



ELL Adaptation For **A River Through Time**

The lifestyle of the Pima Indians was forever changed as a result of dam construction on the Gila River, as this lesson demonstrates.

Author	Carol Warren
Grade Level	4-5
Duration	2 class periods

ELL Adaptation by	Carol Warren
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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-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.

C2. Paraphrase written information.

EFC-E. Comprehend reading materials.

E3. Use new English vocabulary.

Arizona English Language Proficiency Standard

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-20: identifying content vocabulary within math, science, and social studies texts.

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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-3: taking notes using a teacher selected and student created graphic organizer or cloze notes with instructional support (e.g., *teacher modeling, visuals, word banks, etc.*).

B-5: writing a summary statement containing only relevant key ideas summarizing a variety of familiar text with instructional support.

Overview

This activity will show how the Akimel O'odham have depended on the physical environment and the Gila River for their existence. It will also show that technological modifications in one place can lead to changes in other locations by examining the damming of the Gila River and its effect upon the lifestyle of the Akimel O'odham (Pima Indians).

Key Vocabulary

Pima Indians - A tribe of American Indians that live in Arizona

Gila River - A river that flows across Arizona

primary source - A photo, artifact, or document created at the time an event happened

dam - A structure built to hold back the water in a river

Additional Materials Needed for ELLs

- Student Summary Worksheet (1 per student) and Answer Key
- Timeline (1 per student) and Answer Key
- Highlighters for students
- Blue, brown, and red crayons/colored pencils
- Vocabulary cards – as needed
- Drawing paper

Procedures

Session One

1. Show students the Gila River on a map of Arizona or the Southwest. Point out the relative location of the river to where the students live.

(Preparation: Linking to background)

2. Introduce the vocabulary words, using picture cards if needed. **(Scaffolding: Modeling)**

3. Explain or show with the picture cards that the Pima Indians lived in this area both long ago and today. They were farmers who raised crops such as corn, wheat, and beans with water from the river.

4. Explain that they will be reading some descriptions of the Pimas from people who visited them or lived with them. These descriptions are called primary sources. As a group, have students read the historical descriptions of the lifestyle of the Pimas and the Gila River environment in the primary source material. The teacher may want to read the primary source material to the students.

(Scaffolding: Guided practice) The ELL student will highlight the vocabulary words as they appear in the primary source material. **(Application: Hands on)**

5. After each time period, have the class discuss what they learned about the Pimas and the Gila River from the primary sources read. Based on the vocabulary words highlighted and class discussion, have students mark the correct answer (yes or no) on the Student Summary worksheet for that time period. This can be done in partners or as a group. **(Grouping: Partners, small groups)** Non-ELL students can record their summary on the Student Outline worksheet, if teacher wishes. **(Preparation: Strategies used)**

6. Using their highlighted paper and their **yes** or **no** summaries, students will record their information on a timeline using three colors for a key. Blue will be drawn from letter to letter to show the river had water and the Pima Indians grew corn, wheat, and beans (**yes to yes**). Brown will be used to show the river had no water and the Indians could not grow corn,

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wheat, and beans (**no to no**). (**Application: Hands on**) Teacher can model with the first section of the timeline (A to B). (**Scaffolding: Modeling**)

7. The third color will be used to mark the vertical line on the timeline, the building of the dam that stopped the water. The words “dam built” is written below the vertical line. (**Preparation: Adapting content**)

Session Two

8. Review with students what they learned about the Pima Indians and the Gila River when they read the primary sources.

9. Using their timeline and information from the class review discussion, have students draw pictures and dictate/write statements summarizing what they learned about the effects of the damming of the Gila River on the lifestyle of the Pima Indians. The

drawing should include three parts with phrases/sentences: the first showing that the Pimas grew crops by the river; the second showing or a dam was built on the river; and the last showing no water in the river and the Pimas without crops growing. (Preparation: Adapting content)

10. Have students write or dictate sentences stating what is in each picture.

Assessment

Mastery will be considered accurate drawings that show the sequence of events on the Gila River – the effects of damming the river on the lives of the Pimas. There should be words or a simple sentence in English that describe each drawing.