



Desert Views - First Impressions: Travelers on the Gila Trail

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Grade Level 3-5
Duration 2 class periods

ELL Adaptation by Carol Warren

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 English Language Proficiency Standards
<p>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.</p> <p>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-1: writing a narrative paragraph based on imagined or real events that include characters and plot with three or more details using appropriate transitional words, with instructional support. B-6: writing a variety of functional text that address audience, stated purpose and context:</p> <ul style="list-style-type: none"> • Letters • Thank-you notes • Messages • Invitations.

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Overview

This lesson has the same Overview and Purpose as the lesson written for English proficient students.

Key Vocabulary

primary source - A photo, artifact, or document created at the time an event occurred

Gila Trail - a trail used in the 1800s to travel across southern Arizona

desert - a dry area of land

journal - a book or writings made to remember things that happened

Additional Materials Needed for ELLs

- Highlighters
- Descriptions with Pictures
- Letter template
- Vocabulary Card
- Images of a saguaro cactus, gila monster, and road runner

Procedures

SESSION ONE

1. Distribute the Southwestern United States map to students. Project the map of the Gila Trail and discuss how travelers used this route to come into and through Arizona in the 1800s. Help students locate this trail on their map of the Southwest and color it. Have them label Santa Fe, Tucson, Pima Villages, and Fort Yuma. Discuss how the trail follows the Gila River for many miles. **(Application: Hands-on, Scaffolding: Guided Practice)**

2. Review the term “primary source,” and introduce the primary source writers using the Background Information on the Travelers. Ask students if they have ever written in a diary or wrote in a journal about things they have done. **(Preparation: Linking to background, Linking to past learning)**

3. Return to the Gila Trail map and discuss the type of land they traversed and conditions under which they traveled (heat, dust, little food/water, and exhaustion) and that they were experiencing a new environment that is called the Sonoran Desert. Discuss why water would be so important and following a river would be advantageous.

(Preparation: Linking to background, Past learning)

4. Distribute one of the Descriptions with Pictures. Read aloud the travelers’ descriptions of the desert plants and/or animals. For example: use one of two the descriptions of the saguaro cactus. Read aloud the traveler’s descriptions of the saguaro as you display the image of it on the overhead. As you read, highlight any adjectives, nouns, or other words that describe the saguaro. Have students highlight the same words on their worksheet. *Note: Students will need help understanding the unusual words and manner of writing. Remind them of the writers’ situations at the time they wrote these descriptions and discuss why they wrote them.* **(Scaffolding: Guided practice, Application: Hands-on)**

6. Using the highlighted words, have students work with a partner to decide which picture to circle on that page. **(Scaffolding: Guided practice; Grouping: Partners)**

7. Repeat the process with a second description. Read the description aloud as before, explaining any unusual vocabulary and modeling the highlighting of descriptive words. **(Scaffolding: Guided practice; Grouping: Partners)**

8. After worksheets are finished, share the correct answers.

SESSION TWO

1. Distribute the Vocabulary Cards. Have students pair-share and review the meanings to the words used in Session One.

2. Explain that one type of primary source that historians use is letters written in the past. Many overland travelers on the Gila Trail wrote letters home as they journeyed west.

3. Distribute the Letter template. Have students pretend to be a traveler on a wagon train on the Gila Trail in Arizona, and they are to write a letter home to a family member (parent, brother, or sister), describing a plant or an animal as if they were seeing it for the first time. Allow students to view an image of the plant or animal. They should have 4 or more sentences/phrases about what they are describing. **(Integrating Processes: Reading and Writing)**

Assessment

ELA

Student letters can be assessed for the use of words that describe a plant or animal. They should have at least 4 words or phrases describing their plant or animal to be considered mastery.

Social Sciences

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Student map work can be assessed. Mastery will be considered having 80% of the locations and the trail correctly labeled and located.