



ELL Adaptation For **Letter From A Leader**

Students write letters promoting a civilization

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Grade Level	6-8
Duration	1-5 class periods

ELL Adaptation by	Dennis Rees
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SLOP Elements		
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensive 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-C. Compose in a variety of forms.
 C2. Paraphrase written information.
EFC-E. Comprehend reading materials.
 E6. Scan material for relevant information.

Arizona ELP Standards

ELL Stage IV
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-8: summarizing the main idea and supporting details from text.
 B-23: locating information in print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodicals, website, and textbooks) periodicals for a specific purpose.



Overview

The study of ancient civilizations is a fascinating learning experience for students. They are naturally curious about the history, culture, and accomplishments of past cultures. In this lesson students share their knowledge of an ancient civilization by writing a letter from a leader of one of the cultures.

Key Vocabulary

Trade – When people give and get goods

Goods - Things people make or grow to trade

Civilization - A group of people who have an organized government, trade, and writing

Great - Better than others

Leader - Person who is in control

Additional Materials Needed for ELL

Xerox copies of only those pages from the books that the ELL students need to have to complete the assessment.

For the ELL1 students, highlight the trade items and reasons they are great for them.

Index cards

Procedures

Prerequisite Knowledge: how to write a business letter.

1. Introduce key vocabulary by writing words on the board with their definitions. Have students divide a piece of paper into 5 sections and copy each word and definition, one per box. This will become their vocabulary chart. **(Preparation: Strategies used; Application: Hands on)**
2. Brainstorm and list examples of trade goods and things that make a civilization great using the United States as an example. Organize this information onto a t-chart on the board or

overhead. **(Scaffolding: Modeling; Group Option: Whole Class)**

3. Explain to students they are going to do the same thing using a book on a particular civilization.
 4. Assign pairs of students one book to read aloud together. ELL students will receive the Xerox copies; ELL 1 students get the highlighted one. **(Preparation: Adapting content; Group Option: Partners; Integrating Processes: Reading; Application: Linked to objectives)**
 5. Tell students that while reading they are to write down information on that civilization's culture, contributions, and trade items on a t-chart. **(Preparation: Strategies used; Group: Partners; Integrating Processes: Writing; Application: Linked to objectives)**
 6. When they finish gathering the information, students are to compose a business letter using one the numbered scenarios below. Their letters should explain why that civilization was great and what it has have to offer in trade. **(Integrating Processes: Writing; Application: Linked to objectives)** Be sure to review business letter format using a template drawn on the board or overhead. Read the student sample provided with the original lesson.
1. Queen Hatshepsut of Egypt writes to the King of Punt
 2. Montezuma of Mexico writes to Cortez of Spain
 3. Julius Caesar of Rome writes to King Cassivellaunus of Britain
 4. Kublai Khan of China writes to Marco Polo of Italy
 5. Pericles of Greece writes to the King of Persia
- Optional: To be used with National Geographic Society books on Peru, Mali, India, Japan and the Vikings.
6. Guthrun the Dane (Viking King of northern England) to Alfred the Great (English King of southern England)
 7. Atahaulpa (Incan King) to Francisco Pizarro (Spanish conquistador)
 8. Mansa Musa (King of Mali) to Ibn Battuta (Muslim explorer)

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9. Shah Jahan (Emperor of India) to Charles I (King of England)
10. Meiji Mutshuhito (Emperor of Japan) to Ulysses S. Grant (President of the United States)

Intermediate ELLs will also use index cards but their assignment is to add a sentence to each card such as “I learned that Peru traded...” and “I learned Peru was great because it...”

(Assessment: Individual)

Assessment

Beginning ELLs do not write the letter however, they will use index cards to illustrate six trade items (pictures and captions) and then use 3 index cards write 3 reasons why that civilization is great.

(Assessment: Individual)