



So That the Desert Can Blossom Like a Rose: Agriculture in the Desert

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Grade Level 3
Duration 3 class periods

ELL Adaptation by Wayne Gorry

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

Arizona English Language Proficiency Standards

Stage III

Basic

Reading

Comprehending Text

Standard 4: The student will analyze text for expression, enjoyment, and response to other related content areas. The student will demonstrate reading comprehension by:

B-6: making connections to text (i.e., text-to-self).

B-14: identifying characters and their traits within a fictional text.

B-18: comparing and contrasting two characters within a fictional text.

Writing

Writing Applications

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 in a variety of writing genres, as demonstrated by:

B-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support.

Overview

By reading the story, *The Year of the Ranch*, students will understand that some families moved

to the desert around Yuma, Arizona to farm the land. They will learn that these farmers modified their environment by using the waters of the Colorado and Gila Rivers to irrigate their crops.

Key Vocabulary

migrate - to move from one country or place to another

homestead - a tract of land acquired from U.S. government

irrigation - to supply with water by artificial means

patchwork - something made up of various parts

Gila River – a river that flows across Arizona

Colorado River- is 1450 miles long, flowing from northern Colorado to the Gulf of California

shack - a small, crudely built house

kerosene lantern – a lamp that uses a wick and kerosene like a candle

Additional Materials Needed for ELLs

- Video file of migrating Canadian Geese.
http://www.coloradomagazineonline.com/Nature/Canadian_Geese/Canadian_Geese.htm
- Migration Paragraph Frame
- Migrant Farm Workers Photos
<http://www.historyplace.com/unitedstates/lange/index.html>
- Character Traits Recording Sheet
- The Colorado and Gila Rivers in the Southwestern U.S Map.
- Arizona Topography Map
- Colored pencils
- United States Map or atlas

Procedures

SESSION ONE

Prior to this session, the teacher should complete the Migration Paragraph Frame about a time when he/she moved/migrated.

1) Introduce the term migrate to the students. The simple definition: *to move from one country, place or locality to another*, can be the basis for a discussion of several examples of migration. Begin with an illustration or the video of migrating geese.

(Scaffolding: Comprehensible Input) Ask why geese migrate. (Reasons include access to more food, having water that is not frozen as it is in places they migrate from, to be more comfortable.) Another example is Migrant Farm Workers. Show a photo. Ask why farm workers migrate from place to place. (Harvest time requires additional workers, so farm workers go from farm to farm at various harvest times to gain employment. This type of worker makes up a significant part of the farm labor market

in the southwest.) **(Preparation: Linking to Past Learning)**

2) Ask students to share their experiences with migrating (or moving). How did they feel about moving? Why did they move? Are they happy they moved or do they wish they had not moved?

(Integrating Processes: Speaking and Listening)

3) Provide students with the Migration Paragraph Frame. Project the paragraph frame with your story of personal migration to provide students with a model and motivate them to share their own.

(Scaffolding: Modeling) Ask students to tell their story of moving (migrating) by filling in the blanks with the appropriate feeling words or reasons.

(Preparation: Linking to Background, Scaffolding: Independent Practice, Grouping Option: Independent)

SESSION TWO

1) Review the meaning of the word--migrate.

(Preparation: Linking to past learning) Introduce the remaining vocabulary. Write each word on the board and tell the students the definition. Some excellent background information about the Homestead Act can be found at the site listed in Sources. **(Preparation: Linking to background)**

2) Provide a copy of The Colorado and Gila Rivers in the Southwestern U.S. Map to each student. Have them trace over each of the rivers on the map with blue colored pencil and write its name. Also have the students refer to a classroom map or atlas to identify and write the names of each of the states pictured on the map. **(Scaffolding: Guided Practice & Comprehensible Input, Application: Promotes Engagement)**

Promotes Engagement)

3) Before reading the book, ask the students to listen for the reason or reasons the family in the book was migrating. **(Integrating Processes: Listening, Application: Promotes Engagement)**

4) Read *The Year of the Ranch* aloud to the students.

5) Use the Teacher Guided Questions from the original lesson to guide a discussion of the book. Focus on the reasons for migration.

6) Have the students find the place where the Gila River joins the Colorado River. Identify this location for the students as Yuma, Arizona. Have the students place this city on their map and label it with the name, Yuma. **(Preparation: Links to past learning, Scaffolding: Guided Practice)**

7) Assign partners to work together on the assessment of this portion of the lesson. **(Grouping Option: Partners)** Provide each team a copy of the Migration Paragraph Frame. Have the partners choose a character from the book and write the paragraph from the perspective of that character. What they write in their paragraph should agree with

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the actions and feelings of the character in the story.
(Integrating Processes: Listening & Writing, Application: Linked to Objectives, Assessment: Group/Written)

SESSION THREE

1) Point out to the students that the different characters in the book have different feelings about the move they are making. Based on the first reading of the book ask the students to share how they think each of the characters in the book feel about moving to the ranch. On the board or a large sheet of chart paper record the names of each family member (Papa, Mama, Emily, Jane, Carol and Helen) and the student ideas about how they feel about moving. **(Scaffolding: Guided Practice, Application: Linked to objectives)**

2) Tell the students that today they are going to focus on how one character feels about migrating. That character is Mama. Provide each student with a copy of the Character Traits Recording Sheet. As the story is reread, the students should be looking for each portion of the story that is written on the recording sheet. Have students raise their hand when they hear each passage on the sheet.
(Integrating Processes: Reading & Listening, Application: Promotes Engagement, Grouping Option: Whole Group)

3) After each passage is read have students identify the Mama's feeling with a simple drawing (ELL 1) or identify a character trait by writing a sentence about how Mama feels and why (ELL 3) in the box to the right of the passage. **(Scaffolding: Independent Practice, Integrating Processes: Writing, Application: Linked to objectives, Grouping Option: Independent)** Collect these papers to use in evaluating student understanding of Mama's character traits.

4) After reading the story and identifying Mama's traits discuss how the author effectively showed us,

the readers, the many different feelings and traits that Mama has as a character in the story.

5) For the assessment of this portion of the lesson provide each student with a blank sheet of paper. Have the students fold the paper into three panels (like a letter). Have the students place the paper in front of them with a landscape orientation and label the three columns: Beginning, Middle, End. In each section have them draw a cartoon or picture of how Mama felt in that part of the story (ELL 1). More advanced students can write a caption sentence or two at the bottom of each drawing describing how Mama is feeling or what character trait she is displaying in that part of the story. **(Integrating Processes: Reading, Listening & Writing, Application: Linked to Objectives, Assessment: Individual/Written)**

Assessment

In the assessment of the **geography** portion students work with partners and a paragraph frame to demonstrate that they understand the concept of migration and the feelings that go along with it. Other than the name in the first sentence, the students must fill in ten blanks. Assigning one point per blank, mastery would be 7/10.

The **reading** assessment is a three-panel cartoon. If the student correctly completes two of the three panels with accurate feelings or traits, they have mastered this section.

Sources

Homestead Act information:

https://www.nps.gov/home/learn/historyculture/about_homesteadactlaw.htm