



A River Through Time: Focus on the Gila River

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Grade Level 3-5
Duration 2 class periods

ELL Adaptation by Carol Warren

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

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.
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

The overview and purpose of this lesson with adaptations for ELLs is the same as the lesson for English proficient students.

Key Vocabulary

Gila River- a river in Arizona

A River Through Time

Pima Indians - a tribe of Native Americans that live in 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 and Answer Key
- Timeline and Answer Key
- Highlighters for students
- Vocabulary Cards

Procedures

Prior to this lesson: Print a copy of the Pima Territory of Arizona map and mark Florence, Safford, and the Coolidge Dam to use when projecting the map.

Prior Knowledge of Students: Students know how to write a summary. They have had some experience with primary sources.

SESSION ONE

1. Introduce the lesson by projecting the Pima Territory of Arizona map and locating the Gila River, Florence, Safford, and Coolidge Dam on the map. Then introduce the Akimel O'odham (Pima Indians) as living in this area and locate their area of residence both historically and today.

(Preparation: Linking to background, Scaffolding: Comprehensible input)

2. Introduce the vocabulary words by using picture cards or projecting the vocabulary cards.

(Scaffolding: Comprehensible input) Explain that the Pima Indians lived in this area both long ago and today. They were and are still farming crops using water from the Gila River.

3. Review the meaning of a primary source.

4. Distribute the Primary Source Material. 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 whole class, read the historical descriptions of the lifestyle of the Pimas and the Gila River environment in the primary source material. Explain terms as needed. **(Scaffolding: Comprehensible input)** ELL students should highlight the vocabulary words as they appear in the primary source material. **(Application: Hands on)**

5. After reading about each time period, have the class discuss what they learned about the Pimas

and the Gila River from the primary sources.

Distribute the Student Summary Worksheet. Based on the vocabulary words highlighted and class discussion, have students circle 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)**

6. Using their highlighted Primary Source Material and their Student Summary Worksheets, students will record their information on the timeline using three colors for the legend/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, wheat, and beans (**no to no**). The date of the event should be at the top of the box that will be also be colored blue or brown. **(Application: Hands on)** Teacher can model with the first section of the timeline (A to B) so students can see how theirs should look. **(Scaffolding: Modeling)**

7. The third color (red) 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. **(Application: Hands on)**

SESSION TWO

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

9. Using their timeline and information from the class discussion, have students draw pictures and dictate/write statements as captions 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: 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. **(Assessment: Written, Individual or Group)**

Assessment

ELA and Social Sciences

Mastery will be considered 5 out of 6 accurate drawings that show the sequence of events on the Gila River. There should be a caption or a simple sentence in English that describes each drawing.