



Name That Place: Cultural Places Names in the United States

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Grade Level 5
Duration 2 class periods

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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>

Arizona ELP Standards
<p>ELL Stage III 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-22: locating information for a specific purpose. (e.g., atlas, glossary, textbook, indexes, table of contents, etc.) 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-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.).</p>

Overview

Place names can lead to an understanding about the people who settled in different areas of the United States. This lesson will help students understand word origin and place names in the

United States, thus gaining an understanding of the people who lived there.

Key Vocabulary

migration - traveling together as a group

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atlas - a book of maps

settlement – place where people live

culture - the behaviors and beliefs that you learn from the people you live with

origin - beginning

Additional Materials Needed for ELL

Name That Place Sentence Completion

Procedures

Prerequisites: Students should have studied exploration and settlement of the New World by the French, Spanish, English and Native Americans. Students should also know how to use an atlas.

1. Refer to the Place Name Worksheet and review reasons why each group settled on the North American continent. **(Preparation: Linking to past learning)**
2. Divide class into groups of 4 or 5 students. Make sure students are grouped together with non-ELL and ELLs. **(Grouping: Small groups)**
3. Distribute 4 colors of markers, a Place Name Worksheet, blank U.S. map, and atlas or electronic/paper U.S. map per group. Instruct students to use a different color pen or pencil for each ethnic group of place name. (For example, Spanish could be blue, French could be red, Native American could be green, and English could be orange.) **(Application: Hands on)**

4. Model finding one place name (ex: Rouge) found on the Place Name Worksheet in the atlas or on the paper or electronic format of a U.S. map. Model how they will locate that same site (ex. Baton Rouge, Louisiana) on their blank U.S. map and label that location with the word from the list. They should use their red marker to locate and label this city because it is a French word. **(Scaffolding: Guided Practice, Modeling)**

5. Now have the groups locate the words (places) from the Place Name Worksheet on a U.S. map, plot their locations and label with the selected color.

(Application: Hands on) Students only need to find one example of each word. Often there is more than one place.

6. Students should look for patterns of immigration and settlement and answer the questions on the worksheet. **(Grouping: Small groups)**

7. Have English proficient students summarize their findings using the Summary Writing Prompt. ELLs can write a sentence for each of the groups describing where they settled. **(Assessment: Individual)**

Assessment

ELLs will display mastery by creating 4 sentences, using the Name That Place Sentence Completion worksheet.

ELL students will be assessed on mastery of proper color-coding on map with 80% accuracy.