



ELL Adaptation For
**Don't Just Escape A Problem, Shape A Solution: An
 NBA Star's Efforts to Fight Ethnic Hatred**
 Students write their opinions on how to fight ethnic hatred after reading about
 Vlade Divac

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Grade Level	6-8
Duration	1-2 class periods

ELL Adaptation by

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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.
 A5. Create visuals to present information.
EFC-D. Communicate clearly using math, science, and social studies target vocabulary.
 D2. Participate in small and large groups.
EFC-E. Comprehend reading materials.
 E3. Use new English vocabulary.

Arizona ELP Standards

Stage IV
 Reading
Standard 1: The student will demonstrate understanding of print concepts of the English language. The student will demonstrate knowledge of print concepts by:

Don't Just Escape A Problem

B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper.

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-12: identifying the author's main purpose (e.g., to inform, to persuade, to entertain).

Stage IV

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 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-3: using a pre-writing plan (e.g., *graphic organizer, KWL chart, log*) to develop a draft with main ideas.

Overview

Students will determine the events that led to the formation of Group 7, Vlade Divac's organization to aid child victims of war. Students will recognize how one person is able to identify a problem and make a positive impact on the world.

Key Vocabulary

Frustration - feeling of insecurity and dissatisfaction

Ethnic - group of people who share common customs and language

Hatred - a feeling of dislike or prejudice that demands action

Inhumanity - being cruel or unkind

Violence - physical force causing some injury to someone or thing

Yugoslavia – A former country of Eastern Europe that borders the Adriatic Sea

Misunderstanding - failing to understand

Additional Materials Needed for ELLs

- Twelve Important Sentences
- True False Sentence

- "How to Solve Ethnic Hatred Graphic Organizer:"
- "Concept Web Ethnic Hatred"
- Paragraph Frame "Ethnic Hatred and How Do You Solve It." for writing

Additional Details on ELL Strategies

Strategies to use with the Twelve Important Sentences

- Find each sentence in the text and complete organizer
- Chant or recite the sentences (teacher models first)
- Draw or illustrate each sentence (individually or partners)
- Match each sentence to its "student generated" drawing
- Use as starters for Cornell Note taking format
- Use to complete a T-chart organizer (right side) details (left side)
- Think Pair share: Choose a sentence and relate it to something personal to you
- Act out or dramatize each of the sentences
- Determine whether each sentence is a fact or an opinion
- Paraphrase each sentence into simpler language
- Have students write or copy the definitions on the vocabulary cards.

Procedures

SESSION One

Don't Just Escape A Problem

1. Have the students find the Twelve Important Sentences in the story and write the page, paragraph, and line numbers. **(Preparation: Adapting Content; Scaffolding: Comprehensive Input; Integrating Processes: Reading)**
 2. Divide the students in small groups or pairs and have them draw pictures of at least 4 of the sentences per group. Make sure all twelve sentences have pictures. **(Grouping: Small group, partners)**
 3. Have students individually answer the true/false questions. **(Scaffolding: Independent practice)**
 4. Have students work in pairs to answer the Questions on the Don't Just Escape a Problem, Shape a Solution: On NBA Star's efforts to fight Ethnic Hatred handout **(Grouping: Partners)**
 5. See Additional Details on ELL strategies to do if time allows.
3. Model the paragraph frame, Ethnic Hatred and How Do You Solve It with the students using ideas from both graphic organizers. **(Scaffolding: Modeling)**
 4. Have the students do at least one paragraph on their own utilizing the paragraph frame Ethnic Hatred and How Do You Solve It. **(Integrating Processes: Writing)**

Assessment

ELL students will utilize the paragraph frames and graphic organizers to write their paragraphs. Mastery will be considered:

- 10 out of 12 on the True or False Statements.
- 10 out of 12 on the Twelve Important Sentences.

Extensions

Have students write a four paragraph essay:

Paragraph One – Introduction

Paragraph Two – Your opinions on racism/ethnic hatred. Can include personal experiences or current events.

Paragraph Three – Possible solutions

Paragraph Four – Conclusion

SESSION Two

1. Display the Concept Web Ethnic Hatred. Brainstorm the concept of ethnic hatred with the students. **(Preparation: Linking to background)**
2. Using the How to Solve Ethnic Hatred Graphic Organizer, list solutions to the problem of ethnic hatred. **(Preparation: Strategies used)**