



# Grand Canyon: So What's the Attraction?

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**Grade Level** 7  
**Duration** 1 class period

**ELL Adaptation by** Richard L. Argust

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

**Arizona ELP Standards**  
**Stage IV**  
**Comprehension of Oral Communications**  
**Standard 2: The student will express orally his or her own thinking and ideas. The student will communicate orally by:**  
 B-10: preparing and presenting a report using functional text using complete sentences.  
**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-13: identifying the cause and effect relationship between two related events in a literary selection.  
**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-9: writing a summary that identifies the main idea, characters, and setting of varied texts.  
**Standard 5: The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks. The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by the following:**  
 B-4: paraphrasing information from at least one source.

## Overview

Students will explore and analyze the influences and effects of a regional image, specifically why Arizona attracts tourists and tourist businesses.

## Grand Canyon: So What's the Attraction?

### Key Vocabulary

**canyon** - a steep-sided landform created by water  
**cavern** - large cave  
**helicopter** - aircraft that is lifted and propelled by rotating blades  
**skeleton** - bones of person or animal  
**raft** - an inflatable flat-bottomed boat  
**rapids** - part of a riverbed where the water moves very fast, usually over rocks or around boulders

### Additional Materials Needed for ELLs

- Adapted Text
- Vocabulary Words Cards
- Pictures of Tourist Business (Food, Shelter, Transportation)

### Additional Strategies for ELLs

Teacher can scaffold learning by modeling the presentation using local area businesses that demonstrate support for the community such as grocery stores, schools, and apartments.

### Procedures

1. With the class as a whole, ask students, "What do you think of when I say Arizona?" (**Preparation: Linking to Past learning**) Discuss their responses. Then ask, "What do most people think of when they think of Arizona?" (**Grouping Options: Whole Class**) Discuss.
2. Distribute and read aloud, "In a Nutshell."
3. Discuss briefly and answer any questions.
4. As a class, brainstorm ideas as to why nearly 5 million people visit the Grand Canyon each year. (to hike, to camp, to see the landscape, to raft...)  
(**Application: Promotes engagement**)
5. Ask students if they have engaged in any of these activities. If so, ask, "What were some of the things that businesses provided to you that allowed you to enjoy the activities?" (**Preparation: Linking to background**) (**Scaffolding: Comprehensible input**)
6. Divide the class into groups. (**Grouping Options: Small Groups**)
7. Distribute copies of one of the handouts to each group: White Water Day, Bird's Eye View, Camping

at Grand Canyon, The Name Doesn't Say It All, Hiking the Grand Canyon, The Grand Canyon More Than a Film and The Grand Canyon to read and discuss. ELL I Students will be assigned to groups that have English proficient students in them, and in these groups the handouts will be read aloud in the group. Students should analyze the given tourist activity (cause) and determine what service businesses would be required (effect) to support this activity. Students will write or draw pictures that denote the service businesses required on the back of their handout or they may use butcher paper and markers.

8. Instruct the groups to create a short summary and present this information to the class. Students can choose from a series of pictures of tourist business to aid in their presentations. (**Integrating Processes: Writing**)

9. After each group presents, take the time to allow for discussion and inclusion of any other businesses the tourist activity might attract. (**Application: Promotes engagement**) (**Integrating Processes: Speaking**)

10. Inform students that they have just analyzed cause-and-effect relationships. The main cause-and-effect relationship is that the Grand Canyon causes tourist activities. These tourist activities then affect the influx of businesses to support these tourist activities. (**Application: Linked to objectives**)

11. Have students complete the assessment activity individually then compare with their group for group correction. Students will turn in assessment with corrections for grading. (**Assessment: Group**)

### Assessment

Students will be assessed on their presentation of information. Their oral presentations can be assessed using the simplified 6 Traits Writing Rubric for Ideas and Organization. Mastery will be considered 4 or higher on the rubric.

ELLs will work in small groups to complete the proofreading assessment. Students will also be assessed through a multiple-choice quiz. Mastery will be considered 80% or higher on the quiz and proofreading material.

Beginning ELLs can have the questions of the quiz read to them in order to facilitate assessment of content knowledge.