



ELL Adaptation For Maize to Maquiladoras: Movement from Mexico to Arizona

Author	Carol Warren
Grade Level	4
Duration	2 class periods

ELL Adaptation by	Carol Warren
--------------------------	--------------

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

TESOL Standard(s)

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-D. Communicate clearly using math, science, and social studies target vocabulary.
 D2. Participate in small and large groups.

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-7: identifying the main idea and two-to-three details from text.
 B-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.)

Maize to Maquiladoras: Movement from Mexico to Arizona

Writing

Writing Process

Standard 3: Students use the steps of the writing process as a writing piece moves toward completion. Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:

B-1: independently listing and webbing ideas to create a prewriting plan.

B-3: using a prewriting plan with instructional support to draft a paragraph with an introduction, body and conclusion.

Overview

The lesson will show how Arizona is and has been historically connected to Mexico through the movement of people, goods, and ideas.

Key Vocabulary

Spanish - Things that relate to Spain and its culture

Border - An imaginary line that separates two countries

International - Having to do with more than two countries or crossing past a national boundary

Prehistoric - Time before history was written

Boundary - A line that separates one area of land from another

Architecture - The design and construction of a building

Religion - a person's beliefs that have to do with faith

Maize - a yellow corn called Indian corn

Additional Materials Needed for ELLs

- Transparency of Historical Summaries
- Student worksheet 1 – Graphic organizer showing Arizona and Mexico
- Student worksheet 2 – Time eras template
- Highlighters
- Drawing paper
- Wall map or transparency of North America

Procedures

Session One

1. Show students a map of North America pointing out the location of the United States and Mexico. Trace the boundary between the two countries.

2. Point out the location of Arizona in the United States and how it shares a border with Mexico. Locate the students' hometown on the map and point out its distance and proximity to the Mexican border. **(Preparation: Linking to background)**

3. Explain that throughout history people, goods, and ideas have moved across this modern-day boundary. Have students brainstorm any items they think may have come from Mexico. **(Preparation: Linking to background)** Share with students that in this lesson, they will learn about the many things that have moved from Mexico to Arizona.

4. Using the transparency of the Historical Summaries, read aloud the summaries discussing the movement of people, goods, and ideas for each historical period in Arizona history. Have the students identify and highlight items that moved on their copy of the summary as each one is read. **(Integrating Processes: Reading; Application: Hands on)** Show the class the map that corresponds with each time period.

5. Repeat this procedure for each historical era, explaining any vocabulary as needed. **(Scaffolding: Guided practice)**

6. Hand out the student worksheet/graphic organizer. Using their highlighted summaries, have students either draw pictures or write facts about movement between Mexico and Arizona during each historical era on their graphic organizer. They must have 4 different facts for each era and use a different sheet for each historical era. This can be done in partners or small groups. **(Grouping: Partners, small groups)** ELL 1 Beginners could use the Time Era Worksheet template for their 4 facts. **(Scaffolding: Guided practice)**

Session Two

7. Have the class review the previous day's lesson by showing the map transparencies for each

Maize to Maquiladoras: Movement from Mexico to Arizona

historical era and discussing movement during that period. **(Grouping: Whole group)** Students may use their graphic organizers and highlighted historical summaries for the discussion.

(Scaffolding: Guided practice)

8. Using their graphic organizers and information from the class review, have students draw pictures and dictate/write statements showing at least four of the important ideas or goods that moved from Mexico into Arizona. **(Integrating Processes:**

Writing) The items should come from at least three different historical eras.

Assessment

Mastery will be considered accurate drawings that show at least four items that moved from Mexico into Arizona during three different historical eras. There should be words or a simple sentence in English that describe each drawing.