



ELL Adaptation For Great Rivers of Great Civilizations

Students write about four rivers systems and their great civilizations.

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Grade Level	6-8
Duration	2 class periods

ELL Adaptation by Diana Lee

SIOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensive 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)

EFC-D. Communicate clearly using math, science, and social studies target vocabulary.
 D1. Prepare and present oral reports.
 D2. Participate in small and large groups.
EFC-E. Comprehend reading materials.
 E6. Scan material for relevant information.

Arizona ELP Standards

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-10: preparing and presenting a report using functional text using complete sentences.

Stage IV
Basic
Reading

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

B-21: applying understanding of content area vocabulary within math, science and social studies texts.

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.

Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:

B-5: producing group reports including understanding the purpose of the project, and assigning research tasks.

Overview

River systems had a great impact on early civilizations. The Ancient Egyptians were able to predict the annual flooding of the Nile River, and they developed a farming economy based on it to become one of the world's first nations. The Fertile Crescent contained the Tigris and Euphrates Rivers. The inhabitants of India and China withstood the unpredictable flooding of the Indus River and the Huang He River, and their cultures have remained to this day.

Key Vocabulary

Minerals - Not living matter that happens naturally on earth

Canal - Man-made waterway

Tributaries – Water that flows into a larger body of water

Famine - Little or no food

Silt - Rich dirt

Fertile - Describes good dirt

Irrigation - System to bring water to plants

Surplus - More than you need

Herd - Move animals to find food

Flood - Covering land with water

Clues - Information that leads you to discovery

Additional Materials Needed for ELL

- Vocabulary cards
- ELL Adaptation Information Sheet

Additional Details on ELL Strategies

Talk to the students about their content and language objectives before you begin and again as a part of the closure.

For beginning ELLs model for them how to use the vocabulary cards to identify and highlight key words in the four paragraphs. The vocabulary cards may also be used as needed for the intermediate ELL.

Procedures

Prerequisite Knowledge: Students should have background knowledge on the following four major river systems and the ancient civilizations that developed: Nile, Tigris and Euphrates, Indus and Huang He. This is a culminating activity. (Preparation: Links to past learning)

1. Distribute the Cradle of Civilization Information Sheet and the Cradle of Civilization Map Key.

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2. Read the first paragraph on the information sheet with the class and guide students in highlighting clues that indicate the location of the river system. Refer to the map key using the clues model filling in the blank with the right river system. **(Scaffolding: Guided practice)**

3. Divide class into small groups and have them share reading the next paragraph, highlighting clues and filling in the blank with the name of that river system. **(Grouping options: Small groups)**

4. Now divide groups into partners and have them share reading the final two paragraphs, highlighting the clues and filling in the blank with the right river system. **(Integration of Processes: Reading, writing, speaking and listening)**

5. Check students work and give necessary feedback.

6. Have each student copy on their own paper as you draw four, (one forked) river illustrations on the board with their correct names and lead class in labeling the clues for each river. **(Application: Promotes engagement)**

7. Have partners use this information to choose which river system they would like to live in and together draft reasons why. Next, have partners discuss with each other why early civilizations might have thrived there and draft their reasons why. **(Application: Meaningful)**

8. Allow time for each partnership to report to the class on their river system, using their Information Worksheet and persuade the class why they think their river system was best suited for early civilizations. **(Application: Linked to objectives)**

Assessment

Writing and Geography: The writing assignment can be scored for Ideas/Content on the Simplified 6-traits rubric with a 3 or higher being considered mastery

Geography: The blank map can be used to quiz students on the location of the four major river systems

Reading: The vocabulary cards can be used to test new social studies vocabulary.

Extensions

The blank map can also be used to identify other geographical features surrounding the four major river systems

Students can create more vocabulary cards for words they choose

Sources

www.nationalgeographic.com

<http://alliance.la.asu.edu/azga>