dam in China (2:40) film segment # 23

Hydropower: Hydroelectric Power and the Three Gorges Dam (2:50) film segment #24