SIOP MODEL AND 5th GRADE SOCIAL STUDIES

by

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CERTIFICATION OF PROJECT WORK

We, the undersigned, certify that this project entitled SIOP MODEL AND 5th GRADE SOCIAL STUDIES by Danielle N. Nohlquist, Candidate for the Degree of Master of Science in Education, TESOL, is acceptable in form and content and demonstrates a satisfactory knowledge of the field covered by this project.

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Abstract

This curriculum project consists of lessons following the SIOP model for English Language Learners (ELLs) to supplement the New York state fifth grade social studies curriculum. This project was designed to complement and extend the 5th grade social studies curriculum at Fredonia Middle School. The eight components of the SIOP model are addressed specifically: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery and Review and Assessment. The SIOP model builds meaning through student interaction and comprehensible input. The nine units that SIOP lessons were created for in this curriculum project are: September 11th, 2001; the United States Constitution; the Louisiana Purchase; the Gold Rush; the Civil War; the Industrial Revolution; World War I; the 1920’s/Great Depression, and World War II. The purpose of this curriculum is to give teachers resources to make social studies instruction more meaningful to ELL students.
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**Introduction**

Due to the increase of English Language Learners (ELLs) in the public school systems, many teachers are experiencing ELLs in their classroom for the first time. Some of these students have little or no knowledge of the English language. They are being placed in content area classes and exposed to a multitude of academic language they have not yet acquired. Teachers are faced with the challenge of finding ways to reach ELLs in their classroom. One way to do this is by using the Sheltered Instruction Observation Protocol (SIOP) model. This model provides teachers with ways to make content comprehensible for ELLs in their content area classrooms.

The problem that will be addressed through my curriculum project is the difficulty ELLs have with learning academic content language. The goal of this curriculum project is to supply 5th grade Social Studies teachers with sheltered instruction activities to go along with the curriculum already taught, in order to increase the success of ELLs in their social studies classroom. As a teacher at Fredonia Middle School, I have seen the increase of ELLs entering the school system. The current curriculum used in content area classes is not geared toward ELLs, and therefore is not effective for them. The SIOP model provides a way for teachers to teach academic content to ELLs while sheltering unknown language. Many times ELLs are placed in English as a Second Language (ESL) classes where they are being taught English, but are missing out on necessary content knowledge. The use of the SIOP model in the classroom allows ELLs to learn English and content simultaneously.

According to Jim Cummins (2000), ELLs acquire two different kinds of language called Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language.
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Proficiency (CALP). BICS is explained as language that is used in general conversation. This is language that students would use in the hallway, playground, and cafeteria as they interact with other students. CALP is academic language, or language that is specific to a certain content area. In other words, language that ELLs will hear in the classroom. BICS are most commonly acquired much faster than CALP. BICS are often acquired in about two years, while CALP can take between five and seven years. Therefore, ELLs tend to struggle more in subjects that are heavy in academic language such as science and social studies (Echevarria, Vogt & Short, 2008). Since ELLs are expected to learn content based vocabulary while learning the English language, they often struggle to succeed in school. The SIOP model is one approach to teaching content to ELLs in a way that is comprehensible to them.

The Sheltered Instruction Observation Protocol (SIOP) model is a research based model that has proven to be effective for language learners. It consists of eight components that address the needs of constructing and implementing lessons for ELLs. The eight components are: preparation, building background, comprehensible input, strategies, interaction, application, lesson delivery, and assessment. The purpose of the SIOP model is to shelter the students from language that they do not yet know or comprehend. Teachers use comprehensible input (language that students can understand) to teach content so that ELLs are not falling behind in areas such as science and social studies as they are learning their new language. Interaction among students is important when implementing the SIOP model. Research has shown that when teachers effectively implement the SIOP model, students will have greater academic success. (Echevarria et al., 2008).

This curriculum project is designed towards the 5th grade students at Fredonia Middle School. At Fredonia Middle School, the ELLs receive services through a pull out method. This
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means that they receive their ESL time in a separate location with an ESL teacher, an aide, and other ELLs. The amount of time they spend in this room depends on their English proficiency level. However, when the students are not in the ESL classroom, they are in classes with native language speakers and do not typically have any additional support. The academic language used in these classes can be difficult for ELLs to understand. Most likely, these students are sitting in these classes and not understanding what is being taught because of the language barrier. Since having ELLs in the classroom is so new to the teachers of Fredonia Middle School, many are not aware of what the SIOP model is, and how it can be used to effectively teach ELLs. If the SIOP model was implemented by general education teachers who taught ELLs, this would be a great benefit to the ELLs in that class. If the ELLs were able to better understand the content in these classes, they would be more likely to succeed in the future. If teachers were given resources designed specifically for ELLs that they could use instead of their current curriculum, or as a supplement to their current curriculum, this would be potentially beneficial to the ELLs in the classroom. The teachers would also be exposed to new ways of teaching ELLs that they could use in the future.

Creating this curriculum project is important to me because I have seen the positive effects the SIOP model can have on ELLs. I have been a language learner myself in a setting where I could not understand others. I understand how frustrating this can be. I want students to feel successful in school even though they are not yet proficient in English. I have used the SIOP model in a whole group general education setting, as well as in a self-contained special education setting with my English language learners. Because SIOP lessons are interactive, the students are engaged in the lesson, and experimenting with English in ways they would not generally do in other lessons. Practice is necessary when acquiring a new language, and the SIOP
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t model provides this practice for ELLs. It is important for ELLs to learn the same content that the other students are learning. Unfortunately, they are many times overlooked in the general education classroom. Creating this curriculum project will equip teachers to involve ELLs in everyday activities in order to further their learning.

In order to address the problem of ELLs having difficulty acquiring academic language in content area classes, I have designed a curriculum project containing supplementary materials that align with the 5th grade social studies curriculum at Fredonia Middle School. The lessons and activities follow the SIOP model, and supplement the nine major topics covered throughout the year. Each topic has either three or four SIOP based activities for teachers to utilize in the classroom to help ELLs understand the content being taught. The 5th grade social studies teachers now have more resources to better ensure the success of ELLs in their classroom. Since the SIOP model was based on research in the field of English as a Second Language, there is much literature which supports this method, as you will find in the following review.

**Literature Review**

This literature review will define English language learners, and also describe the growing population of ELLs in our country. There are many models and programs used in our country to teach ELLs including ESL pull out and bilingual education. For this curriculum project, the SIOP model will be integrated into a 5th grade Social Studies curriculum in order to provide teachers with resources to effectively teach ELLs. The definition of SIOP and a description of its components is included in the literature review, as well as empirical research with data in support of the SIOP model for teaching ELLs.

**English language learners**
Definition. According to the federal government, a student is considered an ELL if he or she fits the following criteria: 1.) is between three and twenty-one years of age, 2.) is enrolled or preparing to enroll in an elementary or secondary school, 3.) was not born in the United States or native language is a language other than English, and 4.) has difficulty in speaking, reading, writing, or understanding the English language to a point where it will interfere with educational achievement (United States Department of Education, 2012).

The definition of ELLs from New York State is similar to the federal definition. According to Part 154 of the Commissioner’s Regulations of New York State, ELLs are students who speak a language other than English because they are foreign born or speak another language in the home, and either understand and speak little or no English (New York State Education Department, 2012). However, the state’s definition of ELLs also has a testing component. ELLs take two tests called the Language Assessment Battery-Revised (LAB-R) and the New York State Language Achievement Test (NYSESLAT) to determine their language abilities. The LAB-R is given when a student enters school for the first time or enters a new school. The NYSESLAT is given each year to ELLs to determine their language proficiency levels. If the students score below the state’s designated level on either test, they are considered to be ELLs (New York State Education Department, 2012).

Growing population of ELLs. During a time when our nation’s schools are striving to help all students succeed, it is essential for schools to recognize the rapid increase of ELLs. According to a survey conducted by the National Clearinghouse for English Language Acquisition (2011) there are many states that have had a significant increase of students who are culturally and linguistically diverse (CLD). From 1998 to 2009, the number of ELLs enrolled in the United States public school system increased from 3.5 million to 5.3 million. The ELL
population grew 51%, while the general student population only grew 7.2%. Even though Spanish speakers represent about 77% of this number, over 350 different languages are represented in our country’s schools. These numbers continue to increase each year, and are expected to keep increasing in the years to come. Although there are many states experiencing a rapid increase of ELLs, Kentucky and Tennessee are the states projected to have the largest increase of their CLD population in the coming years (National Clearinghouse for English Language Acquisition, 2011).

In New York State, the increase of ELLs has not been as dramatic as some other states in the past few years. However, New York had some periods of dramatic growth. This along with its overall size makes it one of the top five states with the most ELLs in the country along with California, Texas, Florida and Illinois (Suarez-Orozco & Sattin-Bajaj, 2010). In fact, according to the National Clearinghouse for English Language Acquisition (2010) the quantity of ELLs in New York State increased 59 percent from 2001 to 2003. Ever since that spectacular increase, the amount of ELLs in New York State has remained somewhat stable. Even though the number of ELLS in the state is not necessarily increasing, the amount of ELLs outside of New York City is increasing. From 2009 to 2011, the number of ELLs in New York State outside of New York City increased from 67,000 to 91,000. Therefore, some areas that may not have had ELLs in the past may be seeing an increase in their schools (New York state lep/ell demographics, 2011).

Fredonia is a small village in western New York with a population slightly over 11,000. There is one school district in Fredonia. The elementary, middle, and high schools are all located on one main campus. In Fredonia Middle School, the enrollment is steadily increasing in ELLs each year. In the past, this school has not typically had many ELLs or students who are culturally and linguistically diverse. However, the population is changing which is resulting in more ELLs
attending the Fredonia Central School District. Just in the past few years the amount of ELLs has
grown from thirteen to twenty-one from 2010 to 2011, and now has reached thirty-five in 2012.
The number of ELLs is still growing, even though the total student enrollment is steadily
decreasing. In the future, the Fredonia Central School District expects that the ELL population
will continue to increase.

**Proficiency levels.** Once students are identified as being ELLs, they must be placed into
categories depending on their proficiency levels. This gives teachers, students, and parents an
idea of where the student is in regards to English language acquisition. A student can be
identified as beginning, intermediate, or advanced. Students are placed into these groups based
on their scores on either the Language Assessment Battery-Revised (LAB-R) given when the
student first enrolls in the district or the New York State English as a Second Language
Achievement Test (NYSESLAT), given annually. New York State identifies cut scores that
students need to achieve in order to be placed into each proficiency level. These proficiency
levels then determine how many units of study the student will receive in English as a Second
Language classes. The lower the proficiency level, the more units of study are required.
In order for students to exit the ESL program, they must obtain a certain score on the
NYSESLAT which proves they are proficient in English. The language allocation policy which
determines the units of study students receive at each proficiency level can be viewed in
appendix B.

As a beginner ELL, the student will have very little to no understanding of the English
language. He will not be able to communicate effectively in English, and may even undergo
what is referred to as the “silent period.” This is when beginner ELLs will not speak due to the
anxiety of not knowing the new language. This can be a short period of time, or can last many
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months depending on the student (Iddings and Eun-Young, 2008). As their comprehension and oral abilities increase, beginning students will start saying simple words and phrases. During this time, students will be acquiring basic interpersonal skills that they will use to socialize and interact with others (New York State proficiency levels, 2012).

Intermediate students will be able to speak about and understand simple topics in English. However, they will continue to rely heavily on nonverbal cues and repetition of words and phrases. Students at the intermediate level will begin to comprehend simple reading passages, even though they will be below grade level. Intermediate students will start to develop reading skills such as identifying main idea and details and cause and effect as they are reading. They will also begin to write in English even though errors still may be present. Intermediate language speakers will improve their speaking in social situations. Second language learners acquire social language much more quickly than academic language (Cummins, 2000). Therefore, even though students at the intermediate level may start to seem as if they are becoming more fluent in English, they will still struggle with academic language in content area classes (New York State proficiency levels, 2012).

Once students reach the advanced level they have a sufficient understanding of the English language. They are able to communicate with others in school as well as adapt to new situations. Advanced students have reading comprehension skills that enable them to participate in class discussions and express critical analysis. They are able to write for personal and academic purposes. Even though advanced students may still struggle with idiomatic expressions and make lexical errors occasionally, they are expected to participate adequately with their peers in grade level classes (New York State proficiency levels, 2012).
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Part 154. In accordance with New York State law, any school district that serves ELLs must comply with the Commissioner’s Regulations (CR Part 154). These regulations require schools to meet the educational needs of ELLs in their district. Schools must document information regarding the education provided to ELLs which is then submitted to the state. Part 154 requires that schools provide the appropriate services for ELLs in order for them to acquire English and eventually meet the standards in the core subjects at their grade level.

Part 154 identifies two programs that are acceptable for schools to use when teaching ELLs. The first program is a bilingual education program. In a bilingual program, the students will learn English while maintaining their native language. Instruction will be delivered in both languages with allocated time devoted to each language’s development. Time allocations to each language are dependent upon the individual school setup. School districts are not mandated to have a bilingual program in place for their ELLs unless the district has an enrollment of twenty or more students in the same grade level, in the same school building with the same native language. For this reason, many small districts do not have a bilingual program in place as an option for ELLs.

The other program option is a freestanding ESL program. In this type of program, the focus is on two components: a language arts component and a content area component. In both components, the native language and culture of the student should be taken into account and used when appropriate. The content area instruction should be taught through ESL methodologies, such as the SIOP model which will be discussed further in this literature review.

Once students are placed in a program, they are required to receive a certain number of units of study in a language arts program; either English language arts or English as a second language. The units of study depend on the ELL’s grade and proficiency level. Also, the delivery
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of units of study differs depending on the district, and the proficiency of the teacher. Appendix B shows the units of study that Part 154 has outlined for ELLs to receive in New York State.

Models for teaching ELLs

There are multiple methods which can be used to instruct ELLs. A district will pick a model most suited for them depending on the amount of ELLs in attendance, as well as staffing of teachers. Three of the most common models for teaching ELLs are ESL pull out, Bilingual Education, and Sheltered Instruction.

**ESL pull out.** One model for ELLs in the United States is the ESL pull out model. This model has ESL students pulled from the general education classroom to work with an ESL teacher and other ESL students in a separate location. The students can be grouped by age or by language proficiency. The groupings are based on the number of ESL teachers in the school and how many ESL students are enrolled in the school. A study by Gittman, (1993) revealed that the most common way to group ELLs was by grade level and testing performance. The ideal is to pull out of the ELA class to receive ESL services. The ESL pull out model is intended to replace the general education ELA class so that students will receive instruction catered to their language levels. However, this is not always possible due to scheduling conflicts and teacher availability. Sometimes students may be pulled from other content area or special classes to receive their ESL services, especially if they are beginners and need additional support.

One advantage of the ESL pull out model is that many times it lowers the affective filter of students. The affective filter describes the emotional state of a student, and explains how this may affect their level of achievement in their second language. Language learners could be distracted by emotional issues that prevent them from absorbing the input presented. The affective filter causes a second language learner to either screen, or accept comprehensible input.
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The environment in which learning is taking place can play a vital role in the presence of an affective filter in students (Laine, 1987). Students first need to feel comfortable with where they are before they can become comfortable with what they are being taught. In a study done by Hite and Evans (2006), the practices of first grade teachers accommodating ELL’s were researched. The students in the classes completed a questionnaire about their views and feelings of the classroom environment. One major finding was that students who were allowed to use their native language felt more comfortable in the classroom. The students also feel more comfortable experimenting with new language when they are in a classroom comprised of other language learners. In an ESL classroom, the students do not feel like outsiders as they sometimes do in the general education classroom.

Despite the fact that students may feel comfortable in an ESL classroom, one disadvantage to this model is that ELLs are likely to fall behind in their content area classes. While ELLs are in the ESL classroom, their peers are learning content information in science, social studies, math and ELA that they may be missing. Therefore, the ELLs are most likely going to fall behind in future grade levels because they are missing this crucial instruction while attending ESL classes (Grant, Meeler & Misak, 2012). Even though the ESL teacher could collaborate with content area teachers to teach the same content, this is unlikely to happen. It is very difficult to catch students up once they have missed a substantial amount of time in the content classrooms.

Another disadvantage to this model is that ELLs are not interacting with the general population of students as much as the other students when they are spending time in the ESL classroom. While this may be where students feel comfortable, it is important for them to form relationships with other classmates and interact socially with many students. In addition to this,
students and teachers often stigmatize students who go to ESL and treat them inferior to the other students (Grant et al., 2012). This causes the ELLs’ self-esteem and motivation to decrease.

**Bilingual education.** Another option for teaching ELLs is bilingual education. This is when all students are taught using a combination of first and second languages. An example of a bilingual classroom is a Spanish and English 50/50 model. Half of the students would be learning English as their second language, while the other half of the students would be learning Spanish as their second language. Instruction would be evenly divided between English and Spanish. Therefore, the teachers in a bilingual classroom must be fully bilingual in the languages being taught. The intent for a bilingual classroom is that the students maintain their first language while learning a second, whereas the intent for most other ESL models is to transition to English only instruction. Therefore, one advantage of a bilingual education setting is that the student will maintain both languages and continue to be bilingual. All students are learning a second language, even if it may not be the same one, which lowers the affective filter for all students because they are experiencing the same vulnerability. Since the students receive instruction in both languages, they will acquire content and social language in both. Also, students’ languages and cultures are valued in a bilingual setting. Students in a bilingual setting are shown to have higher self-esteem than ESL students in a pull out classroom because they feel like valued members of the class and school (Grant et al., 2012).

Bilingual Education has shown to be highly desirable model for language learners. However, teachers and resources must be available to the school system in order to provide bilingual services. In some areas of the country there are not enough teachers who are certified to teach a bilingual classroom. Because of teacher shortages, it is also more difficult to open bilingual high schools, making bilingual elementary schools more common. Also, in times of
economic hardships in our country’s school systems, money for resources is not available. This makes creating bilingual classrooms and schools difficult. Therefore, one way to meet the needs of ELLs while teaching content is through sheltered instruction. Many times sheltered instruction is delivered through the research based SIOP model.

**Sheltered Instruction**

**Definition.** The Sheltered Instruction Observation Protocol (SIOP) model was developed by Jana Echevarria, Mary Ellen Vogt, and Deborah Short in 2007. According to the official SIOP website (2012), the SIOP model is defined as a researched based and validated model of sheltered instruction to teach students who are not proficient in the English language. The SIOP model is a framework for teachers that helps them provide curricular instruction through strategies and techniques in a way that is comprehensible for ELLs. This ensures that students are still learning academic content as they become proficient in the English language in reading, writing, listening and speaking. The SIOP model includes successful instructional strategies for all students, such as using graphic organizers and cooperative learning. It integrates these strategies with ones specific to English language learners, such as identifying specific language objectives, building on academic vocabulary development, and fostering meaningful interaction including oral language practice. The SIOP model is typically used in the mainstream classroom with a combination of ELLs and English proficient students. It can also be used in classrooms which contain only ELLs. The ESL teacher can have multiple roles in SIOP instruction. In mainstream classrooms, the lessons could be either co-taught, or led by either the content teacher or ESL teacher alone. The ESL teacher could also pull small groups while the content teacher is teaching the rest of the class. There is a lot of room for variation and flexibility, which allows teachers to experiment with what works best for them and their students. Lessons based on the
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SIOP model benefit both ELLs and native English speakers because they incorporate best practice techniques for all learners (Hansen-Thomas, 2008).

According to the What Works Clearinghouse (2009), the SIOP model is a framework for teaching limited English proficient students academic content in the areas of science, social studies and mathematics. The goal of the SIOP model is for teachers to integrate academic language into their lessons, which allows students to practice English and learn content at the same time. This includes vocabulary specific to what is used in textbooks and class discussion. In order to do this, teachers need to adjust their teaching methods and word choice so that the content is stated in a way that is comprehensible to ELLs. The What Works Clearinghouse (2009) also states that teachers should receive professional training to properly deliver lessons according to the SIOP model. Teachers should be cognizant of teaching techniques that are successful for ELLs and incorporate them into their SIOP lessons.

SIOP Components

**Preparation.** According to 99 Ideas and Activities for Teaching English Learners with the SIOP Model (2008) there are eight components of the SIOP model, which are: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery and review and assessment. The first component discussed is preparation. This section emphasizes the importance of being organized and prepared for each lesson. Early teachers and teacher candidates tend to struggle with making sure their lessons contain all of the necessary components, and the process is similar for writing SIOP lessons. The SIOP model has a specific lesson plan template which contains all of the components of a successful SIOP lesson. Teachers using the SIOP model in their instruction are urged to use this lesson plan in order to plan effectively. Even though there are variations of the SIOP lesson plan template, they all
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contain the same components. An example of a SIOP lesson plan template can be viewed in Appendix A.

One key difference in the SIOP lesson plan compared to other lesson plans is that it includes not only a content objective but a language objective as well. This ensures that the teacher is planning what she would like the students to be able to say or practice orally during the lesson or activity. The SIOP lesson template also has a component for including higher order thinking questions. Just because a student may not be able to communicate effectively in English does not mean they cannot think abstractly and conceptually (Echevarria et al., 2008). Therefore, it is important for teachers to outline higher order thinking questions during the planning process. These lesson plan templates help teachers identify key components of the SIOP model which need to be attended to in careful planning.

**Building background.** The building background component is an essential part of the lesson planning process. Building background knowledge is a successful strategy to help learners connect what they are learning with what they already know (Spires & Donley, 1998). Cognitive psychologists have found that students better develop understanding of topics and concepts if they are able to make a connection with their own life or previous knowledge. In the case of ELLs, is it vital to activate and explicitly build on prior knowledge because ELLs may not have the same background knowledge as native English speakers. Even though all ELLs have background knowledge, it may not be the background knowledge that is required to be successful in an American school system. They may be carrying background knowledge from their native country or family’s culture. However, their background knowledge, even though different, should still be embraced and used when applicable to lessons. Nevertheless, teachers need to explicitly fill in the gaps of student knowledge so that students can make the necessary
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connections between past and present learning. The SIOP model suggests teaching a “mini-
lesson” to appropriately build background and activate prior knowledge when necessary. This
could include linking knowledge to students’ past, linking knowledge to material already
learned, or highlighting key vocabulary that is going to be essential for understanding

**Comprehensible input.** Just like building background, providing comprehensible input
is necessary when teaching ELLs. This is a key component of the SIOP model. If the students do
not understand what is being taught, they are not going to learn. Therefore, teachers need to
provide instruction in a way that is understandable to ELLs. First, teachers must speak at an
understandable pace. This may seem unnatural for most teachers, however it is imperative for
student understanding. ELLs need more time to process the language they are hearing than native
English speakers do. Teachers can also make language more comprehensible by enunciating
their speech more clearly. Integrating body language to reinforce key points is also very
successful in providing comprehensible input. For beginners, teachers must use simple syntax
and vocabulary to make content understandable. Another way to provide comprehensible input is
by consistent modeling of tasks and activities. Visuals also enhance understanding and make
concepts more comprehensible for ELLs. This is a crucial component in providing meaningful
instruction for ELLs which can determine success in academic learning. The next section,
strategies, provides an explanation of how to use comprehensible input when teaching lessons to
successfully enable academic learning.

**Strategies.** In the past, ELLs were often misplaced in remedial or special education
classes because their language deficits prevented them from displaying their academic abilities.
People also believed that academic content could not be taught until the student was proficient in
English (Echevarria et al., 2008). However, educators now understand that ELLs cannot wait to
be taught content knowledge because they will fall behind and may not be able to catch up. With appropriate strategies to enable learning, ELLs can learn content in conjunction with acquiring English.

The strategies component focuses on cognitive and metacognitive skills, which will help ELLs grasp new knowledge in a systematic way. Through explicit comprehensible teaching of learning strategies, ELLs will learn how to think critically and analytically on their own. Some examples of these strategies that should be explicitly taught are note-taking, self-questioning, organizing information, re-reading, and summarizing. These strategies should promote higher order thinking which challenge ELLs in their learning. Students should be provided with sufficient opportunities to practice these learning strategies for them to eventually use them effectively. The strategies component emphasizes the fact that just because ELLs are not yet able to communicate their knowledge does not mean they should be denied of a challenging and meaningful education.

Interaction. Research has shown that ELLs will not learn a second language without meaningful interaction (Echevarria et al., 2008). Therefore, this component of the SIOP model is one of the most important in the second language acquisition process. Not only interaction, but meaningful interaction is crucial. In general, English language learners will take any opportunity they have to speak their native language before and after school at home, and with friends who speak the same language. Therefore, teachers need to make it a point to incorporate interaction in the second language into lessons consistently and daily. The teacher needs to purposefully talk less during lessons, and create opportunities for the students to interact with one another. The ELL needs to have as much exposure to English as possible with meaningful practice listening to and speaking the language. One way for the teacher to do this is by configuring groups of
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students with multiple language levels where supports will be available if necessary. It is also necessary for the teacher to urge students to expand their responses and discuss questions with peers. In addition to this, sufficient wait time is essential in order for students to process the language. ELLs need multiple opportunities for interaction in each lesson in order to acquire language to the best of their ability.

**Practice and application.** Students are more likely to retain information learned if they are immediately asked to put those skills to use. There should be multiple opportunities to practice and apply academic skills and language learned throughout each lesson. This is essential for all students, but especially ELLs, because they may need more time to process information and/or transfer it from one language to another. Not only will students be more likely to learn at a faster rate with practice, but teachers will be able to assess student learning more often. The practice and application component emphasizes the importance of using manipulatives in lessons to provide concrete examples. These manipulatives should be applied through hands on activities, which integrate reading, writing, listening and speaking skills (Echevarria et al., 2008).

**Lesson delivery.** Lesson delivery is the component that focuses on the actual delivery of the lesson. A lesson can be planned effectively containing all of the necessary components of a SIOP lesson. However, if it is not taught appropriately, the students will not be learning the content successfully. Therefore, it is important that teachers are explicitly teaching the content and language objectives developed when planning the lesson. The teaching also needs to incorporate multiple opportunities for interaction through meaningful activities and practice. In addition to this, the teacher needs to communicate and interact with students in a way that provides comprehensible input. Students should be engaged in the lesson for 90-100% of the time, and pacing of the lesson should be appropriate. Therefore, all of the components previously
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discussed need to be carried out effectively through lesson delivery in order to make the SIOP lesson successful and beneficial for the ELL.

**Review and assessment.** Assessment is what drives future instruction. Therefore, this component is extremely important when teaching ELLs. An effective SIOP lesson needs to have some form of assessment in order to gauge student learning. The teacher needs to know whether or not the students achieved the content and language goals for the lesson. Assessments should be continuous and should occur before, during and after instruction. Multiple modes of assessment such as projects, presentations, portfolios and tests should be used to collect data. In addition, the assessments should be a combination of formal and informal. Feedback is also an important part of the review and assessment component. Teachers should give feedback specific to the task or activity the student is completing. Immediate feedback helps students monitor their own learning. Without assessment, the teacher will not have accurate information to determine future language and content learning goals and objectives. This data is essential in creating valuable lessons for ELLs.

**Empirical evidence**

Research has shown that sheltered instruction is an effective way to teach ELLs in the content area classroom (Echevarria, Richards-Tutor & Short, 2011; Hansen-Thomas, 2008; and Pray and Monhardt 2009). In a study conducted by Echevarria and Richards-Tutor (2011), research showed that students who were taught by SIOP trained teachers performed better on assessments of academic literacy than students who were not taught by SIOP trained teachers. This is the result of teachers implementing SIOP lessons, which integrate language and content instruction into the curriculum. The SIOP model uses a communicative approach which allows ELLs to practice English skills while learning content vocabulary and concepts. Teachers who
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properly plan and implement all eight components of the SIOP model provide instruction that is comprehensible to ELLs. Moreover, since their needs are being met in the mainstream classroom, there is no need for students to be pulled out of the class and miss important content instruction.

In a case study conducted by Yan, Many and Krumenaker, (2008) the highlighted teacher experimented with teaching ELLs in the mainstream classroom for the first time and shared his experiences. Even though the SIOP model was not directly implemented in this study, many components were found to be successful with teaching ELLs. One example is that the teacher stated that modifications in how the content was presented were essential for ELLs to understand the material. Because some ELLs may lack background knowledge, it was necessary to activate prior knowledge and build upon any gaps present before instruction could continue. The teacher also had to find appropriate resources for ELLs. Since they did not understand complex academic vocabulary, the teacher needed to find reading material with more sheltered language yet still containing the same academic content. In addition to this, the teacher recognized that scaffolding was crucial for academic success when teaching ELLs in content area classes. Language scaffolding was provided through grouping. Students were interacting with each other to gain knowledge, which also gave them opportunities to practice their language skills. Cooperative learning and peer tutoring were both successful strategies for the ELLs in this classroom. Many of the strategies this teacher found to be successful are parallel to the components of the SIOP model.

Typically, ELLs perform better in science classes than other content area classes (Pray and Monhardt, 2009; Hansen-Thomas, 2008). One reason for this is that proper science instruction requires many of the components included in SIOP model. In science, it is essential
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for students to make meaning through communication and interaction, using hand on materials in experiments, and expressing understanding in meaningful ways. Just as teachers of ELLs must do, science teachers must make the content comprehensible to all students and explain academic vocabulary thoroughly (Echevarria et al., 2008). Naturally, science instruction includes topics that are interesting to students. In addition to motivating topics, students are frequently working in partners or small groups to participate in meaningful activities. In good science instruction, students are learning by doing (Pray and Monhardt, 2009). Students are also generally exposed to “realia” and demonstrations, which scaffold their learning and provide comprehensible input. “Realia” is when teachers use real life objects in the classroom lessons in order to improve student understanding (Echevarria et al., 2008). There are many overlaps between good instruction in science and the SIOP model. However, social studies instruction is based on the understanding of key ideas, people and vocabulary. It does not naturally overlap with concepts present in SIOP model like Science does.

New York State 5th grade social studies

Curriculum. In New York State, the 5th grade Social Studies curriculum has a strong focus on United States history, and also expands into topics relating to Canada and Latin American countries (NYS Department of Education, 2012). Fifth grade Social Studies stresses competence in geography as well as economic and social/cultural understanding. The content in this curriculum builds upon prior knowledge which students are expected to remember. Students are expected to be able to: read maps, charts and graphs; identify key people in American history; and understand academic content and vocabulary related to government and economy. Students are also expected to know how to answer document based questions (DBQ’s) by the end of the 5th grade year. In addition, instruction focuses on students developing higher order
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thinking strategies in their social studies classes, such as classifying, analyzing, synthesizing and interpreting information. According to the New York State Department of Education (2012), students with a limited understanding of social studies content will have difficulty in reaching higher cognitive levels academically and becoming independent learners. Therefore, there are a great number of expectations placed on social studies teachers in the school systems today. Even though there is no longer a state assessment in 5th grade social studies, the academic content learned will be important in years to come. Students will be expected to recall the academic content learned in 5th grade as they build upon it in higher grade levels.

The fifth grade social studies curriculum at Fredonia Middle School is aligned with the standards New York State has provided. The teachers have generated a scope and sequence for the year, which consists of at least nine units to be covered throughout the year. These topics focus mostly on United States history, but also extend to topics concerning Canada and Latin America. The 5th grade teachers at Fredonia Middle School use the Harcourt Horizons textbook for social studies instruction. There are many academic vocabulary words, as well as names of people and places, which students must learn to master this curriculum. The teachers also use outside resources to supplement the textbook and fill in any gaps that may be present. However, 5th grade social studies students need to be strong in reading and writing to be successful.

**Best practices in social studies.** There are many components that go into providing effective social studies instruction. Through in depth learning and meaningful activities, students should generate an understanding and respect of their country and world around them (Evers, 2009). Students should also feel a sense of responsibility for their school, community, country, and world through social studies instruction. In addition to this, it is important for students to explore their own culture and heritage through social studies. Effective social studies instruction
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involves teaching students to question themselves and their ideas in order to build on their knowledge base. Instruction should not focus on one cultural base, but should teach students about the different people in their world, instilling cultural competence and awareness (Evers, 2009).

Another important concept in social studies is acquiring higher order thinking skills. Since students should be challenged with historical and current issues in the world, it is important that they learn how to form opinions and construct knowledge on their own in order to become independent learners (Oklahoma Council for the Social Studies, 2012). One way to do this is by going deep into topics. The curriculum should allow teachers to go in depth in their topics, and not just cover the basics. Furthermore, specific questioning should be outlined to ensure higher order thinking questions about the topic are being asked. Social studies students should take part in discussions and debates about controversial issues. The classroom should be student centered, and students should be interacting with one another frequently to express opinions and construct answers to questions. The teacher should be a facilitator in these interactions and scaffold student learning (Evers, 2009).

Another best practice in social studies is to teach based on a holistic approach. Content should build upon what students have already learned. Students are more successful when they encounter information in whole ideas instead of chunks that do not fit together. For this reason, building background before new content is taught is essential. Teachers must activate prior knowledge to ensure the class has the appropriate background knowledge. It is also successful to call upon student experiences to enhance content taught in the classroom. This increases student engagement while adding a level of cultural competence and real life experience to the lesson. Students will feel more connected to the content being taught if they can relate it to a personal
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experience. Because the social studies curriculum contains a large amount of vocabulary, teachers must give meaning to these words in other ways besides memorization. The most powerful learning comes when students have a true understanding of the content. Concrete, realistic learning experiences will create true understanding of concepts and lead to success in learning the social studies curriculum (Oklahoma Council for the Social Studies, 2012).

Since academic language is much harder to obtain than social language for ELLs, it is necessary for teachers to use multiple strategies to reach the students (Cummins, 2000). The SIOP model incorporates many components that research has shown to be effective with ELLs struggling with content areas, such as social studies (Echevarria et al., 2008). Therefore, this curriculum project will use the components of the SIOP model to create meaningful social studies lessons and activities which promote comprehensible input and interaction in the classroom. Since ELLs are a new and growing population at Fredonia Middle School, many teachers do not have the appropriate resources to teach these students. Therefore, the purpose of this curriculum project is to provide fifth grade social studies teachers with resources to supplement their curriculum in hopes of making social studies more comprehensible for ELLs in their classroom.

Methodology

Purpose

The purpose of this curriculum project is to create resources for 5th grade social studies teachers in New York State to use in teaching English Language Learners (ELLs) in their classrooms. ELLs often have a difficult time with social studies because of the content language. Therefore, I created activities following the Sheltered Instruction Observation Protocol (SIOP) model in order to help ELLs grasp 5th grade social studies content. These activities are highly
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interactive in order to make the content more comprehensible to ELLs. The activities and lessons give teachers a framework to incorporate meaningful language practice while teaching social studies topics. I supplemented the current curriculum with activities that teachers can use in addition to, or instead of, their current curriculum. These supplementary lessons can be used in many ways. One way is that the general education social studies teacher can use them in the general education classroom. Even though the SIOP model was designed specifically for ELLs, the strategies used are beneficial to all learners. Fifth grade students are still acquiring academic language even if they are proficient in English, and this method can help these students develop their content specific vocabulary. In addition, the SIOP model components could benefit other struggling students in the class. The supplementary lessons could also be used by the ESL teacher during push in or pull out sessions. This way, the ELLs would be receiving additional support and repeated practice with the academic language of the social studies content. My intent for this project is that teachers will have the resources they need to become more effective and confident teaching ELLs social studies content.

Participants

The participants in this curriculum study are 5th grade social studies students and their teachers at Fredonia Middle School. The students in Fredonia Central School are predominately white native English speakers, and come from low to middle class families. Twenty-eight percent of the students receive free or reduced lunch. Seven percent of students are of Hispanic heritage, and about two percent are African American. There is also a very small group (1%) of Asian students in the district. There are currently 9 students receiving ESL services in the middle school. Eight of the nine students in the middle school receiving ESL services are Hispanic and the other student is Pakistani. Even though most of the ESL students in this district are Spanish
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speakers, there are a limited number of Spanish speaking faculty and community members. In
the middle school, there are only a few faculty members who speak Spanish, and only one native
Spanish speaker. The ESL population is continually growing at Fredonia Central School District.
The percentage of ELLs in the district has increased from .3% to 2.0% since 1995 (New York
State Report Card, 2012). Therefore, teachers are teaching a larger number of ELLs in their
classroom than they have ever seen in this school district.

The 5th grade social studies teachers at Fredonia Middle school are veteran teachers, and
highly respected members of the school staff. They take pride in teaching students about
American history, and are dedicated to reaching all students and helping them learn. These
teachers have expressed that they are enthusiastic about having ELLs in their classroom, and are
open to new ideas and strategies to teach them more effectively.

Setting

The setting for this curriculum project is Fredonia Middle School. According to the U.S.
census, there are approximately 10,700 people residing in the village of Fredonia. The Fredonia
Middle School consists of students from grades fifth through eighth. There are approximately
1,650 students in the entire district, with approximately 135 teachers. The student to teacher ratio
is approximately twelve to one. The Middle School contains slightly over 500 students, with 32
teachers for a student teacher ratio of approximately sixteen to one.

The middle school teachers work in teams according to grade level. Each grade level
contains teachers who teach specific content areas. Some teachers have only one content area to
teach, while others may teach two different content areas. Therefore, students will have a variety
of teachers throughout the day. The schedule is broken up into ten 40 minute periods, and
students travel independently from class to class.
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There are two major reasons why families with ELLs are moving into the school district. First, many parents of ELLs are migrant workers and work in local farms around the Fredonia area. Many of the families are related and live near or with each other. These families consist mostly of Spanish speaking ELLs from Puerto Rico. Then there is the other group of ELL families who are brought to this area by SUNY Fredonia. These families are furthering their education as students at the college who have been brought over through programs. These families come from a variety of countries around the world including Pakistan and Saudi Arabia.

Curriculum Design

The proposed curriculum was designed by considering the current 5th grade social studies curriculum at Fredonia Middle School. The fifth grade curriculum is based on American history. Currently, there are nine major topics taught in fifth grade social studies that I focused on for the curriculum project. These nine topics are; September 11, 2001, the United States Constitution, The Louisiana purchase (Louis and Clark, Sacajawea), The Gold Rush/Opening of the West, the Civil War/Reconstruction, the Industrial Revolution, World War I, the 1920’s/Depression/Dust Bowl, and World War II. For each of these topics, I designed three to four supplementary lessons based on the components of the SIOP model. These lessons and activities correspond with the content normally taught. For each lesson I have identified the page numbers in the text book in which the lesson should be taught with. An exception to this is the first unit, September 11th, because this topic is not covered in the current textbook. Therefore, I had to use outside resources to account for this lack of information in the textbook. Also, for each unit I have included a resource page which includes websites used in lessons in the unit. The resource page also contains a list of key vocabulary words and people that are essential for student understanding. I also created a section which contains information that teachers may
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“assume” students already know. This is an area where ELLs may struggle more than other students since they do not have the same background knowledge as native English speaking students. I determined what to focus on in my lessons by looking at the material, and discussing the curriculum with the fifth grade social studies teachers. I looked at the specific content vocabulary that the students will need to know in order to comprehend the content. In addition to this, I collaborated with the teachers for their input on what they feel are the most important concepts in the curriculum, so I could make sure to include these topics in my supplementary curriculum. The teachers also provided valuable input on which concepts and topics have proved most difficult for students in their previous classes. This was an indication to me that ELLs would probably struggle with that specific topic as well, if general education students had struggled with it in the past. Using this information, I created highly interactive activities, which promote language practice and incorporate content that is comprehensible for ELLs. These lessons put emphasis on background knowledge and vocabulary development, while giving ELLs multiple opportunities to interact with others and apply their language skills.

The lessons and activities I created to supplement the curriculum are based on the eight components of the SIOP model, which are: preparation, building background, comprehensible input, strategies, interaction, practice and application, lesson delivery, and review and assessment. I constructed the supplementary lessons using the SIOP model lesson template (see appendix) which includes all of the components of the SIOP model.

The lessons and activities activate prior knowledge and fill in any information gaps students may have about the topic. The lessons and activities foster meaningful student interaction through content and language objectives. Students will be speaking about content including important academic vocabulary necessary for understanding. Included in the
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The curriculum project is a list of key vocabulary, key people to know, and key concepts. Appropriate assessments are also embedded in the activities to allow teachers to immediately assess student understanding. Working closely with the teachers was essential to insure that this is an effective curriculum project. It was important to me that I create something that would be beneficial and helpful to teachers and students in the future.

**Limitations**

One limitation for this curriculum project is that I did not know the fifth grade ELL students. Therefore, I did not have an exact understanding of their language level. If I knew them better as students I could have modeled the curriculum based on their specific needs. However, I was in contact with their current ESL teacher and gained beneficial information from her about these students. Therefore, the lessons in this curriculum project were differentiated in order to meet the needs of various students.

Another limitation is that ELLs in the same grade level generally have entirely different language skills. Therefore, some students may have intermediate to advanced language skills, while other students may still be considered beginners. This makes creating meaningful lessons even more difficult. Consequently, my lessons allow for differentiation between different language levels as well as different cognitive levels. In the SIOP model, this problem is often targeted through grouping. Students can support each other and scaffold learning through grouping strategies. The language used in reading passages and class work also needed to be altered so that it is comprehensible for all learners. Consequently, some students may be reading different levels of material to acquire the same content. It is important to create lessons and activities that can be easily modified for different levels of learners.
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One final limitation for creating this curriculum project is resources. Since there have not been many ELLs present in the Fredonia Central School system in the past, there is not an extensive amount of resources available for teachers to use with ELLs. In addition to this, since I am a Special Education teacher and not a Social Studies content teacher, I do not have all of the Social Studies resources that the 5th grade teachers use to teach their curriculum. I had to find outside resources in order to make up for these shortcomings. I did this by borrowing books and information from current teachers as well as utilizing internet resources.

Results

The results of this curriculum project consist of the lesson plans created to use as supplements of the 5th grade social studies curriculum at Fredonia Middle School. Each unit also has a resources page, along with any additional worksheets or materials needed to teach the lesson. A table of contents for the units is given at the beginning of the curriculum.
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CURRICULUM

Overview of Curriculum

This curriculum is geared toward 5th grade Social Studies students at Fredonia Middle School. The fifth grade social studies curriculum focuses primarily on American history. These lessons were created using the SIOP model, and are intended for use with English Language Learners. The lessons focus on vocabulary development and student interaction to make social studies content more understandable while students learn the English language. This curriculum contains nine units with three or four lessons in each unit.

Guide to Using Curriculum

This curriculum project can be used in many different ways. First, social studies teachers can use these lessons to supplement their current curriculum when teaching English Language Learners who are integrated into the general education classroom. These lessons can be taught to the whole class, or can be used by a classroom aide or ESL teacher. Social studies teachers can also use these lessons to give to ESL teachers to utilize during pull out sessions or study halls. The ESL teacher can also use these activities on their own in self-contained ESL classes. Teachers can pick and choose which lessons they want to incorporate.

Each unit goes along with the Harcourt Horizons textbook (2003) that 5th grade social studies teachers are using at Fredonia Middle School. Therefore, each lesson identifies which pages in the textbook the lesson corresponds with. Teachers can look for lessons that specifically relate to the content being taught in the classroom in order to enhance understanding for ELLs, as well as the rest of the class. Since these lessons are highly interactive, students will be using vocabulary and content information to gain further understanding. In addition to this, I have
embedded into the lessons ways to modify and differentiate the lessons according to the language proficiency level of the students and size of the class. These lessons can be easily adapted to suit different dynamics in the classroom.

The Table of Content can be used to find specific lessons in each unit. The title of each unit is listed, as well as the titles of each of the lessons in the unit. This way, teachers are able to locate lessons that will be useful to integrate into their current curriculum. Also, at the end of each unit, there is a vocabulary list of the most important vocabulary words in each unit. This will also include key people to be aware of in the unit. These words have also been incorporated into the lessons in each unit.
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Objectives for Unit 1
-SWBAT learn about the events of September 11, 2001, and understand the effects this event had on the United States, and other countries around the world.
-SWBAT define patriotism and state the Pledge of Allegiance.

Websites:
http://www.classbrain.com/

Key Vocabulary
September 11
Twin Towers
Allegiance
Pledge
Nationalism
Firefighter
Police man
Civilian

Key People
Osama Bin Laden
George Bush

Assumptions of Information ELLs may not know
-The United States is currently in a war with

*This may also be a sensitive issue for students from the Middle East. If students from these countries are in the class, their perspective needs to be taken into account and some information and activities may need to be adjusted to be sensitive to their needs.
**SIOP Lesson:** Introduction to 9/11  
**Grade:** 5

<table>
<thead>
<tr>
<th>Content Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1:</strong></td>
</tr>
<tr>
<td>History of the United States and New York</td>
</tr>
<tr>
<td>Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11</td>
</tr>
<tr>
<td>Twin Towers</td>
</tr>
<tr>
<td>war</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOTS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will create their own questions about information they want to know about 9/11 based on what they already know, and learned from their classmates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visuals/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-KWL chart on poster board</td>
</tr>
<tr>
<td>-pictures of twin towers before and after 9/11</td>
</tr>
<tr>
<td>-index cards</td>
</tr>
</tbody>
</table>

**Anticipatory Set:**
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First, I will show two pictures to the students. The first picture will be of the twin towers site before 9/11, and the second picture will be of the twin towers after 9/11.

**Connections to Prior Knowledge:**
I will use the Total Physical Response (TPR) strategy to gauge prior knowledge. I will have students stand up if they have any family members who have ever served in a war. I will then ask students to stand up if they know anyone in the United States who has served or is currently serving in the military in Iraq.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT identify what they know about what happened on September 11th.</td>
<td>1.1 -Each student will be given an index card. On the index card, students will be asked to write down one thing they know about what happened on September 11th. -Depending on student proficiency level, students can either write what they know, or draw a picture of what they know. -These index cards will be placed on the KWL chart under the “K” column which stands for what they already know about the topic. 1.2 Students will repeat the same process for the next column “W” which is what they want to know about the topic.</td>
<td>1.1 -Teacher will observe students as they practice what is on their card with the peers. -Students will speak in front of the class to verbalize what was on their cards that will go on the chart.</td>
</tr>
</tbody>
</table>

**Language Objectives:**

<table>
<thead>
<tr>
<th>1.0 SWBAT verbalize the information on the index card they created</th>
<th>1.1 -Before students put their cards on the KWL</th>
</tr>
</thead>
</table>

1.1 -Teacher will observe students as they practice what is on their card with the peers. -Students will speak in front of the class to verbalize what was on their cards that will go on the chart.
for the KWL chart.

-Students will practice with a partner before they explain their card in front of the class.

1.2
Students will repeat the process for the next column completed.

1.2.
-Same assessment as 1.1

Wrap Up:
To wrap up this lesson, the class will re-read the questions that we are going to answer during the unit. TW explain that their answers to these questions will go in the 3rd column of the chart.
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| Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills |
|---|---|
| SIOP Lesson: 9/11 Collage Grade: 5 |

**Content Standard:**

Standard 1:

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

| Key Vocabulary: September 11 Twin Towers war |
|---|---|
| Visuals/Resources: |

| HOTS: |

Students will find pictures that correspond with 9/11 from a variety of resources and explain why they fit the topic.

| Anticipatory Set: |
I will show students a pre-made collage about 9/11. The collage will contain pictures from a variety of resources, such as pictures from magazines, newspapers and online images. All of the pictures will have something to do with the terrorist attack on the Twin Towers. TW explain why he/she chose each picture to be a part of the collage. |

| Connections to Prior Knowledge: |

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TW use realia to connect to prior lessons and information taught about September 11th. The class will review what happened on that day and since that day through the pictures on the teacher’s collage.

<table>
<thead>
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<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT create a collage that represents the events of 9/11 using pictures from a variety of resources.</td>
<td>1.1 First, students will choose pictures that they want to use in their collage. They will look through magazine articles, old newspapers, and have access to pictures on the internet. Each student will need to choose at least 10 pictures to include on their collage. A helpful website when looking for pictures is: <a href="http://www.classbrain.com/artfreekid/publish/cat_index_4.shtml">http://www.classbrain.com/artfreekid/publish/cat_index_4.shtml</a></td>
<td>1.1 TW assess students’ knowledge of the events of September 11th based on the relevance of the pictures students chose for their collage.</td>
</tr>
</tbody>
</table>

1.2 Next, students will assemble the pictures onto poster paper to create their collage. If students finish early, they should search for more pictures to include in their collage.

1.1 After students create their collage, they will practice how to explain the pictures to the class. TW give suggestions of words for students to use to explain their pictures. The KWL from the previous lesson will also be available for students to use as a resource for vocabulary words.

1.2 Next, students will practice their presentation with a partner before they present in front of the class.

1.3 Finally, students will present their collage to the class using vocabulary words pertinent to the topic of 9/11, and explaining why they chose the pictures they did.

1.1 Teacher will score students based on their presentation of their collage. Teacher will grade students based on the following criteria:

- Relevance of pictures chosen
- Use of pertinent vocabulary
- Explanation of why pictures were chosen

*This can be modified by having students present to one other student, or the teacher. This may be necessary for beginning...*
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| students who do not yet feel comfortable speaking English in front of others. |

**Wrap Up:**
To wrap up this lesson, students will hang their collages on the wall/bulletin board to display their work.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: Pledge of Allegiance Grade: 5

Content Standard:

Standard 1:

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
- Allegiance
- Pledge
- nationalism

HOTS:

Students will be asked the following questions:
- Why do students recite the pledge of allegiance each morning?
- Did your native country have anything similar to the pledge of allegiance?
- What does the pledge of allegiance have to do with the terrorist attack on September 11th?

Visuals/Resources:

- Pledge of Allegiance picture cards
- video of American nationalism on YouTube:
  http://www.youtube.com/watch?v=Q65KZIqay4E&feature=fvwrel

Anticipatory Set:

First, teacher will show the video “Proud to be an American” on YouTube, which shows how Americans came together as a country to show their nationalism and pride for their country. TW explain that one way Americans show their pride is by reciting the pledge of allegiance (as students do each morning at school).

Connections to Prior Knowledge:
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Class will discuss the devastation September 11th brought our country, and how important it is to show nationalism in such a tough time in our country’s history.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| **1.0 SWBAT discuss the importance of the pledge of allegiance to Americans.** | **1.1 Teacher will ask students the following questions:**  
- Why do students recite the pledge of allegiance each morning?  
- Did your native country have anything similar to the pledge of allegiance?  
- What does the pledge of allegiance have to do with the terrorist attack on September 11th? | **1.1 Teacher will informally assess students’ knowledge as they discuss their answers with a partner and share out to the group.** |

| Language Objectives: | | |
|----------------------| | |
| **1.1 SWBAT recite the national anthem using picture cards as a guide.** | **1.1 First, the teacher will hand out picture cards to students. Then, the TW recite the pledge of allegiance as students follow along on their picture cards. (a video or audio of the pledge of** | |
allegiance could also be available for students to listen to as they are practicing on their own.)

1.2 Next, students will practice reciting the pledge of allegiance using their picture cards with words.
1.3 Students can practice with a partner and/or with the teacher. At the end of the lesson students will have the opportunity to say the pledge of allegiance on their own.
*Depending on proficiency level, students can also say the pledge as a class or in small groups.

1.1 Teacher will assess students as they recite the pledge on their own, or in their small group.

Wrap Up:
To wrap up, TW explain that it is important to show nationalism and pride in your country, and that the pledge of allegiance is a great way to do that.
Pledge of Allegiance

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation...
Mind does matter...Soak it up!

Copyright ©2001 ClassBrain, Inc. http://www.classbrain.com/
Pledge of Allegiance

I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible with liberty and justice for all.
| Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills |
|SIOP Lesson: You Are There     Grade: 5 |
|Content Standard: |

**Standard 1:**

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

| Key Vocabulary: | Visuals/Resources: |
|Firefighter | -interview question notecards |
|Police man | -websites/books for research |
|Civilian |

**HOTS:**

Students will create their own interview questions for either a fireman, policeman, or civilian about on their experiences on September 11th.

**Anticipatory Set:**

After discussing the involvement of first responders in the events after 9/11 (firefighters, policeman, etc.) as well as the impact on civilians, TW tell students that they are going to choose one of these people to create a “You Are There” scenario (mock dramatized
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

role-play) with another student. TW pair students together, and each pair will be able to choose which person they are going to create a scenario for.

Connections to Prior Knowledge:
TW review information learned from previous lessons about the involvement of different kinds of people after the attack on 9/11. TW do this by filling in the last column of the KWL chart completed in one of the first lessons. TW include information about firefighters, policeman and the impact on civilians with the help of students.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SWBAT create interview questions and answers for a specific type of person involved in 9/11. | 1.1 Once each pair has chosen the type of person they will create the “You Are There” scenario with, TW direct students to come up with at least 5 interview questions and answers to act out in their final interview. TW model by giving examples of sample questions and answers that students could ask. For example:

- What were your first feelings when you heard what happened to the Twin Towers?
- How did the attack on the Twin Towers affect you and your family?
- Did anything good come out of the terrorist attack on September 11th?

Teacher will also tell students that they will be graded on grammar usage, clarity of speech, and content of questions and answers.

1.2 At this point, students will have time to generate the 5 questions and answers that | 1.1 TW review the questions and answers that students came up with before they act out their interview. The teacher will correct any grammatical or content errors in the questions/answers. |
### Language Objectives:

1. **SWBAT** ask interview questions and give answers to interview questions with a partner based on the events of 9/11.

<table>
<thead>
<tr>
<th><strong>they will act out during the interview.</strong> One student will be the interviewer, and the other student the interviewee. Students will practice asking and answering the questions with each other multiple times in preparation for the interview.</th>
<th><strong>1.1</strong> When students have finished writing and practicing their interview questions, each pair will act out their interview in front of the class. (These interviews can be video-taped so students can watch them at a later time).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 Students will make notecards with their questions/answers on them to use as a resource during the interview.</td>
<td><em>For more advanced ELLs, students in the audience can ask additional questions when the interview is over and both students can answer their questions.</em></td>
</tr>
</tbody>
</table>

*The next part may take place the next day depending on the amount of time in a class period.*

1.1 Teacher will have a scoring rubric to grade students’ questions and presentation of the questions and answers. Each pair will be given a grade based on their performance. Rubric will be based on:

- 5 points - used grammar and vocabulary correctly
- 5 points - spoke clearly so audience could hear
- 10 points - questions and answers were appropriate and accurate.

### Wrap Up:
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

To conclude the lesson, TW review that there were many different people involved in the aftermath of September 11th by looking at KWL chart, and adding any pertinent information learned through the interviews. KWL will remain posted in the classroom.

RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used grammar and vocabulary correctly</td>
<td>/5</td>
</tr>
<tr>
<td>Spoke clearly/audience was able to hear</td>
<td>/5</td>
</tr>
<tr>
<td>Questions and answers were appropriate and accurate</td>
<td>/10</td>
</tr>
</tbody>
</table>

Total: /20

Comments:
Objectives for Unit 2:
-SWBAT understand how and why the Constitution was developed
-SWBAT understand different parts of the Constitution.
-SWBAT identify parts of the United States government outlined in the Constitution.

Websites:
www.google.com
http://www.usconstitution.net/constkids.html
http://www.youtube.com/watch?v=bahy9v8-daU

Key vocabulary
-Rights
-Framers
-Bill of Rights
-amendment
-Congress
-President
-Courts
-legislative
-judicial
-executive
-House of Representatives

Assumptions ELLs may not know:
-Some ELLs may come from countries that do not have a constitution such as the one the United States does. Therefore, they may not know what a constitution is, or that people in America have the rights that they do. Teachers should be cautious when discussing these issues if students come from countries where they did not have these rights.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: Canned Questions *to go along with Chapter 10 in textbook

Content Standard:

Standard 1:

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 5:

Civics, Citizenship, and Government

use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
### Key Vocabulary:
- Constitution
- Rights
- Bill of Rights
- amendment
- Congress
- President
- Courts

### HOTS:

The “Canned Questions” activity will include questions on all levels of Bloom’s Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation). Teacher will automatically differentiate instruction when questions are pulled by giving them to appropriate groupings of students.

### Anticipatory Set:

Teacher will show the “Constitution Song” (http://www.youtube.com/v/PIf7uFAKkJc&fs=1&source=uds&autoplay=1) to introduce the topics that will be discussed about the US Constitution. Then, teacher will explain that today students are going to learn the basic principles of the United States Constitution.

### Connections to Prior Knowledge:

TW ask students what rights they have as American citizens, and write down answers on a web diagram on the board. Some examples of possible answers could be; freedom of speech, religion, press, etc. Tell students that we have these rights because the Constitution was written in 1787 to establish these rights.

### Content Objectives:

1.0 SWBAT respond to questions written at

### Meaningful Activities:

1.0 First, teacher and students will read “The Basics” together as group. Teacher

### Review/Assessment:

1.0 Teacher will informally assess students as they answer the questions as a group. The teacher
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| Language Objective: 1.0 SWBAT verbally respond to questions with a partner/group, should instruct students to highlight important vocabulary words and names as they are reading. | 2.0 After reading the passage, students will be split into preselected groups (or partners depending on the number of students in the class).  
3.0 Each group will be given a “canned question” from the teacher’s can. (teacher will choose which questions go to which groups based on language and cognitive abilities of the group).  
4.0 When groups are finished answering their question, they will be given another “canned question” to answer. This process will continue until all questions are answered.  
*(Questions to be used are listed in the page below).*  
1.0 Students will discuss answers to questions with their group members/partner. Also, groups will have to share their answers with the entire group at least once (more depending on class size). | will also call on some groups to share their answers to the questions after each round of questions is completed. These same questions could also appear on the Constitution final test to assess the knowledge gained through this activity.  
1.0 Teacher will assess students’ ability to verbally respond to questions as they discuss with their group as well as when they share out to the entire group. |
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| and out loud to entire class. |

Wrap Up:
To conclude the lesson, the teacher will review the key points covered in the lesson (what the constitution says, when it was written, who wrote it, why it is important, etc.).

These are the questions that can be used (leveled according to Bloom’s Taxonomy)

**Knowledge**
- What year was the Constitution written?

**Comprehension:**
- Why was the Constitution written?

**Application:**
- Give an example of a right that American citizens have because of the Constitution.

**Analysis:**
- How are the rights given to US citizens the same as rights in (whatever country the child came from, if they came from another country).
- How are they different?

**Synthesis:**
- If you could change one thing about the Constitution what would it be?

**Evaluation:**
- What do you think the United States would be like if we did not have a Constitution?
The Basics

The law is the set of rules that we live by. The US Constitution is the highest law in the United States. It belongs to the United States. It belongs to all Americans.

The Constitution says how the government works. It creates the Presidency. It creates the Congress. It creates the Supreme Court.

The Constitution lists some key rights. Rights are things that all people have just because they are alive. By listing the rights, they are made special. They are made safe. The Bill of Rights is a part of the Constitution. The Bill of Rights lists many rights of the people.

History
The Constitution was written in 1787. Yes, it is over 200 years old. In 1787, a group of men met to write the Constitution. They did not like the way the country was going. They fixed it by creating the Constitution. We call these men The Framers.
Some of the framers are very famous. George Washington was a Framer. So was Ben Franklin.

The Framers met in Independence Hall during a hot summer in Philadelphia. They had a lot of arguments. In the end, they agreed to the words in the Constitution. They knew they had to agree. If they did not agree, the fighting would keep going.
After the Framers wrote the Constitution, they asked the states to approve it. It took some time, but all the states did approve it.

Some people did not like the Constitution. Some were afraid because it did not do enough to protect the rights of the people. It had no bill, or list, of rights.

Promises were made to add a bill of rights. After the Constitution passed, the Bill of Rights was added. The Bill of Rights is the first ten changes to the Constitution.

The Bill of Rights

The Bill of Rights is very important. It protects important ideas. It protects your right to say what you want. It lets you think for yourself. It keeps the laws from being too harsh. It gives rules for the police.

It lets you believe in god if you want to or not. No one can tell you not to believe or follow a religion. It lets you gather with your friends to talk. It makes sure you can read newspapers.

The Bill of Rights also protects your home. It helps keep Americans safe. Today, we are very happy the Bill of Rights was added to the Constitution.
Making changes

The Constitution is not perfect. When it was written, they knew that it would have to be improved. The Framers added a way to make changes. This is called "amendment".

The Bill of Rights was actually added as a set of amendments. The Constitution has been changed 18 times since it was written. The amendments added things that the Framers didn't think of.

One amendment says that all black men can vote. Another says that all women can vote. One more says that the President can only be elected twice.

The first amendments, the Bill of Rights, were added in 1791. The last amendment was added in 1992. Lots of people have ideas for new amendments. Adding an amendment is hard — it takes lots of agreement. Maybe you have a good idea for a change to the Constitution.

How it all works

The Constitution sets up the government. It is split into three parts.

One part is the Congress. The Congress makes laws. The people elect the members of Congress.
The next part is the President. The President enforces the laws.

The last part is the Courts. The courts decide what the law means when there are questions.

All of the parts have to work together. Just like the Framers agreed on the Constitution, the parts have to agree on the laws. No part has too much power. The power is shared. This helps protect the people.
### SIOP Lesson: Branches of Government Foldable (to go along with pages 368-363 in textbook)  
**Grade: 5**

#### Content Standard:

**Standard 1:**  
History of the United States and New York  
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 5:**  
Civics, Citizenship, and Government  
use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

<table>
<thead>
<tr>
<th><strong>Key Vocabulary:</strong></th>
<th><strong>Visuals/Resources:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>legislative</td>
<td>-foldables for each student</td>
</tr>
<tr>
<td>judicial</td>
<td>-pictures to represent each branch of government (from internet)</td>
</tr>
<tr>
<td>executive</td>
<td></td>
</tr>
<tr>
<td>House of Representatives</td>
<td></td>
</tr>
<tr>
<td>Congress</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key People:</strong></th>
<th><strong>HOTS:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Barack Obama</td>
<td>Why does the United States have a government?</td>
</tr>
<tr>
<td>Charles Schumer</td>
<td></td>
</tr>
<tr>
<td>Kristen Gillibrand</td>
<td></td>
</tr>
<tr>
<td>Tom Reed</td>
<td></td>
</tr>
</tbody>
</table>

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**HOTS:**  
Why does the United States have a government?

After students identify three types of government and
### Anticipatory Set:
- Teacher will show students a completed foldable like the one they are going to complete in the lesson.

### Connections to Prior Knowledge:
- Class will discuss; “Why does the United States have a government?”

### Content Objectives:
1.0 SWBAT identify the 3 branches of government and their jobs by completing a foldable.

### Meaningful Activities:
1.0 First, teacher will distribute foldables which will contain three flaps on them (one for each branch of government). TW instruct students that they are to write the first branch of government on the first flap “Executive.”
2.0 Next, TW show picture 1 to students. Students will describe the pictures (see below).
3.0 After students describe pictures, TW will tell and

### Review/Assessment:
1.0 SW be assessed based on the completion and accuracy of their foldable.
Language Objectives:
1.0 SWBAT describe the picture on their foldable to determine the jobs of each branch of government.

1.0 As teacher shows the picture that represents each branch of government, students will respond by describing what they see in the picture.
- The first picture is of Barack Obama, so students

<table>
<thead>
<tr>
<th>Executive</th>
<th>Legislative</th>
<th>Judicial</th>
</tr>
</thead>
<tbody>
<tr>
<td>- president</td>
<td>- Makes laws</td>
<td>- Supreme Court</td>
</tr>
<tr>
<td>- commander in chief of military</td>
<td>- Congress</td>
<td>- Judges</td>
</tr>
<tr>
<td>- enforces and carries out laws</td>
<td>1.) Senate</td>
<td>decide on court cases</td>
</tr>
<tr>
<td></td>
<td>2.) House of Representatives</td>
<td>when people break laws</td>
</tr>
</tbody>
</table>

write key words on the board that should be included with the picture for each branch of government. SW glue the picture and write the following key words and information in their foldable.

1.0 SW use vocabulary words and names of the three branches of government when they describe each picture being shown.
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| government. | should be replying with words like “President.”  
- The second picture is of a gavel. Students should say things like “Court, judge, jury, etc.”  
- The third picture is of a piece of paper that says “law.” Students should respond by discussing laws and what they are. |

#### Wrap Up:
To conclude the activity, students will fill in the blanks of the following sentences as a “Ticket out the Door.”

- There are ____________ branches of government.
- The ____________ is in charge of the executive branch.
- The Supreme Court is the head of the ________________ branch.
- The ________________ branch makes the laws.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Pictures to use with Lesson #2 foldable

Picture 1

![Picture 1](image1)

Picture 2

![Picture 2](image2)

Picture 3

![Picture 3](image3)
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Pictures found on Google.com
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: Checks and Balances Skit  *To go along with pages 358-363 in textbook  Grade: 5

Content Standard:

Standard 1:
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 5:
Civics, Citizenship, and Government
use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Vocabulary:
Checks and Balances

HOTS:
Students will discuss how the checks and balances system works and answer the following questions:

-Why do you think our country has the system of checks and balances?
-What do you think it would be like without the checks and balances system?
-Do you know of any other countries that also have a system similar to this one?

Visuals/Resources:
-Posters saying “Executive, Judicial, and Legislative” placed in different areas of the classroom.
-notecards for students’ skit
-ticket out the door
-visual chart of checks and balances

Anticipatory Set: Teacher will tell students that the Congress is proposing a law that we go to school all year round.
Do you think this is fair?
Should Congress be able to have the final say in these decisions?
Connections to Prior Knowledge:
Teacher will review that there are three branches of government in the US government system. Teacher will give students 2-3 minutes to look in their notes or talk to a partner to come up with the names and jobs of the three branches of government that they have previously learned. After given some time, TW call on volunteers to verbally state the name of the three branches of government as he or she write it down on the board. Student volunteers will also be called on to state the job of each of the branches. TW also write the jobs of the three branches of government next to the name.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT carry out the process of the checks and balances system through a classroom skit.</td>
<td>1.1 To start, the TW go back to the issue of the Congress proposing that schools should run throughout the whole year. TW then state that we have three branches of government so that one branch cannot make all of the decisions on their own and gain too much control. This is called “checks and balances.” 1.2 TW display a chart (shown on the last page of lesson plan) to visually demonstrate the system of checks and balances and how each branch shares power. 1.3 Now, students will go through a skit to demonstrate how checks and balances really works using the scenario of Congress proposing a law to go to school all year long. -Students will count off by 3 (1’s will be the Executive branch, 2’s will be the Judicial”</td>
<td></td>
</tr>
</tbody>
</table>
branch, and 3’s will be the Legislative branch.) Each group will find their branch of government poster in the room and gather there. By each poster will be notecards which describe the role their branch of government will play in the skit. Each card will have a number on it which tells students the order they should read their card during the skit. Cards should say:

(Legislative) Card #1: We propose a law to make all schools go to school all year round!

(Executive) Card #2: As the President, I think students need a summer vacation. I veto your bill!

(Legislative) Card #3: Well we took a vote, and more than 2/3 of us still agree that we should go to school all year round. The Congress overrides your veto.

(Executive) Card #4: Even though the Congress passed this law, the Supreme Court believes it is unconstitutional. We are going to ban this law!

1.4 Students will act out skit with their group and demonstrate how the checks and balances system works through a realistic problem that could occur in their lives.
<table>
<thead>
<tr>
<th>2.0 SWBAT define the purpose of the checks and balances system</th>
<th>1.4 Each group of students will be given time to practice their card. One student can read the card (depending on the proficiency levels of students in the group) or the whole group can read it together. * If there are beginners in the class, TW group the beginner with a more advanced student so they can guide them through the process and lower anxiety for the student.</th>
<th>2.0 As students discuss with their partner, TW rotate and take anecdotal notes on answers students are giving,</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Students will now go back to their seats to discuss what happened in the skit. TW ask the following questions for students to answer with a partner that the teacher has chosen for them (based on Language Proficiency levels)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Why do you think our country has the system of checks and balances?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- What do you think it would be like without the checks and balances system?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do you know of any other countries that also have a system similar to this one?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 After students have discussed, TW call on groups to give answers to questions. As students answer, TW write down their answers on the overhead/chalkboard for all students to see.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 Students will complete Ticket Out the Door as a “Wrap Up Activity” (see below)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.2 TW collect Ticket out the Door for a grade. (If there are students who are still beginners, teacher can ask students to verbally state the purpose of the checks and balances system, or even draw a picture).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wrap Up:**
To wrap up, students will answer the following questions on a slip of paper and hand to the teacher before leaving the room for a ticket out the door.

“Why do we have the system of checks and balances?”
Resources for Unit 3

Objectives for Unit 3:
- SWBAT identify the route taken by Lewis and Clark on their expedition to the West.
- SWBAT define what the Louisiana Purchase was, and its importance to our country.

Websites:
http://www.classbrain.com/artholiday/publish/article_373.shtml

Key Vocabulary
- Corps of Discovery
- Expedition
- Louisiana Purchase

Key People
- Meriwether Lewis
- William Clark
- Sacajawea
- Thomas Jefferson

Assumptions ELLs may not know
- The United States is made up of people from many other countries
- People in the United States have multiple cultures/speak multiple languages because of events such as the Louisiana Purchase and immigration
**SIOP Lesson:** Progressive Maps  *goes with pages 384-388 in Horizons textbook  Grade: 5

**Content Standard:**

Standard 1:

History of the United States and New York

SWBAT use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Louisiana Purchase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Person:</strong></td>
<td>Thomas Jefferson</td>
</tr>
</tbody>
</table>

**HOTS:**

Why did Thomas Jefferson want to buy the Louisiana territory from the French?

How would buying this territory help the United States?

**Visuals/Resources:**

- Reading Passage (rewritten from pages 384 and 385 in textbook)
- map of Louisiana Territory
- crayons/colored pencils

**Anticipatory Set:**
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

TW show students a map of the United States before the Louisiana Purchase and a current map of the United States. TW ask students how the map is different from the current US map. Next, TW explain that in 1803, the US bought a territory that nearly doubled its size. This was called the Louisiana Purchase.

Connections to Prior Knowledge:
TW ask students what they remember about Thomas Jefferson from when they learned about the Constitution. TW explain that after the Constitution was written, Thomas Jefferson became the third President of the U.S. and was the President who led the U.S. to buy the Louisiana Territory.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SWBAT identify the land bought from the Louisiana Purchase by completing a progressive map. | 1.0 First, students will read the simplified reading passage covering the information on pages 384-388 in the Horizons textbook.  
1.1 Students will highlight the names/vocabulary words written in bold in the reading passage.  
1.2 Next, TW hand out a blank map showing the territory of the United States before the Louisiana Purchase.  
1.3 SW color the U.S. territory (pre-Louisiana Purchase) green. Below the map, students will make the own key. They will color a small area green, and then label it “United States before Louisiana Purchase”.  
1.4 Next, students will color the territory bought during the Louisiana Purchase red. They will add to the key below by adding a red dot and labeling it “Louisiana Purchase.” | 1.4 SW hand in their completed map to be displayed in the classroom, or kept with Social Studies materials for later reference. |
<table>
<thead>
<tr>
<th>Language Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 SWBAT explain why the United States bought the Louisiana Territory by completing sentence frames given by teacher.</td>
</tr>
</tbody>
</table>

| 2.0 Now, students will go back to the reading passage that they read in the beginning of the lesson and fill in the blanks in the given sentence frames. Teacher and class will chorally read the sentence frames together before students answer the questions. TW remind students that the answers to the questions are in the reading passage. |

| 2.1 Students will write their answers in the blank space, and then share their answers verbally with a partner. |

| 2.1 Teacher will listen as students read their sentence frames to a partner. The bottom half of the reading passage containing the answers to the questions can also be collected for further assessment material if needed. |

Wrap Up:
To wrap up the lesson, TW ask for volunteers to share their answers to the sentence frames as a review of the material learned during the lesson. A few students will share their answers to each of the questions.
The Louisiana Purchase

In 1801, Thomas Jefferson became the third President of the United States. He wanted the United States to grow into a bigger country. He also wanted more land for a port along the Gulf of Mexico. This would help the country trade goods. Therefore, when he heard that Spain had given the large Louisiana Territory back to France, he was very interested in buying it. Napoleon Bonaparte, the French leader, offered to sell the land to the United States for 15 million dollars. This was a great victory for the United States. The deal was signed in 1803 and became known as the Louisiana Purchase.

1.) Thomas Jefferson wanted to buy the Louisiana Territory from France because

______________________________________________________________

2.) Buying the Louisiana Purchased helped the United States because

______________________________________________________________
Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

**SIOP Lesson:** Lewis and Clark Lapbook * to go along with reading pages 384-394 in Horizons textbook  
**Grade:** 5

**Content Standard:**

**Standard 1:**

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Visuals/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meriwether Lewis</td>
<td>-construction paper</td>
</tr>
<tr>
<td>William Clark</td>
<td>-coloring pages from website below:</td>
</tr>
<tr>
<td>Corps of Discovery</td>
<td>-crayons/colored pencils</td>
</tr>
<tr>
<td>expedition</td>
<td>-glue</td>
</tr>
</tbody>
</table>

**Anticipatory Set:**
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

TW show students a completed lapbook which contains pictures of scenes from the Lewis and Clark Expedition. TW explain that students will be choosing pictures and making their own lapbook in class.

Connections to Prior Knowledge:
This lesson will come after students have already learned about the Lewis and Clark expedition in Social Studies class. TW review why Lewis and Clark went on their expedition, where they went, and who they met along the way. TW have students look at the map on page 385 in their textbooks once again to review the route Lewis and Clark took on their journey. TW review who Sacajawea is and what her role was in the Expedition led by the Corps. of Discovery consisting of Lewis and Clark and their men.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT identify key points of the Lewis and Clark expedition by presenting their lapbook to the class.</td>
<td>1.0 Each student will choose 3-4 pictures that they want to include in their lapbook (teacher can decide how many to use based on knowledge of student levels). *Students can also work in groups instead of on their own. Teachers should decide this based on number of students in the class, proficiency levels of students etc. Groupings should be teacher chosen. Students with the lowest level of proficiency should be grouped with students of higher proficiency if possible.</td>
<td>1.2 TW use a rubric to score whether or not</td>
</tr>
<tr>
<td></td>
<td>1.1 TW give each student (or group) a lapbook which consists of large pieces of colored construction paper stapled together as a book. Students will color their pictures appropriately, and then glue one picture on each piece of construction paper, leaving room for written explanations at the bottom of each page. Pictures will be printed from <a href="http://www.classbrain.com/artholiday/publish/article_373.shtml">http://www.classbrain.com/artholiday/publish/article_373.shtml</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2 Once all pictures are colored and glued onto book, students will write a brief description of what each picture is representing. This can be modified if necessary by having students write key</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2</td>
</tr>
</tbody>
</table>
**Language Objective:**

1.0 SWBAT explain the pictures they chose for their lap book using the following vocabulary words at least once: Lewis and Clark, Sacajawea, expedition, and Corps. Of Discovery

<table>
<thead>
<tr>
<th>students accurately described and colored their pictures using the indicated vocabulary words.</th>
</tr>
</thead>
</table>

**Meriwether Lewis**
**William Clark**
**Sacajawea**
**Corps of Discovery**
**Expedition**

*These words should be posted on the board as students are working.*

1.0 When all students are finished making their lapbooks with pictures and descriptions, students will present their books. This can be done as a whole group presentation, or the class can be split up into smaller groups to present based on the size of the class.

<table>
<thead>
<tr>
<th>1.0 TW use same rubric as above to score whether or not students accurately described their pictures using the indicated vocabulary words and accurate information.</th>
</tr>
</thead>
</table>

**Wrap Up:** To wrap up lesson, TW explain to students that these lapbooks will be placed in the back of the room for students to reference when needed throughout the rest of the unit and to use as a study guide. TW review key people and vocabulary words used in the lapbooks.

**Rubric for Lapbook**
<table>
<thead>
<tr>
<th>Task</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student used all 5 vocabulary words in written descriptions in lapbook.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Students colored pictures neatly and accurately.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Students used all 5 vocabulary in oral descriptions in presentation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Students spoke clearly and used accurate information in presentation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Key:</td>
<td>SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills</td>
</tr>
<tr>
<td>------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SIOP Lesson:</td>
<td>Gallery Walk (review activity) *to go along with pages 384-388 in Horizons textbook  Grade: 5</td>
</tr>
<tr>
<td>Content Standard:</td>
<td></td>
</tr>
<tr>
<td>Standard 1:</td>
<td>History of the United States and New York</td>
</tr>
<tr>
<td></td>
<td>Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</td>
</tr>
<tr>
<td>Key Vocabulary:</td>
<td>Corps of Discovery Expedition Louisiana Purchase Thomas Jefferson Meriwether Lewis William Clark Sacajawea</td>
</tr>
<tr>
<td>HOTS:</td>
<td>SW draw from previous lessons to give information about certain topics given to them during the gallery walk.</td>
</tr>
<tr>
<td>Visuals/Resources:</td>
<td></td>
</tr>
<tr>
<td>- 3 large poster boards/chart paper labeled “The Louisiana Purchase, Lewis and Clark, and Sacajawea.</td>
<td></td>
</tr>
<tr>
<td>- 3 different colored markers</td>
<td></td>
</tr>
</tbody>
</table>
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Anticipatory Set: TW tell students that they are going to review all of the information learned about the Louisiana Purchase and the Lewis and Clark expedition by creating posters (this activity would be an appropriate review activity before a test). TW show students the posters spread out throughout the room and tell them they will be taking part in an activity called “gallery walk.”

Connections to Prior Knowledge:
TW tell students that the topics of the posters are “The Louisiana Purchase, Lewis and Clark, and Sacajawea.” Before completing the gallery walk, students will look over their lapbooks and color coded maps that they created to review information about these topics.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT work together to respond in writing to questions and comments about The Louisiana Purchase, Lewis and Clark, and Sacajawea that are written on chart paper.</td>
<td>1.0 Before starting the gallery walk, students should be broken up into 3 groups. Each group will be given a different colored marker. *Depending on where this lesson is being taught, these groups could consist of just ELLS, or ELLS mixed with the general education students. Teacher should choose groups in order to match needier students with students who will be able to help them. 1.1 Each group will start at a different poster and will have 5 minutes to write as much as they can about the topic noted on their poster. Students can write full sentences, phrases, or draw pictures on the poster to display their knowledge about the topic. 1.2 After 5 minutes, students will rotate to the next poster. The marker will be passed off to a new student to write. The group will have to add</td>
<td>1.1 TW be able to tell which group wrote what information based on the color marker the information is written in. TW read information written on each of the 3 posters and observe students as they are writing and discussing information.</td>
</tr>
</tbody>
</table>
### Language Objective:

1.0 SWBAT reading information that previous groups have written on posters.

2.0 SWBAT discuss information that should be included on posters and take turns writing information on posters.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>After 5 more minutes, students will rotate to the final poster and write down any information that has not been included on the poster. Again, the marker will be passed off for a new student to write.</td>
</tr>
<tr>
<td>1.3</td>
<td>As students rotate from group to group, they will have to read what the previous groups have already included on the poster to ensure they do not replicate the information.</td>
</tr>
<tr>
<td>2.0</td>
<td>Students will have support from the other group members when writing information on the poster. Depending on the language abilities of group members, vocabulary lists can be given to students to use as a resource for spelling.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 TW</td>
<td>Collect posters at the end of activity to read through information included. TW assess the effectiveness of the group at reading what previous groups had written before, as well as their own facts included on the poster.</td>
</tr>
</tbody>
</table>

### Wrap Up:


SIOP MODEL AND 5th GRADE SOCIAL STUDIES

After all groups have had a chance to write on each poster, TW point out key words/ideas on each poster. Teacher can call on students to read what their group wrote, or just read the information out loud to the class depending on time. These posters can stay up in the room to use as an addition resource for information.
Objectives for Unit 4:
-SWBAT identify the Oregon Trail on the U.S. map
-SWBAT explain what the California gold rush is, and how it affected our country.

Websites:
http://www.ehow.com/list_7519913_tools-gold-mining.html
“Life on the Trail” on Power Media Plus

Vocabulary
-sieve
-pick
-brush
-slince boxes
-crevice tool
-gravel
-gold rush
-forty-niners
-The Oregon Trail
-ghost town
-covered wagon

Key People
-James Marshall

Assumptions ELLS may not know
-The journey to California was long and hard. Many people died on their way to California to try and find gold. This may be a good opportunity for students to discuss if anything like this has ever happened in their native country?
-ELLS may not be aware that California was not always part of the United States, and that is the reason there were not many people living in California before the gold rush.
**Content Standard:**

**Standard 1:**
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Visuals/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- gold rush</td>
<td>- adapted reading passage “California Gold Rush”</td>
</tr>
<tr>
<td>- forty niners</td>
<td>- Key for students to use The Insert Method while reading</td>
</tr>
<tr>
<td>- The Oregon Trail</td>
<td></td>
</tr>
<tr>
<td>- ghost town</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key People:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>James Marshall</td>
<td></td>
</tr>
</tbody>
</table>

**HOTS:**
- Would you leave everything behind to possibly find gold?
- Why did people take the Oregon Trail to get to California?
- Why did many people not find gold?

**Anticipatory Set:**
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

TW tell students that they are going to be learning about the California Gold Rush. On the board, teacher will write down anything that students already know about the Gold Rush, or even what they think it might be about.

Connections to Prior Knowledge:
TW discuss with class how in wars, people are forced into bad situations and forced to move away from their families. However, this was different in the gold rush. People CHOSE to put themselves in sometimes challenging situations and move across the country in hopes of finding gold.

*This would be a great time to discuss any times when students moved (possibly from their native country) and how they felt when they moved.
TW ask students:
- Would you leave everything behind to possibly find gold?

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SWBAT use the insert method (symbols) to identify concepts/facts that are new, confusing, exciting, or already known while reading “The California Gold Rush.” | 1.0 TW pair students up in groups of 2 based on ability levels. Since reading is involved, struggling readers should be paired up with a stronger reader to provide support.  
2.0 SW read the passage “The California Gold Rush.”  
3.0 While reading, SW use the following symbols to mark in their reading passage:  
- **a check mark** when they come across a concept/fact that is already known.  
- **a question mark (?)** when they come across a concept/fact that is confusing or not understood.  
- **an exclamation point (!)** when they come across a concept/fact that is unusual or exciting. | 3.0 TW collect papers at the end of the lesson to assess what information is new, or already known to students. This will help teacher identify which concepts/facts to focus on throughout the unit. These will be given back to students after teacher has looked at them. |
Language Objective:
1.0 SWBAT verbally express concepts and facts that are new, confusing, exciting, or already known to them.

-a plus sign (+) when they come across a concept/fact that is new to them.

1.0 After partners have finished reading the passage, they will share where they put their symbols. This can be done either by the teacher rotating and talking to groups individually, or by pairs sharing out to the entire class once all groups have finished the reading.

1.0 TW informally assess students as they share where the put their symbols in the reading.

Wrap Up: To wrap up, students will play “partner up.” This is when teacher asks questions, and students answer to their partner. The teacher will ask the following questions:

1.) What is a gold rush?
2.) Who is James Marshall?
3.) Why did people take the Oregon Trail to get to California?
4.) Why did you think many people not find gold?
California Gold Rush

In the 1840’s California was a land of large ranches and small towns. This all changed when gold was first found. **James Marshall** was the first man who found gold in Sacramento, CA. This is what started the California Gold Rush. A **gold rush** is when people suddenly rush to a new place when gold is found. Within one year, more than 80,000 people traveled to California in hopes of finding gold. These people are now known as the **forty-niners**, because they arrived in the year of 1849.

It was a long, hard journey for many people to make it to California. Many people were so excited to find gold that they left their houses and families behind to make this journey. Many forty-niners traveled to California on the **Oregon Trail**. It took some people many months to make it to California.

Many people would settle in small towns where they heard others were finding gold. They would stay in this place until they believed no more gold was there. Then, the people would leave the town and move on to a new place. These places became known as **ghost towns** because they were abandoned.

For those who made it to California, only a few lucky ones actually struck gold. Many ended up returning home, while others started small businesses and settled in California. Most did not find...
the gold that they had hoped for when traveling to California. However, because many stayed, the population of California grew by 100,000 people by the end of 1849.
### SIOP Model and 5th Grade Social Studies

**Key:** SW - students will; TW - teacher will; SWBAT - students will be able to; HOTS - higher order thinking skills

**SIOP Lesson:** Find your match - to go with pages 408-409 in Horizons textbook  
**Grade:** 5

### Content Standard:

**Standard 1:**
*History of the United States and New York*

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th><strong>Key Vocabulary:</strong></th>
<th><strong>Visuals/Resources:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>sieve</td>
<td>-cards with vocabulary word, and cards with definition and picture of vocabulary word</td>
</tr>
<tr>
<td>pick</td>
<td></td>
</tr>
<tr>
<td>brush</td>
<td></td>
</tr>
<tr>
<td>gravel</td>
<td></td>
</tr>
<tr>
<td>gold rush</td>
<td></td>
</tr>
<tr>
<td>forty niners</td>
<td></td>
</tr>
<tr>
<td>The Oregon Trail</td>
<td></td>
</tr>
<tr>
<td>ghost town</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Key People:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>-James Marshall</td>
</tr>
</tbody>
</table>

**Anticipatory Set:**
TW tell students that they are going to play a game called “Find Your Match” to review the vocabulary they have learned about the California gold rush

**Connections to Prior Knowledge:**
TW review the vocabulary words that are going to be used in the game.

<table>
<thead>
<tr>
<th><strong>Content Objectives:</strong></th>
<th><strong>Meaningful Activities:</strong></th>
<th><strong>Review/Assessment:</strong></th>
</tr>
</thead>
</table>
## SIOP MODEL AND 5th GRADE SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Language Objective: 1.0 SWBAT read the vocabulary word and definition to the class with a partner.</th>
<th>1.0 First, teacher will give each student an index card. The card will either have a vocabulary word, or a definition to a vocabulary word/picture on it. (words may need to be added/deleted depending on the number of students in the class.)</th>
<th>1.0 TW assess students’ knowledge on whether or not they understood the terms by seeing if they found the correct match or not.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT find their match by either finding the definition to their vocabulary word, or the vocabulary word that matches their definition.</td>
<td>2.0 SW be instructed to practice reading the information on their index card and ask teacher for help if necessary.</td>
<td>2.0 When all partners have read their cards, students will repeat the process again. This time, if the student had a vocabulary word the first time, they will have a definition this time. If the student had a definition last time, this time they will have a vocabulary word.</td>
</tr>
<tr>
<td></td>
<td>3.0 Next, students will try to find the other person in the class that has the match to their card. Students will go around to the students in the class and read their card to them to see if they have a match.</td>
<td>3.0 SW find their match again, and read their cards to the rest of the class.</td>
</tr>
<tr>
<td></td>
<td>4.0 Once students have found their match, they will go with their partner to the front of the room.</td>
<td></td>
</tr>
</tbody>
</table>
Wrap Up:
To conclude the lesson, each pair will tape their cards up on a poster board which will be displayed in the classroom. This poster will contain all of the vocabulary words and definition that were used in the game.
## Vocabulary Words and Definitions

<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>sieve</td>
<td>An instrument, much like a strainer, that people used to find gold.</td>
</tr>
<tr>
<td>pick</td>
<td>A tool that the forty-niners used to break rocks in hopes of gold being inside.</td>
</tr>
<tr>
<td>brush</td>
<td>A tool that the forty-niners used to clean off rocks to help them see gold better.</td>
</tr>
<tr>
<td>Gold rush</td>
<td>When people rush to a certain area because they have heard someone has found gold there.</td>
</tr>
<tr>
<td>Forty-niners</td>
<td>People who went to California in 1849 in hopes of finding gold.</td>
</tr>
<tr>
<td>Oregon Trail</td>
<td>The route many people took to get to California during the gold rush.</td>
</tr>
<tr>
<td>ghost town</td>
<td>A place that has been abandoned.</td>
</tr>
<tr>
<td>James Marshall</td>
<td>First discovered gold in Sacramento, California.</td>
</tr>
<tr>
<td>gravel</td>
<td>Small rocks that the forty-niners used to help them sift out gold.</td>
</tr>
</tbody>
</table>
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills |
|---|---|
| **SIOP Lesson:** | Panning for Gold  -to go along with pages 408-409 in Horizons textbook  
Grade: 5 |

**Content Standard:**

**Standard 1:**
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th><strong>Key Vocabulary:</strong></th>
<th><strong>Visuals/Resources:</strong></th>
</tr>
</thead>
</table>
| -sieve  
-pick  
-brush  
-sluice boxes  
-crevice tool  
-gravel |  
-tools to “pan for gold” (strainer, screwdriver, hammer, small brush, pan)  
-pictures of tools used during the gold rush from  
http://www.ehow.com/list_7519913_tools-gold-mining.html |

**Anticipatory Set:**
TW tell students that they are going to be experiencing part of what the 49ers went through during the Gold Rush, as they will be panning for their own gold today.

**Connections to Prior Knowledge:**
TW review key vocabulary and ideas before panning for gold, such as;  
-who the 49ers are  
-why people moved to California

<table>
<thead>
<tr>
<th><strong>Content Objectives:</strong></th>
<th><strong>Meaningful Activities:</strong></th>
<th><strong>Review/Assessment:</strong></th>
</tr>
</thead>
</table>
1.0 **SWBAT** use tools similar to tools used during the Gold Rush to pan for gold.

<table>
<thead>
<tr>
<th>1.0 First, teacher will introduce the vocabulary for the lesson by showing students the tools they are going to be using to pan for gold. To do this, teacher will show the tool to the students, and then put a card with the tool’s name up on the board. These cards will remain on the board for the rest of the unit so students can use them as a reference. TW also use website listed above to show pictures of actual tools used during the gold rush, pointing out each tool by using its proper name.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Next, students will simulate that they are panning for gold. Students should be placed in groups of 2-4 (depending on the amount of students in the class.) Each group will get their own set of tools and pan to look for gold.</td>
</tr>
<tr>
<td>3.0 Students will practice looking for their gold using a pan and water (rocking it back and forth like a baby) and a strainer (which they called a sieve.) SW also use both sides of a hammer and a pick to break apart rock like miners used to do to find small pieces of gold. The brush will be used to brush off any excess rock.</td>
</tr>
<tr>
<td>4.0 After all students have tried all of the different methods of finding gold, TW ask</td>
</tr>
<tr>
<td>Language Objective:</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>1.0 SWBAT use identify names of tools they are using as they pan for gold.</td>
</tr>
<tr>
<td>2.0 SWBAT use a sentence frame to answer an opinion questions about mining gold.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Wrap Up:**
To wrap up the lesson, TW review the names of the tools students used to simulate their gold mining.

**Key:** SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

**SIOP Lesson:** Life on the Trail –to go along with pages 406-407 in Horizons textbook  
**Grade:** 5
### Content Standard:

**Standard 1:**
**History of the United States and New York**

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### Key Vocabulary:
- Oregon Trail
- wagon

### HOTS:
- How would you feel if you had to travel the Oregon Trail?
- What do you think was the hardest part of traveling the Oregon Trail as a child?

### Visuals/Resources:
- Oregon Trail movie “Westward Expansion” from power media plus
- writing template for each student
- pictures of the route of the Oregon Trail
- picture of a covered wagon

### Anticipatory Set:
TW show students a map of the route that the forty-niners took to get to California called the Oregon Trail. Tell them that this was a really hard journey for many people, and some did not survive the journey.

### Connections to Prior Knowledge:
TW review why the people wanted to go to California so bad, and what the Oregon Trail was. TW show students a map of the Oregon Trail so they can see how far some families traveled to get to California in their wagon. TW also show a picture of what the wagons looked like that people used.
<table>
<thead>
<tr>
<th>1.0 SWBAT identify details of what life was like for a child traveling the Oregon Trail from a video.</th>
<th>1.0 First, TW show students the assignment they will complete after watching the video. They are going to have to write a journal entry pretending they were a child traveling the Oregon Trail in hopes of finding gold in California. This journal entry will tell about a day in the life of a child during this time. Students will need to use specific details from the movie in their journal entry.</th>
<th>1.0 TW collect student notes after the lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Objective: 1.0 SWBAT write a journal entry describing a day in the life of a child traveling the Oregon Trail, using specific details from the movie.</td>
<td>2.0 The class will now watch a video from Power Media Plus called, “Life on the Trail”. TW explain that students will need to watch closely to see what it was like traveling the Oregon Trail as a child. Each child should have a piece of paper and a pencil in front of them so they can take notes as they watch the video.</td>
<td>1.0 SW be graded based on whether they used the facts they wrote down from the video in their journal entry, and whether the information was relevant to this time period.</td>
</tr>
<tr>
<td>3.0 As students watch the video, they will write down anything they think will help them as they write their journal entry.</td>
<td>1.0 Now, students will use their notes to write their journal entry. TW remind students that they should use the notes they took to write their journal entries. They can make up a name for the child they are pretending to be, and make up other information that is relevant to this historical time as long as they are using</td>
<td>1.0 SW</td>
</tr>
</tbody>
</table>
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| (The expectations for this writing can be modified on a student to student basis if necessary. Some students can only write a few sentences, while other students may only be asked to draw pictures to show what they know.) | facts from the video as well. |

Wrap Up:
On a whiteboard, students will answer the following question, and hold up their answer when they are finished.
What do you think was the hardest part of traveling the Oregon Trail as a child?
Map of Oregon Trail

UNITED STATES OF AMERICA

OREGON COUNTRY

MEXICAN TERRITORY (annexed 1848)

REPUBLIC OF TEXAS (annexed 1845)

Route of the Oregon Trail
Pictures from www.google.com
Objectives for Unit 5:
- SWBAT define the Union and Confederacy during the Civil War.
- SWBAT research a key person from the Civil War.
- SWBAT identify key events of the Civil War.

Vocabulary
- tariff
- slave
- underground railroad
- abolitionist
- secede
- Confederacy
- Union
- emancipation
- equality

Key People
- Harriet Tubman
- Abraham Lincoln
- Clara Barton
- Robert E. Lee

Assumptions ELLS may not know
- The issue of slavery could be sensitive to some students depending on their native country, and whether or not that country still practices slavery. However, other students may not know what slavery is at all, again depending on their native country and what they have been exposed to in the past.
- *This topic could be especially sensitive for any refugee students
- The Underground Railroad in not really underground
- African Americans were treated unfairly for many years in the United States, and still are in some situations.
- ELLs may not realize (depending on the amount of time they have spent in the country) that the United States is made up of people from all over the world. There are still some prejudicial views present in our country about some of these minority groups.
- Unfortunately, not all people are always treated the same. These differences may be completely different in their native country. For
example, in the United States there is still prejudice against African American people, however in the Middle East, women are still denied certain rights such as the right to drive or travel without the permission of a male relative.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

| Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills |
| SIOP Lesson: Personal Dictionaries- to go along with pgs. 435-471 in Horizons textbook | Grade: 5 |

Content Standard:

Standard 1:

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Visuals/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tariff</td>
<td>- each SW have a personal dictionary which would consist of paper stapled together to look like a book. You could also use notecards, or any other material that would create a book.</td>
</tr>
<tr>
<td>slave</td>
<td>- crayons/colored pencils for pictures</td>
</tr>
<tr>
<td>underground railroad</td>
<td></td>
</tr>
<tr>
<td>abolitionist</td>
<td></td>
</tr>
<tr>
<td>secede</td>
<td></td>
</tr>
<tr>
<td>Confederacy</td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td></td>
</tr>
<tr>
<td>Emancipation</td>
<td></td>
</tr>
<tr>
<td>equality</td>
<td></td>
</tr>
</tbody>
</table>

HOTS:

SW create a picture which connects with the definition of each of the vocabulary words in their personal dictionaries.

Anticipatory Set:
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

TW show students a completed personal dictionary, and share that each student is going to make their own to help them remember all of the vocabulary words that go along with the Civil War. TW also tell students that they can be creative with their books, as they will have to draw a picture to go along with each of the vocabulary words.

Connections to Prior Knowledge:
The goal of this personal dictionary is to generate a base knowledge for future lessons. Since there are so many new words pertaining to the Civil War, these dictionaries should be used as a tool and resource for future lessons. The objective of this lesson is not for students to know the definition of all of the vocabulary words, but to provide them with something they can use throughout the unit to gain knowledge as they go along without becoming overwhelmed by all of the new information and vocabulary.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SW create a personal dictionary containing the definitions of 9 key vocabulary words, as well as pictures to go along with the word.</td>
<td>1.0 First, students will be given their personal dictionaries. They can put their name on the front cover, as well as “Civil War” in bold. Students can also decorate their cover either for homework or on their own free time. 1.1 Now, TW put the first vocabulary word along with definition on the overhead or front board. Students will put this vocabulary word along with the definition on the first page of their dictionary. TW explain what the word means and give examples/pictures if necessary. 1.2 After students have written the vocabulary word and definition in their dictionary, they will draw a picture of their choice that will help them remember that vocabulary word. TW give examples of possible pictures they will draw.</td>
<td></td>
</tr>
</tbody>
</table>


**Language Objective:**

1.1 After each page is finished, students will verbally explain their picture to a partner.

1.2 TW assess students based on the neatness and completion of the 8 word in their personal dictionary.

1.3 This same process should be followed for the remainder of the vocabulary words listed. If there are other words throughout the Civil War Unit that students are struggling with, these words can be added to the personal dictionaries at a later time. Students can also add any words that they are personally having trouble with on their own.

*Teacher should explain that these dictionaries were intended to be used as a resource for students to use throughout the unit. They can be used for homework, during classroom discussions, or for reading assignments.

1.1 After each word is completed and students have completed their picture to go along with the word, SW share their picture with a partner. They will explain what their picture is showing, and how it connects to the vocabulary word.

1.1 As students are explaining their picture, TW observe and make sure students’ pictures are acceptable for each vocabulary word. If teacher feels that the student has drawn a picture that does not have a connection with the picture, student should redo that page in their book.

**Wrap Up:**

- can draw if students are struggling.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

To finish this lesson, TW reinforce the idea that students should use these books as a resource for them when they come across a word they are not familiar with or do not remember what it means. They should try to use these words in writing and conversation throughout the unit in order to build on understanding.

Below are the vocabulary word with definitions taken from the Horizons textbook. These are the words to be used in the personal dictionaries for this lesson.

- **tariff** - tax
- **slavery** - owning people and making them carry out orders.
- **Underground Railroad** - a secret route that slaves followed to become free.
- **abolitionist** - a person who wanted to end slavery
- **secede** - to leave
- **Union** - the group of 11 states that did not want slavery.
- **Confederacy** - The states that wanted slavery
- **emancipation** - the freeing of slaves
- **equality** - all people have equal rights
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

**Key**: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

**SIOP Lesson**: Inspiration graphic organizers- to go along with pages 435-475 in Horizons textbook

*This lesson may take more than one class period.*

**Content Standard**:

**Standard 1:**
**History of the United States and New York**
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Key People**:
- Harriet Tubman
- Abraham Lincoln
- Clara Barton
- Robert E. Lee

**HOTS**:
Students will research answers to questions about a significant figure from the Civil War, and then configure the answers into a graphic organizer.

**Visuals/Resources**:
- Computers with Inspiration software
- Worksheet with questions to be answered

**Anticipatory Set**: TW show students a completed graphic organizer made on Inspiration software. Students at Fredonia Middle School should be familiar with Inspiration, as this is something they are taught to use in computer classes.

**Connections to Prior Knowledge**:
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

TW put the following names up on the board: Harriet Tubman, Abraham Lincoln, Clara Barton and Robert E. Lee. TW ask what students know about each of these people. TW explain that each of these people played significant roles in the Civil War, and that students will choose one of these people to research information and make a graphic organizer about.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT research specific questions about a significant person from the Civil War.</td>
<td>1.0 First, students will be given a worksheet with specific questions that they need to research about the person they choose to do their graphic organizer on. Students can choose any of the four people written on the board. TW read the questions on the worksheet to make sure students know what they are looking for. 2.0 Next, students will use their textbooks and the internet to find the answers to the questions on the worksheet. TW help students read the information on the websites if necessary. SW write down the answers to their questions on their worksheet. This is the information that will need to be included in the graphic organizer.</td>
<td>1.0 Before students start their graphic organizer, teacher will meet briefly with each student to go over any grammatical/spelling errors they made on their worksheet when they were answering the questions. 2.0 Next, students will start their graphic organizer. They can use any shapes that they</td>
</tr>
</tbody>
</table>
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>want in the graphic organizer, as long as the person’s name is in the middle with stems of information coming out from it.</td>
</tr>
<tr>
<td>2.</td>
<td>Students will write the answers from their worksheet. Each question should get its own space in the graphic organizer.</td>
</tr>
<tr>
<td>3.</td>
<td>Finally, after all of the information has been transferred from the worksheet to the graphic organizer, students need to find a picture of their person to include somewhere in the graphic organizer. A good place for this might be the middle box where the name of the person is written.</td>
</tr>
<tr>
<td>4.</td>
<td>If students choose, they may add more pictures pertaining to their information in other boxes of the graphic organizer.</td>
</tr>
<tr>
<td>5.</td>
<td>Completed graphic organizers will be printed out and handed in to the teacher for an assessment tool. TW look for complete sentences with correct grammar and accuracy. SW also be graded based on whether they found all of the pertinent information they were asked to find on the worksheet.</td>
</tr>
</tbody>
</table>

**Wrap Up:**
As a ticket out the door, students will verbally share one of the interesting facts they included in their graphic organizer about the person they chose.
Name: ______________________________

Person you are researching:

When did this person live?

Where did this person live?

What was this person’s contribution to the Civil War?

3 Interesting Facts:

*You also need to include at least one picture of the person you chose in your graphic organizer.
**SIOP Model and 5th Grade Social Studies**

**Key:** SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

**SIOP Lesson:** Group Response With a Whiteboard – to go along with questions on page 472-473 in Horizons textbook

**Grade: 5**

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**Content Standard:**

**Standard 1:**
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Visuals/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>tariff</td>
<td>- Whiteboard for each group</td>
</tr>
<tr>
<td>slave</td>
<td>- Paper and pencil for each student</td>
</tr>
<tr>
<td>underground railroad</td>
<td>- Personal dictionaries</td>
</tr>
<tr>
<td>abolitionist</td>
<td>- Horizons textbook</td>
</tr>
<tr>
<td>secede</td>
<td></td>
</tr>
<tr>
<td>Confederacy</td>
<td></td>
</tr>
<tr>
<td>Union</td>
<td></td>
</tr>
<tr>
<td>emancipation</td>
<td></td>
</tr>
<tr>
<td>equality</td>
<td></td>
</tr>
</tbody>
</table>

**Key People**
Harriet Tubman
Abraham Lincoln
Clara Barton
Robert E. Lee

**HOTS:**
Students will answer questions from all the information they have learned about the Civil War,
### Anticipatory Set

TW tell students that they are going to play a review game about all of the information they have learned from the Civil War (This lesson should be done right before a unit test).

### Connections to Prior Knowledge

TW explain that the questions will be based on all of the information students have previously learned about the Civil War. SW be instructed to get out their personal dictionaries, and turn to the Civil War unit in their Horizons textbook. TW tell students that the ideas, vocabulary words, and people that they have learned about will be a part of this review game in order to prepare for an upcoming test.

<table>
<thead>
<tr>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>The questions for this activity could come from a number of places. First, teachers could use the questions in the Review and Test Preparation pages in the Horizons textbook (pgs. 472 and 473). Teachers could also pull questions from</em></td>
<td></td>
</tr>
</tbody>
</table>
### Content Objectives:

1.0 SW use resources and answer review questions as a group on their whiteboards.

1.0 Students will be split into groups (picked by teacher based on ability level. Since this is a review activity, lower students should be placed with stronger students so they can provide help when necessary).

2.0 Each student will have their own piece of paper and a pencil. Each group will have one whiteboard and whiteboard marker.

3.0 Now, TW ask a review question about the Civil War that students have learned about. TW allow sufficient wait time, and then ask students to write down their answers on their own piece of paper.

1.0 When all group members have written down their individual answer, students share their answers with the rest of the group. The group then decides which answer is best, and a recorder writes that answer on the whiteboard (recorder should switch with each question so all students have a chance to write).

2.0 Each group will be assigned a group number, and TW roll a die to decide which group will

### Language Objective:

1.0 SW write down the answers to the question on their whiteboard.

1.0 When SW hold up their whiteboards, so TWBAT see all answers that the group came up with.

2.0 Teacher can observe and/or take anecdotal notes as students are answering questions.
rest of the class. share their answer. If the answer is wrong, TW roll the die again to have another group share. If the answer is right, that team will get a point.

**Wrap Up:**
TW instruct students to bring their resources home to study any of the information they struggled with during this review game.
**SIOP MODEL AND 5th GRADE SOCIAL STUDIES**

<table>
<thead>
<tr>
<th>Key: SW - students will; TW - teacher will; SWBAT - students will be able to; HOTS - higher order thinking skills</th>
</tr>
</thead>
</table>

**SIOP Lesson:** Class Debate - to go along with pgs. 435-471 in Horizons textbook  

**Grade:** 5

**This process will most likely take more than one class period.**

**Content Standard:**

**Standard 1:**  
**History of the United States and New York**  
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Visuals/Resources:</th>
</tr>
</thead>
</table>
| Union  
Confederacy  
slavery  
emancipation | - notecards for students to write down key points of their stance for the debate.  
-costumes for students during debate (if possible) |

**HOTS:**

Students will challenge the thinking of other students in the class during the debate.  
Students will formulate questions to ask the students on the opposing side.  
Students will answer questions posed by other students.

**Anticipatory Set:**

TW ask students if they know what the word “debate” means. The class will discuss that a debate is when people (usually who have different opinion on a topic) try to prove their point to the other side.

**Connections to Prior Knowledge:**

TW ask students if they have ever seen a presidential debate or any other kind of debate. Students will give examples of other debates they may have seen, or other topics that could be debated.  
*a video clip from YouTube of any debate could also be shown to further build background knowledge.*
### Content Objectives:

1.0 SWBAT pretend there are either a Union or Confederate soldier, and come up with key points as to why they are fighting the Civil War.

### Language Objective:

1.0 SWBAT debate with their classmates.

### Meaningful Activities:

#### Day 1

1.0 Depending on the amount of students in the class, the debate can consist of only two different groups, or there can be more than one debate for students to watch.

2.0 Students will be divided into debate groups as either Union or Confederate soldiers. TW tell students that they are not going to be divided based on what they THINK is correct. They will have to create a case for whatever side it is they are put into. Therefore, even if students do not necessarily think the Confederacy was correct for wanting slavery, they will still have to pretend that they do and make a case for it.

3.0 Once students have been divided into their groups, they will work together to create their cases. They will use their personal dictionaries and textbook as resources to build their case. TW tell students that each group member has to speak at least once during the debate. Therefore, on notecards, SW write down the point that they are going to make during the debate.

#### Day 2

1.0 Today, students will debate with their classmates. First, groups will be given a few

### Review/Assessment:

2.0 TW collect notecards at the end of the day and review the points that students are going to make during the debate. The next day, groups will have time to go over their cards before the debate. During this time, TW consult with any groups which he or she believes need additional support to make their debate successful.
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

<table>
<thead>
<tr>
<th>classmates to try to prove their stance on the topic is correct.</th>
<th>minutes to review their notes from yesterday and practice what they are going to say during the debate.</th>
<th>1.1 Next, students will stand on opposite sides of the classroom and debate their issues as either a Confederate or Union soldier. 1.1 Groups will be graded based on the accurateness of their facts, and the clearness of their speech. Each group will get a grade based on their debate (see rubric below). *The teacher, (or rest of the class) can also vote on who they thought won the debate based on the facts presented.</th>
</tr>
</thead>
</table>

**Wrap Up:**
Class will discuss how different these two sides were, and why this eventually led to a war. Even if students do not agree with people’s beliefs during this time, that is what people believed in and were passionate about at the time.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score out of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facts were accurate and appropriate</td>
<td></td>
</tr>
<tr>
<td>Students used vocabulary words from their personal dictionaries to prove their points.</td>
<td></td>
</tr>
<tr>
<td>Students chose points to sway opinions of audience members</td>
<td></td>
</tr>
<tr>
<td>Students spoke clearly and accurately during the debate</td>
<td></td>
</tr>
</tbody>
</table>
Resources for Unit 6

Objectives for Unit 6:
- SWBAT explain the cause of the Industrial Revolution.
- SWBAT compare and contrast the United States before and after the Industrial Revolution.

Vocabulary
- Industrial Revolution
- factory
- urbanization
- simulation
- mass production
- textile
- supply
- demand
- cotton gin
- investor

Key People
- Eli Whitney

Assumptions ELLS may not know
- ELLs (and all students perhaps) sometimes have a vision of America that we were always thriving and successful. This unit shows that American was not always the American it is today, and that these inventions led partly to our success.
- Some ELLs may be coming from a country that is much less advanced than the United States. For this reason, teachers should be careful how they talk about the U.S. before the Industrial Revolution (especially with the Venn diagram activity). Some countries and areas of countries are still very similar to the U.S. before the Industrial Revolution, so these inventions could be all new to some students.
Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: Simulation-to go along with pages 412-419 in Horizons textbook

*Introduction activity for the Industrial Revolution

Content Standard:

**Standard 1:**
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
- Industrial Revolution
- factory
- urbanization
- simulation

HOTS:
- What caused the Industrial Revolution?
- How did the growth of factories affect urbanization?
- What did the gold rush have to do with the Industrial Revolution?

Visuals/Resources:
- white piece of paper for each student

**Anticipatory Set:** TW give each student a blank white sheet of paper, and tell students that they are going to do a simulation of what happened during the Industrial Revolution. A simulation is when imitate something that happened in the real world.

**Connections to Prior Knowledge:**
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

TW ask students how the gold rush changed America. (Class will discuss how people moved to the West, and American now stretched from “sea to shining sea.” New inventions were taking place and America was changing as it grew.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SWBAT simulate the process of the Industrial Revolution by adding pictures to a drawing. | 1.0 First, teacher will tell students that their blank piece of paper represents land that had not been settled on yet. TW tell students that they are going to add to this drawing, which will show the process of the Industrial Revolution and how it changed America.  
2.0 TW instruct students to draw a river across their piece of paper (TW do this process either on the board or overhead to model for students.)  
3.0 SW now draw 10 houses (and pick one to be their house), 1 school, 1 church and 1 store. Class will discuss how this is a small farm village.  
4.0 Now, TW instruct students to add a factory to their drawing (while discussing what a factory is.) And if there is a factory built that means people have to work in that factory, and more people will have to live in the town. SW draw 10 more houses to account for these new people coming into the town.  
5.0 Since that factory was so successful, another factory is built, along with 10 more houses (SW add these onto their page.)  
6.0 Continue this process until students start to making comments such as “I don’t have any more room.”  
7.0 When students start to get frustrated that they | | |
### Language Objective:

1.0 SWBAT explain how the growth of factories affected urbanization in rural areas.

2.0 SWBAT define what the Industrial Revolution was.

---

<table>
<thead>
<tr>
<th>1.0 After students have done their simulation, they will be broken into groups of 3-4 (depending on the size of the class).</th>
<th>1.0 TW rotate between groups and listen to their answers to the questions. TW also listen to answers as groups share their answers with the whole group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Each group will discuss the answers to the following questions:</td>
<td></td>
</tr>
<tr>
<td>- How did the growth of factories lead to urbanization?</td>
<td></td>
</tr>
<tr>
<td>- What was the Industrial Revolution?</td>
<td></td>
</tr>
<tr>
<td>3.0 Once groups have discussed their answers, teacher will call on groups to share their answers with the rest of the class.</td>
<td></td>
</tr>
</tbody>
</table>

---

### Wrap Up:

Finally, TW review that our country started to grow after the gold rush, and more factories were being built. This caused urbanization and also led to new inventions. The class will be learning about some of the new inventions that helped the country grow even more in the future.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Key: SW-students will; TW-teacher will; SWBAT-students will be able to; HOTS-higher order thinking skills

SIOP Lesson: Adapted Venn Diagram – to go along with pages 412-419 in Horizons textbook  
Grade: 5

Content Standard:

Standard 1:  
History of the United States and New York  
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
- factory  
- urbanization  
- Industrial Revolution  
- mass production  
- supply  
- demand  
- cotton gin  
- textile  

HOTS:  
- How was the United States similar before and after the Industrial Revolution? How was it different?

Visuals/Resources:
- Adapted Venn Diagram for each student (this is a Venn diagram using squares instead of circles. This allows for more room to write information, especially in the shared section).  
- enlarged Adapted Venn Diagram for teacher to use as a model for students.

Anticipatory Set: TW share with students that they are going to identify the similarities and differences of the United States before and after the Industrial Revolution.  
Connections to Prior Knowledge: TW instruct students to look at their pictures that they created during the simulation activity. The class will now discuss what happened to this small farm village. TW review what the Industrial Revolution is, what a factory is, and what the term urbanization means.

Content Objectives: Meaningful Activities: Review/Assessment:
<table>
<thead>
<tr>
<th>1.0 SWBAT compare and contrast the United States before and after the Industrial Revolution using an adapted Venn Diagram.</th>
<th>1.0 Each student will be given an adapted Venn diagram. TW have an enlarged version of the adapted Venn diagram either on the front board or on the overhead/smartboard.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.0 TW explain what the different sections on the Venn diagram are for (a section for the U.S. before the Industrial Revolution, a section for the U.S. after the Industrial Revolution, and the middle section contains similarities for both).</td>
</tr>
<tr>
<td></td>
<td>3.0 Teacher will instruct students to label one side “Before the Industrial Revolution” and the other side “After the Industrial Revolution.” The middle section should be labeled “Similarities.”</td>
</tr>
<tr>
<td></td>
<td>4.0 Now, TW model by giving an example on the side dealing with the U.S. before the Revolution.</td>
</tr>
<tr>
<td></td>
<td>5.0 Now, students will fill in their diagram on their own. They can use their textbooks/notes to help them with this.</td>
</tr>
</tbody>
</table>

**Language Objective:**

1.0 SWBAT discuss the similarities and differences of the United States before

| 1.0 Now, students will be split into either groups of 3-4 or partners (depending on the amount of students in the class). | 5.0 TW informally assess/take anecdotal notes on what students were able to do on their own, before they joined their groups. |
and after the Industrial Revolution.

<table>
<thead>
<tr>
<th>Groups will share and discuss what they wrote down for each of the three boxes. Students in the group will add any information that they did not already have on their diagrams.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 Now, TW fill in her model Venn diagram by asking students to share what they have on their diagrams. Students will add any information that they teacher writes on her diagram that they did not already have.</td>
</tr>
<tr>
<td>2.0 TW can collect these Venn diagrams at the end of the lesson if further assessment information is needed.</td>
</tr>
</tbody>
</table>

Wrap Up:
As a ticker out the door, teacher will ask students to write the answer to the following question: Why was the Industrial Revolution so important to the United States?
### SIOP Lesson

Virginia Reel- to go along with pages 412-419 in Horizons textbook

*This is an appropriate activity to use as a review before a test/quiz on the Industrial Revolution. Sample questions have been provided, however teacher can use whatever questions he or she feels would be most beneficial.*

### Content Standard:

**Standard 1:**
History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

### Key Vocabulary:

- Industrial Revolution
- factory
- urbanization
- simulation
- mass production
- textile
- supply
- demand
- cotton gin
- investor

### Key People

- Eli Whitney

### HOTS:

- SW answers multiple questions about the Industrial Revolution. These questions will be on different scales on Blooms Taxonomy so that not all questions are

### Visuals/Resources:

- questions for teacher to ask during Virginia Reel. The questions should be written on a notecard for students to use during activity. The answer should also be written on the back of the index card.
**SIOP MODEL AND 5th GRADE SOCIAL STUDIES**

**difficult or easy for students.**

*These vocabulary words/concept should be taught prior to this lesson, as this is meant to be a review activity. Therefore, there will need to be prior lessons teaching this material.

**Anticipatory Set:** TW tell students that they are going to take part in a review activity called the Virginia Reel. They will use all of the information they have gained while learning about the Industrial Revolution.

**Connections to Prior Knowledge:** TW review key vocabulary, people, and events having to do with the Industrial Revolution. Review questions will depend on what a question are being asked during the activity, and is at teacher discretion.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT review information about the Industrial Revolution while participating in the Virginia Reel.</td>
<td>1.0 The Virginia Reel activity works the following way: Students form two lines facing each other. One line of students will have the notecard containing the review question. That student will read the question to the student that is facing them. This student will answer the question to their partner, and wait for their partner to tell them if they answered correctly or not. If not, the partner will clarify anything that the partner did not answer correctly. After teacher sees that all students have answered the question, TW cue students in the “answering” line to shift down one person. The students with questions will stay where they are. Once this process is repeated several times, the...</td>
<td>1.0 TW will be monitoring the activity while listening to answers students are giving, and intervening when necessary to make corrections or add information.</td>
</tr>
</tbody>
</table>
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

lines will switch and the students that answered before will not be asking the question, and vice versa.

Wrap Up:
To end the lesson, TW ask students if there are any further questions they had, or if there is any information that needs to be cleared up. Class will discuss any areas of confusion that they encountered during the activity.

Sample Questions for Virginia Reel

1.) What was the Industrial Revolution?
2.) Explain mass production.
3.) What is a textile?
4.) Who was Eli Whitney?
5.) What new things came about because of the Industrial Revolution?
6.) Explain the process of supply and demand (how are they related?)
7.) What is another word for textile?
8.) How did new technologies change life in the United States?
9.) Do you think the number of inventions have increased or decreased since the 1860s?
10.) How did mass production affect the price of good?
Resources for Unit 7

Objectives for Unit 7:
- SWBAT understand the causes of the United States entering WWI, as well as their involvement in the war.
- SWBAT identify and order key events of WWI.

Vocabulary
- soldier
- trenches
- devastation
- trench warfare
- Treaty of Versailles
- alliance
- Lusitania
- Military draft
- Treaty of Versailles
- League of Nations

Key People
- Woodrow Wilson

Assumptions ELLS may not know
Students could be coming from all over the world, and this would be a great time to talk about their native country’s involvement in WWI. If students don’t know, they could research it and then share with the rest of the class. If a students’ native country WAS NOT involved in WWI, you could discuss why they were not involved, and ask questions such as:
Do you think they were better off not being involved in WWI?
Why do you think they were not involved?
*This could be a sensitive subject for students depending on where they are coming from. It is important to know your students, and do research on their home country’s involvement in the war before they do.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: STOP THAT VIDEO! To go along with pgs. 537-541 in Horizons textbook

Grade: 5

Content Standard:

Standard 1: History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
- trench warfare
- Treaty of Versailles
- alliance

Key People:
- Woodrow Wilson

HOTS:
- Why did the U.S. join the war?
- What is trench warfare?
- What is an alliance?

Visuals/Resources:
- brain pop video “WWI”
- outline for brain pop video

Anticipatory Set:
TW tell students they are going to do an activity called “STOP THAT VIDEO.” SW watch a brain pop video while teacher stops it at key points in order for students to process the information.

Connections to Prior Knowledge:
SW get out their flowcharts that they have previously completed to review the causes of WWI, the events during the war, and how the war ended. TW call on students to give examples for each of the categories.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SW complete an outline based on information from a Brainpop video. | 1.0 TW explain to students again that they are going to be watching a short video about WWI. They will fill out an outline with 5 questions based on information from the video. First, teacher will read the questions out loud to students as they follow along on their own papers.  
2.0 Next, SW watch the full Brainpop video.  
3.0 The second time students watch the video, TW stop the video at key points (when the questions are being answered.) This will allow students time to process the information and write it down on their outline.  
1.0 After watching the video twice, and allowing time for students to complete outline, students will be broken into groups of 3 or 4.  
2.0 Students will compare what they wrote on their outlines, and make any necessary changes (as outlines will be handed in at the end of the lesson.) | 3.0 TW collect student outlines at the end of the lesson. |
| Language Objective:  
1.0 SW read outline in groups after watching and listening to video. | | |

Wrap Up:
Students will answer ticket out the door question on a slip of paper:
Why was WWI so important to the United States?
BrainPop Outline

1.) An alliance is when _____________________________________________

2.) Draw a picture of what trench warfare looks like below:

3.) Woodrow Wilson had to join the war because __________________________.  
   (give one reason)

4.) Most American soldiers fought in ____________________________.

5.) The Treaty of Versailles forced ___________________________ to take blame for the War.
Content Standard:

Standard 1:
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
- soldier
- trenches
- devastation

HOTS:
- How did the boys feel about war at the beginning of the story?
- How did they feel at the end?
- How would you feel if you were to be drafted to fight in a war?

Visuals/Resources:
- A Brave Soldier, by Nicolas Debon
- Writing assignment worksheet

Anticipatory Set: TW tell students to imagine they were being drafted to fight in a war. They would have to leave their friends and family, not knowing when and if they would return. That’s what many men were faced with during WWI.
Connections to Prior Knowledge: TW review the reasons WWI broke out, what trench warfare is, and what the military draft was before reading story. TW tell students that they are going to listen to a story told from a soldier’s point of view during WWI.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SWBAT use details from the story *Brave Soldier* to express how they would feel if they were a soldier in WWI. | 1.0 After students have reviewed key points and vocabulary that they have learned so far, teacher will read the writing prompt that students will complete after the story is read to them. This will give them a chance to listen and look for specific things that will help them in their written response while teacher is reading.  
1.1 Now, TW read the story “*Brave Soldier*” out loud to students. Teacher can stop to point out key words, or sentences that will help students in their writing assignment.  
1.2 After teacher has finished reading the story, students will be given the writing assignment sheet. TW read the question again out loud to students. TW tell students that they need to write at least 4 sentences including a topic sentences, details from the story, and a concluding sentence.  
1.3 Before students begin writing, they will have 2-3 minutes to discuss their thoughts with a partner. Students should discuss each part of the questions in order to get ideas from other students if they are still having trouble. | 1.1 Students and teacher can discuss what is going on in the story as they read. TW focus on how the boys is feeling as he is being drafted into the army, and how he feels as he is serving in the army. |
### Language Objective:

1.0 SWBAT answer in a one paragraph written response how they would feel if they were drafted to fight in a war.

*Amount of writing for students should be adapted based on their proficiency level and writing abilities.

1.1 Students will include a topic sentence, at least 2 details and a concluding sentence in their paragraph.

1.0 Now, students will begin writing. They will write about how they would feel if they were drafted to serve in the army, while drawing on details of how the boy in the story felt.

1.1 Students must write at least 4 sentences, including a topic sentence, details and a concluding sentence before handing assignment in to teacher.

1.0 TW collect writing assignments and assess them on both content and whether or not students wrote 4 sentences including a topic sentence, details and a concluding sentence.
Wrap Up:
To conclude the lesson, class will have a discussion on the following questions:
- How did the boys feel about war at the beginning of the story? Why?
- How did they feel at the end? Why did they change their minds?
A Brave Soldier Writing Assignment

On the lines below, explain how you would feel if you were drafted to serve in the war today. Include the following:

- A topic sentence
- Details from the story about how the boy felt when he was drafted to support your feeling.
- A concluding sentence

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
______________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
### Key
SW - students will; TW - teacher will; SWBAT - students will be able to; HOTS - higher order thinking skills

### SIOP Lesson
WWI flowchart pgs. 537-541 in Horizons textbook  
Grade: 5

### Content Standard:

**Standard 1:**
History of the United States and New York  
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
<th>Visuals/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lusitania</td>
<td>- flowchart</td>
</tr>
<tr>
<td>Military draft</td>
<td>- overhead transparency of flowchart</td>
</tr>
<tr>
<td>Treaty of Versailles</td>
<td>- Horizons textbook</td>
</tr>
<tr>
<td>League of Nations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key People:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodrow Wilson</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOTS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did the United States enter the war?</td>
<td></td>
</tr>
<tr>
<td>Why did Woodrow Wilson not want to enter the League of Nations?</td>
<td></td>
</tr>
<tr>
<td>How did WWI help the United States?</td>
<td></td>
</tr>
</tbody>
</table>

### Anticipatory Set:
TW show students some pictures from WW1, and explain that some people may have called it “The Great War.” TW state that this war was very important to the history of many countries around the world. (examples of pictures given at end of lesson.)

### Connections to Prior Knowledge:
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Teacher and class will discuss what happened during the Civil War. TW explain that instead of a country fighting itself, WWI consisted of many different countries fighting against each other. TW asks students if they know whether or not their native country fought in WWI, or if they know any information about WWI.

*This lesson will also take place AFTER students have read pages 537-541 in the Horizons textbook.

Content Objectives:
1.0 SWBAT complete flowchart of events from WWI.

Meaningful Activities:
1.0 TW hand out flowchart, which contains three different sections (Causes of WWI, Events During the War, and End of WWI.)
2.0 Now, teacher and students will fill out flow chart together (teacher filling out the chart on the overhead for students to see.) In the “Causes of War” section, teacher and students will write:

- sinking of the Lusitania and 3 US U-boats
- Americans were mad at Germany
- Woodrow Wilson wanted to make the world safe for democracy, so the US joined the war in 1917

In the Events During the War section, teacher and students will write:

- The U.S. joined the Allied Powers
- military draft
- Women found many jobs while the white men were fighting the war.

In the Ending of the War sections, teacher and students will write:

Review/Assessment:
2.0 Students will keep the flowchart for future use. However, teacher will informally assess students as they fill out their charts.
**Language Objective:**

1.0 SWBAT discuss answers to questions about WWI with a partner.

1.0 Now, students will answer some questions verbally with a partner about WWI. Teacher will pair students up based on ability level. Each pair of students will get a slip of paper with a question on it. They will discuss the answer with their partner.

2.0 When all pairs are finished, each set of partners will switch questions with another pair of students.

3.0 Students will keep switching questions until they have answered all of the questions.

*The following questions can be used in this final activity.*

- Why did the United States enter the war?
- Why did Woodrow Wilson not want to enter the League of Nations?
- How did WWI help the United States?
- How do you think Germans felt about the Treaty of Versailles?

1.0 Teacher will rotate and listen to each pair of students as they answer the questions. Teacher can also call on pairs of students to share their answers at the end of the activity if time allows.

**Wrap Up:**

Teacher and students will discuss whether or not they think it was a good idea for the United States to get involved in WWI, and give reasons why or why not.
Examples of pictures to show students:
WWI FLOWCHART
Unit 8 Resources

Objectives for Unit 8:
- SWBAT explain the causes of the Great Depression, and explain how it affected the U.S.
- SWBAT list facts about the Roaring 20’s.
- SWBAT define the Dust Bowl, along with explain its effects on our country.

Key vocabulary
- The Great Depression
- stock market
- unemployment
- The New Deal
- Harlem Renaissance
- Roaring 20’s
- self-expression
- Dust Bowl
- Great Plains
- black blizzards
- drought

Key People:
- Franklin D. Roosevelt
- Louis Armstrong
- Langston Hughes

Assumptions ELLs may not know:
- Teachers may need to be careful when talking about unemployment during the Great Depression. There may be many students whose families are unemployed, and this may be an uncomfortable topic for them.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

-When discussing the Dust Bowl, students may not realize that the weather patterns are not the same in all countries, or even states of the U.S. Students may come from countries where there are heavy rainy seasons and drought seasons. This would be a good opportunity to discuss what the weather is like in Western New York and how it may be similar/different from what the students have previously known.
SIOP Model and 5th Grade Social Studies

Key: SW-students will; TW-teacher will; SWBAT-students will be able to; HOTS-higher order thinking skills

SIOP Lesson: Description of Harlem Renaissance/Roaring 20’s Graphic Organizer
-to go along with pages 542-546 in Horizons textbook

Grade: 5

Content Standard:

Standard 1:
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
-Harlem Renaissance
-Roaring 20’s
-self-expression

Key People:
-Louis Armstrong
-Langston Hughes

HOTS:
-SW decide what is important about the Harlem Renaissance to include in their Graphic Organizer.

Visuals/Resources:
-Description Graphic Organizer for each student
-video clip of Harlem Renaissance

http://www.youtube.com/watch?v=9idqeICqn4

Anticipatory Set: TW show video clip of Harlem Renaissance. SW discuss how the people in the video are showing their own self-expression through what they are doing. TW define that self-expression is when a person expresses themselves in a unique way that is important to them.

Connections to Prior Knowledge: TW explain that after Americans struggled during WWI, they finally had time to enjoy themselves and recreate themselves through self-expression. Americans did this through the means of music, art, and creative writing. Many of
these artists lived in Harlem, an area in New York City. For this reason, this time became known as the **Harlem Renaissance**. The Harlem Renaissance was one reason the 1920’s are now known as the **Roaring Twenties**.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT complete a graphic organizer by identifying key details of the Harlem Renaissance.</td>
<td>1.0 First, TW read pages 542 and 543 out loud to students as they follow along. This will give students more background knowledge before completing the graphic organizer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.0 Now, TW give each student a partner that they will be working with to complete the graphic organizer.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.0 Next, teacher will model how to complete the graphic organizer by showing it on the overhead projector. TW explain that in the middle circle, each student should have the topic of the graphic organizer. In this case, the topic is “The Harlem Renaissance.” TW also list a few examples that would possibly go in the outside circles. These are details that are important to the time of the Harlem Renaissance. These details could be events, or key people to this time period.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.0 Before students start, TW go over the rubric that they will be graded on when they present their graphic organizers. Students will keep this so they can refer to it as they are working.</td>
<td></td>
</tr>
<tr>
<td>Language Objective:</td>
<td>5.0 Now, students will work with their partners to find 6 details about the Harlem Renaissance to include in their graphic organizer. Students should use information they saw in the video, as well as the information from the textbook on pages 542 and 543.</td>
<td>5.0 TW rotate around the room and help students if they need information clarified, or need help finding details.</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.0 SWBAT orally present their graphic organizers to the class.</td>
<td>1.0 When students are finished completing their graphic organizer, each pair will present what they wrote to the rest of the class. As per the rubric, each student must speak an equal amount during the presentation (3 details each).</td>
<td>1.0 TW score the students based on the rubric they were shown at the beginning of the lesson. Even though students worked in partners while completing the graphic organizer, they may not receive the same grade based on their presentation.</td>
</tr>
</tbody>
</table>

**Wrap Up:**
TW ask the following questions at the end of the lesson to clarify key points:
Why was this time period called the Harlem Renaissance?
How would you explain the Roaring Twenties?
# Rubric for Graphic Organizer

<table>
<thead>
<tr>
<th>Component</th>
<th>Points (out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student completed graphic organizer by including 6 details relevant to the Harlem Renaissance.</td>
<td></td>
</tr>
<tr>
<td>Information was written neatly and clearly on graphic organizer.</td>
<td></td>
</tr>
<tr>
<td>During presentation, each student described at least 3 details.</td>
<td></td>
</tr>
<tr>
<td>Student spoke clearly during oral presentation.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points: ____/20
### SIOP Lesson: Stand Up, Sit Down – to go along with pages 547-549 in Horizons textbook

#### Grade: 5

#### Content Standard:

**Standard 1:**
History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

#### Key Vocabulary:
- The Great Depression
- stock market
- unemployment
- The New Deal

#### Key People:
- Franklin D. Roosevelt

#### HOTS:
- TW ask True/False questions after each paragraph for students to answer based on the reading.

#### Visuals/Resources:
- “The Great Depression” reading passage
- questions for “Stand Up, Sit Down” activity

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**Anticipatory Set:** TW ask students how they would feel if they had all of their money taken away from them? Class will discuss how this would make them feel and impact their lives.

**Connections to Prior Knowledge:**
**SIOP MODEL AND 5th GRADE SOCIAL STUDIES**

TW review what they Roaring Twenties were. Then, TW explain that something called the Great Depression ended the Roaring Twenties Era.

<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 SWBAT read “The Great Depression” reading passage.</td>
<td>1.0 Each student will be given the reading passage entitled “The Great Depression.” TW call on students to read out loud to the class. The class will read one paragraph, and then stop for the Stand Up, Sit Down Activity. This will continue until all of the paragraphs have been read.</td>
<td>1.0 TW be able to instantly assess student understanding based on whether they stood up or stayed in their seats. This will give teacher information about what is still confusing to students and may need to be retaught.</td>
</tr>
</tbody>
</table>

**Language Objective:**

1.0 SWBAT listen to a true/false question read by teacher and stand up if it is true, and sit down if it is false.

1.0 After one paragraph has been read, TW read a question out loud to students. TW read this question twice, and give students ample time for processing. Then, TW give signal for students to either stand up, or stay seated. SW stand up if the statement was true, and stay seated if the statement was false. There will be 3-4 questions for each paragraph to review and process the information just read. Once the questions are finished, the class may go on to the next paragraph until all questions have been read and answered.
Wrap Up: Class will discuss their thoughts on what it would be like to live during the Great Depression. TW ask the following question:
Unemployment is very high in the United States today, do you think we are in the middle of a Depression?

Questions for Stand Up, Sit Down Activity:
After paragraph 1:
- A stock is a share in a business. T
- Many people sold their stocks because the prices went up. T
- The stock market crashed in 1932. F

After paragraph 2:
- The stock market crashed caused the Roaring Twenties to continue. F
- Unemployment is when people do not have jobs. T
- The Great Depression was a great time in American history. F
- The Great Depression lasted through the 1930s. T

After paragraph 3:
- Times were so bad that people had to spend money they had in savings. T
- Banks benefitted from the Great Depression. F
- When banks closed, people got their money back. F

After paragraph 4:
- Herbert Hoover came up with the New Deal. F
- The New Deal was a plan to stop the Great Depression. T
- Many jobs were created because of the New Deal. T
- The New Deal eliminated unemployment in the U.S. F
The Great Depression

1.) Many Americans thought they would become rich if they bought stocks. **Stocks** are shares in businesses.

The stock market sold stocks to American people. If more people wanted to buy a stock, the price would go up. If more people wanted to sell their stock, the price would go down. In the 1920’s, stock prices started to become higher. Because of this, in 1929, some people took their money out of the stock market. Soon, many people panicked and tried to sell their stocks too. For this reason, the stock market crashed on October 29, 1929. This means that everyone who owned stocks lost money.

2.) When the stock market crashed, so did the good times of the Roaring Twenties. Businesses were failing, and people were poor because of unemployment. **Unemployment** is when people do not have jobs. This time was called the **Great Depression** because of the high unemployment and people not having money. The Great Depression lasted through the 1930s.
3.) When the stock market crashed, many people needed to spend the money that they had been saving to survive. Many people took money out of the banks. However, many banks closed and people lost all of their money. This made the Great Depression even worse.

4.) In 1932, a new President was elected named **Franklin D. Roosevelt**. Roosevelt wanted to end the Great Depression. He came up with a plan, called the **New Deal**, which made the government larger and gave it more power. The government started new programs to help America get out of the Great Depression. People were hired to run these programs, which gave more people jobs. The people would build bridges, plant trees, and build new buildings. Even though these programs did not end unemployment, the New Deal helped Americans in many ways.
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

<table>
<thead>
<tr>
<th>Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills</th>
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</thead>
<tbody>
<tr>
<td>SIOP Lesson: Surprise book – to go along with page 548 in Horizons textbook</td>
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<tr>
<th>Content Standard:</th>
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<tbody>
<tr>
<td>Standard 1:</td>
</tr>
<tr>
<td>History of the United States and New York</td>
</tr>
<tr>
<td>Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</td>
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<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
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<tbody>
<tr>
<td>- Dust Bowl</td>
</tr>
<tr>
<td>- Great Plains</td>
</tr>
<tr>
<td>- black blizzards</td>
</tr>
<tr>
<td>- drought</td>
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</tbody>
</table>

<table>
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<tr>
<th>HOTS:</th>
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<tbody>
<tr>
<td>- SW look at tiny parts of the book “Hoping for Rain” to predict what is underneath.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visuals/Resources:</th>
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<tbody>
<tr>
<td>- book, “Hoping for Rain”</td>
</tr>
<tr>
<td>- wrapping paper/brown paper bag</td>
</tr>
<tr>
<td>- Horizons textbook</td>
</tr>
</tbody>
</table>

**Anticipatory Set:** TW ask students if they like it when it rains. *This would be a good opportunity to discuss the rain patterns in the native countries of students. Some may come from areas where there is a rainy and a dry season. This may help them make a connection to what happened during the Dust Bowl.*

**Connections to Prior Knowledge:** TW review what happened during the 1930’s (The Great Depression) and what life must have been like for many Americans. TW explain that there was another event that happened in the Great Plains of the United States that made this time even worse for some. TW show a picture of a plain, and explain that it is an area of flat land.
<table>
<thead>
<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
</tr>
</thead>
</table>
| 1.0 SWBAT unwrap small pieces of book to activate prior knowledge and predict what the lesson will be about. | 1.0 TW present a book that is wrapped up in paper. TW explain to students that they are each going to have a turn to tear a *small* piece of paper off of the book. TW model what a small tear looks like.  
2.0 As the paper of the book is torn away, TW encourage students to make predictions about the event that happened in the Great Plains of the U.S. during the 1930’s. Students will look at the picture on the cover to help them make these predictions.  
3.0 Students will keep making predictions until the full cover of the book is revealed. Teacher will read the title of the book, “Hoping For Rain.” Class will look at the picture on the cover and discuss what they think is happening in this book.  
4.0 After class discusses what they think is happening, TW tell students that this period in American history of severe *droughts* (when it does not rain for a long period of time) is called the Dust Bowl. | 1.0 Now, students will be given a partner to read the “Dust Bowl” section on page 548 in the Horizons textbook. This also |
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

1.0 SWBAT read paragraph on page 548 of Horizons textbook about the Dust Bowl and answer 2 questions based on reading.

2.0 Next, students will answer the following questions about the reading:

1.) What were the black blizzards?
2.) What did many families do when the dust storms became too bad?

2.0 Students will hand in their answers to these questions before leaving.

Wrap Up:
Teacher will call on volunteers to answer the following questions to review information taught in the lesson:

1.) What was the Dust Bowl?
2.) Where did the Dust Bowl occur?
3.) When did the Dust Bowl occur?
4.) Why did the Dust Bowl occur?
Objectives for Unit 9:
-SWBAT explain the events of WWII, including a timeline, key people, and key events.
-SWBAT voice their opinion about WWII by agreeing or disagreeing with given statements.

Key vocabulary:
-concentration camps
-relocation camps
-Pearl Harbor
-D-Day
-Nazi
-dictator
-Treaty of Versailles
-controversial
-timeline
-atom bomb

Key People:
-Adolf Hitler
-Franklin D. Roosevelt

Assumptions ELLs may not know:
-There is a large number of students coming to the United States that were previously in refugee camps. For this reason, it is important to know your students and where they came from. Talking about concentration camps and Japanese relocation camps may be a sore subject for students if they were coming from a refugee camp and living in bad conditions. However, if there are no students coming from places such as these, it is important that students are aware of situations such as these still occurring around the world.
-Students could research the involvement of their native country in WWII and share with the rest of the class.
Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: Jigsaw What You Know- to go along with pages 554-575 in Horizons textbook

Content Standard:

Standard 1:
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Vocabulary:
- concentration camps
- relocation camps
- Pearl Harbor
- D-Day

Visuals/Resources:
- 4 pieces of chart paper
- markers
- Horizons textbook

Anticipatory Set: TW tell students that today they are going to be the teachers. They are going to be split up into groups and given a topic to research, and then teach to the rest of the class.

Connections to Prior Knowledge: TW review the causes of WWII, such as the Treaty of Versailles, and dictatorships around the world. TW explain that students are going to be researching 4 major events during the War. These topics are:
- concentration camps
- relocation camps
- D-Day
- the attack on Pearl Harbor

Content Objectives: Meaningful Activities: Review/Assessment:
<table>
<thead>
<tr>
<th>Language Objective: 1.0 SWBAT teach their topic to the rest of the class using their chart and groups members as a resource.</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIOP MODEL AND 5th GRADE SOCIAL STUDIES</td>
</tr>
<tr>
<td>1.0 SWBAT work in groups to create a chart including important details about a topic pertaining to WWII.</td>
</tr>
<tr>
<td>1.0 TW divide the class into 4 groups. TW then assign each group one of the following topics to research in the Horizons textbook, along with the page number of where to find the information.</td>
</tr>
</tbody>
</table>
| 1.) Concentration camps/Holocaust  
Pages 555 and 573 |
| 2.) Japanese relocation camps  
Pages 562 and 563 |
| 3.) Bombing of Pearl Harbor  
Pages 557 and 558 |
| 4.) D-Day  
Pages 565 and 566 |
| 2.0 Students will work with their groups to find important information on each of their topics. They will write their topic in bold on the top of the paper, and then include important details that they found on the rest of the chart paper. |
| 1.0 Once all groups have finished their chart, each group will take a turn “teaching” their topic to the rest of the class. Students can ask questions about the topics when students are finished presenting their information. |
| 2.0 TW collect these posters and display them around the room. Teacher can grade content of the posters if necessary. |
Wrap Up:
After all groups have finished presenting, TW ask students the following questions for them to discuss in their groups.
- If the U.S. did not agree with what Hitler was doing, why did they create relocation camps for the Japanese?
- How did the bombing of Pearl Harbor affect the rest of the War?
- Why was D-Day so important?
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

**Key:** SW - students will; TW - teacher will; SWBAT - students will be able to; HOTS - higher order thinking skills

**SIOP Lesson:** Timeline of War – to go along with pages 554-575 in Horizons textbook

**Grade:** 5

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### Content Standard:

**Standard 1:**

History of the United States and New York

Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

---

### Key Vocabulary:

- timeline
- Pearl Harbor
- Nazi
- D-Day

### Visuals/Resources:

- blank timeline with dates
- completed timeline on overhead transparency

---

### Anticipatory Set:

TW show students timeline of events in WWII. SW need to work together to fill in the blanks on the timeline to reveal the order of events in WWII.

### Connections to Prior Knowledge:

TW review the student created posters from the Jigsaw lesson about 4 major events during WWII. TW also review why the war occurred, and why the U.S. decided to fight in the war.
### SIOP MODEL AND 5th GRADE SOCIAL STUDIES

<table>
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</thead>
<tbody>
<tr>
<td>1.0 SWBAT fill in blanks on a timeline of key events in WWII.</td>
<td>1.0 TW show students the blank timeline of major events in WWII, along with the word bank of major events during WWII. TW explain that students are going to work with a partner to fill in these blanks. They may use their textbook to help them find this information. 2.0 Next, TW pair students up based on ability level. 3.0 Students may use their Horizons textbook as a resource to match the events in the word bank with the correct year on the timeline. 4.0 When students are finished, TW put a completed timeline on the overhead. Students should correct any mistakes they made on their timeline if any.</td>
<td>4.0 TW take notes of any dates that students had a particularly hard time with.</td>
</tr>
<tr>
<td>Language Objective:</td>
<td>1.0 Students will use the sentence frames at the bottom of the page to tell partner when the events of the timeline happened. 2.0 Students will switch so that each partner has an opportunity to tell the other when the events happened.</td>
<td>1.0 TW go around the room and ask each student when an event happened. Student will use the sentence frame and timeline to answer the question.</td>
</tr>
</tbody>
</table>
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

Wrap Up: TW ask students what they thought the most important event of WWII was, and why?
Timeline of WWII

1933

1939

1941
D-Day
German forces attacked Poland, WWII began
American dropped the atom bomb on Japan
The Nazi party took control of Germany
WWII ended when Japan surrendered
Japanese bombed Pearl Harbor
<table>
<thead>
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</thead>
<tbody>
<tr>
<td>SIOP Lesson: Value Line- to go along with pages 554-575 in Horizons textbook</td>
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</tbody>
</table>

**Content Standard:**

**Standard 1:**
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Key Vocabulary:**
- Nazi
- dictator
- Treaty of Versailles
- controversial

**Key People:**
- Adolf Hitler
- Franklin D. Roosevelt

**HOTS:**
- SW decide whether they agree or disagree with a statement, and will have to back up their answers with evidence.

**Visuals/Resources:**
- signs that say “Agree” and “Disagree” as well as signs with the numbers 1-10 on them.
- Statements about WWII that students could either agree or disagree with.
  (try not to use statements that the whole class will agree on)

**Anticipatory Set:**
TW explain to students that there were many controversial things that happened during WWII. This means that people could not agree on certain issues. Today they are going to do an activity called Value Line. This will give them a chance to express their views on certain issues during WWII.

**Connections to Prior Knowledge:**
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

This activity should take place after students have already learned about WWII and have a general background knowledge of it. TW review concepts already taught, such as; Nazis, Hitler, Treaty of Versailles, bombing of Pearl Harbor, Roosevelt, and the Holocaust.

*Teacher should review topics that deal with the questions being asked. I have given sample questions to use, but any controversial question can be used in this activity.

<table>
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</table>
| 1.0 SWBAT decide whether they agree or disagree with a statement about WWII on a scale of 1-10. | 1.0 TW bring students to wherever they are going to conduct the activity (if the classroom is not big enough, a hallway is a great place to do this).  
2.0 TW explain that he/she will read a statement about WWII. SW decide whether they agree or disagree with statement based on a scale of 1-10. One meaning you totally disagree, 10 meaning you totally agree. 5 means you are neutral (or agree and disagree in some ways).  
3.0 TW model this process by having students try with a question not dealing with WWII. For example, teacher could say “Christmas is the best holiday of the year.” Students would choose how much they agree or disagree by choosing a number and going to stand by it.  
4.0 Once students have chosen which number to stand by, TW ask students why they chose that number. They will have to give a reason why they chose that specific number.  
5.0 After finished with the practice round, TW start reading the real questions about WWII. Here are some questions that could be used for this activity: |


## SIOP MODEL AND 5th GRADE SOCIAL STUDIES

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<tbody>
<tr>
<td>1.) Nazis are not to blame because they were forced to follow the directions of Adolf Hitler.</td>
<td>2.0 TW make sure that each student is called on at least once to justify their decision. TW informally</td>
</tr>
<tr>
<td>2.) A dictatorship is a good way to run a country.</td>
<td></td>
</tr>
<tr>
<td>3.) The Treaty of Versailles caused WWII.</td>
<td></td>
</tr>
<tr>
<td>4.) The U.S. should have entered the war when they did.</td>
<td></td>
</tr>
<tr>
<td>5.) Franklin D. Roosevelt was a good President of the U.S.</td>
<td></td>
</tr>
<tr>
<td>6.) Americans made the right decisions throughout the war.</td>
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</tr>
</tbody>
</table>

*There are many other questions that could be asked during this activity. The most important thing is that the questions are based on lessons previously taught in class, so that students are able to draw on that background knowledge to justify their views.*

### Language Objective:

1.0 SWBAT justify why they chose a certain number by giving examples to tell why.

1.0 Once teacher has asked the question and students have decided which number they are going to stand next to, TW ask students to justify their answers with examples and details from the lessons they have already had.

2.0 TW ask for student examples from the students who agree, the students who disagree, and the students in the middle.

3.0 TW call on different students for each question so that everyone has a chance to justify their answers.
**SIOP MODEL AND 5th GRADE SOCIAL STUDIES**

| *a modification to this activity is that after students have talked about why they chose a certain position, teacher could ask students to move to another number if their opinion had been swayed by something one of the other students said.* | assess the content of the answers students gave during the entire activity. |

**Wrap Up:**
TW review what the word controversial means. Class will discuss that it is all right to disagree with others as long as you have reasons for your decisions and views on events.
Key: SW-students will; TW- teacher will; SWBAT- students will be able to; HOTS- higher order thinking skills

SIOP Lesson: Dinner Party- to go along with pages 554-575 in Horizons textbook  
Grade: 5

Content Standard:

Standard 1:
History of the United States and New York
Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key People:
- German people
- Harry S. Truman
- Franklin D. Roosevelt
- Jewish People

HOTS:
-SW think of some questions that the people above would like to ask each other.

Visuals/Resources:
- tablecloth
- plates
- cups
* Anything you would use for a dinner/tea party

Anticipatory Set:
* Tables should be set for dinner party to initiate student interest in lesson. Multiple small tables can be set up if there are many students in the class.
What would happen if people with opposing views during WWII had a dinner party together? What would they ask each other?

Connections to Prior Knowledge: Class will review the following four people, and their involvement in WWII: 
Ann Frank: wrote a journal describing her time in hiding and at a concentration camp.
**SIOP MODEL AND 5th GRADE SOCIAL STUDIES**

**Harry S. Truman**: took over as President when Roosevelt died. Developed the atom bomb  
**Franklin D. Roosevelt**: Came up with the New Deal. He was president for most of WWII.

<table>
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</table>
| 1.0 SWBAT generate questions that key people from WWII would ask each other during a dinner party. | 1.0 TW tell students that before they can have their dinner party, they must come up with at least two questions that these people would want to ask each other. Students can choose who they want the questions to be directed to.  
2.0 Each student will get two index cards to write their questions on. Students will then think of two questions that these characters would want to ask another person if they were alive during this time and at a dinner party together. Cards should be written as following:  
Jewish person: If you could change one thing about what happened during the war, what would it be?  
To President Roosevelt  
*this way, TW know who to give the questions to once the dinner party has started.  
3.0 Now, TW assign students who they are going to pretend to be during the dinner party.  
*This can be done multiple ways. There can be more than one dinner party going on at once, or students can have the dinner party in front of the class, and students can switch after a few | 2.0 Students should put their names on the index cards for teacher to collect at the end of the lesson. |
## Language Objective:

1.0 SWBAT have a “dinner party” pretending they are key people from WWII.

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<tbody>
<tr>
<td>1.0TW direct students to start the dinner party. SW ask questions one at a time, and give ample time for students to formulate an answer and verbally respond to the question.</td>
<td>2.0 Teacher can add additional questions, or add to answers as well if necessary. Teacher can also open the question up to the rest of the class if the student is having a difficult time answering.</td>
</tr>
<tr>
<td>1.0 TW informally assess students based on their answers to the questions during the dinner party. TWBAT see whether or not students have a real sense of the person they are pretending to be or not based on how they answer the questions.</td>
<td></td>
</tr>
</tbody>
</table>

### Wrap Up:

Class will discuss any questions/answers that they thought were interested or surprising that came up during the dinner party.
Discussion

Final curriculum

My final curriculum project does match my research questions and initial design for the project. My goal in this project was to address the difficulty ELLs have in content area classes by providing 5th grade social studies teachers with resources following the SIOP model of teaching ELLs. I wanted my lessons to focus on key vocabulary, key people, and key ideas in the 5th grade social studies curriculum at Fredonia Middle School. My project has followed these guidelines, and I have created thirty-one complete lessons for 5th grade social studies teacher and ESL teachers at Fredonia Middle School. Teachers can use these lessons in order to provide more meaningful instruction for ELLs, and hopefully increase their understanding of the social studies curriculum in 5th grade.

At the beginning of each of the nine units, I have created a resource page. This page includes any websites that were used in the unit, key vocabulary words, and key people that students should know in order to understand the information. It also includes a section containing any assumptions that teachers may think ELLs already know, which in turn causes information to be overlooked. This section also informs teachers to be aware of any topics that could be sensitive to students from other countries. Not having been a teacher of ELLs in the past, teachers may not think through what they are teaching before they teach it. They may not realize that ELLs have different experiences than students growing up in the United States, and certain topics may be uncomfortable for them to discuss.

In the lessons, key vocabulary and key people important to that specific lesson are also outlined. Each lesson includes an anticipatory set, and connections to prior knowledge. I also provided the page numbers from the Horizons textbook that corresponds to the lesson. This will
help teachers decide when to teach these lessons and help them better incorporate them into their current curriculum. The lessons I included in the curriculum incorporate using “realia” and visual stimulation to teach concepts and vocabulary. They also encourage interaction between students which allows ELLs to practice the English language while learning the necessary content. Some lessons teach new information, while other lessons can be used for review and re-teaching. Each lesson also includes some form of assessment for teachers to use during the lesson. Many lessons contain forms of information assessment. However, some include rubrics for teachers to use to assess projects and/or student presentation. These lessons can be easily adapted to the different language abilities in the class. Now, teachers will have resources for teaching the ELLs in their classroom, while still teaching the general population at the same time. Although these lessons are geared toward providing meaningful instruction to ELLs, the lessons will also be beneficial and relevant to every student in the class.

As I was creating these lessons, I realized that it was more time consuming than I had initially imagined. I had to try to incorporate all of the necessary information in the curriculum, while considering language needs, cognitive abilities, and differentiating instruction within each lesson. I can understand why general education teachers do not differentiate as much as would be considered ideal. Each lesson plan took at least two hours, considering planning and writing time. It was also difficult to find the necessary materials that would be beneficial for ELLs. This added even more time to the preparation of the lesson. It would be incredibly difficult for all teachers to spend this much time on each lesson for each subject that they teach. For this reason, this curriculum project will be beneficial for teachers because they will already have lessons geared toward ELLs that they do not have to create themselves.
Limitations of curriculum

One limitation of this curriculum project is that I do not know how teachers are going to use these lessons in their classroom. For example, some teachers may use this with their entire class, while others may use it with small groups or for remediation with specific students. Therefore, it was difficult to give instructions on how to group students, or how to carry out certain activities. To compensate for this, I wrote the lesson as though it was being used for an entire class. I then gave ideas on how it could be changed to use with smaller groups or students with lower language abilities. Teachers will have to use their discretion when implementing these lessons, and some may need to be modified to fit specific needs of the students.

Another limitation is that I was not able to include all of the topics in the Horizons textbook. Since I only made three or four activities for each unit, some of the topics could not be included in those lessons. Therefore, even if the entire curriculum I provided is used in the classroom, there will still be some information that is not taught in the Sheltered Instruction method.

If I were to do anything differently in the project next time, I may include more lessons in some topics, and not as many in others. For example, there were many more things I would have liked to include in the World War II unit, as well as the Civil War Unit. One idea would be to create five or six lessons for those topics, and only create two or three for smaller topics such as the Louisiana Purchase and the Dust Bowl.

After creating this curriculum project and reflecting on the lessons, I realize that many of the lessons display the mistakes the United States has made in history. Even though it is beneficial to be aware of mistakes so that they do not happen again, if I did this project again I would include more lessons emphasizing the celebration of American successes. ELLs are
SIOP MODEL AND 5th GRADE SOCIAL STUDIES

coming to our country because their families believe it is a better place for them to live than their native country. Therefore, I want ELLs to be proud of America. Creating more lessons to show a successful America would enable students to have a positive attitude about their country.

Implication of this project

This project will be used by teachers in Fredonia Middle School. I will give this project to 5th grade social studies teachers, special education teachers, and the ESL teacher in the middle school. Since all of the different people work with the ELLs in 5th grade, it will be beneficial for each of them to have a copy of these SIOP lessons. These lessons will not only be beneficial for ELLs, but all students in the class. Therefore, teachers will be able to easily incorporate these lessons into their curriculum while accommodating to the needs of the ELLs in the class. I will offer myself as a resource if any teachers need further assistance modifying these lessons to fit their classroom needs, or need help creating more SIOP lessons for their curriculum. Considering I have ELLs in my self-contained special education classroom, I use SIOP lessons often to teach all curriculum topics. I have taught many of the lessons in my curriculum project to my own class. From this experience, I have found what works well with ELLs, and also areas in need of improvement. Through creating these lessons, I would advise teachers to use as many visual resources as possible. Also, teachers should use the vocabulary taught in lessons as often as possible so ELLs are hearing the words repeatedly. I would also encourage teachers to incorporate interactions between students as much as possible. This way, students are able to express themselves while practicing their English skills with peers in a comfortable situation.

In the future, I would like to create SIOP lessons not only for social studies, but also for science and math. I would also share these lessons with my colleagues so they have resources to teach ELLs in all classes. I would also like to provide further staff development in the SIOP
model for the entire middle school staff. Following the basic criteria spelled out in the SIOP model can be an effective way to make instruction more meaningful for all types of students in the classroom. My plan is for this curriculum project to be the start of the SIOP model being incorporating into Fredonia Middle School in all classes and grade levels. I also think further research needs to be conducted in regards to beginner ELLs. The SIOP works well for students who already have some knowledge of the English language. I would like to see some skills teachers could use for students just arriving in the country. If teachers were more knowledgeable about ways they could help students who do not speak any English, this may speed up the acquisition process and make a big difference in the educational success of the student.

I am hopeful that this curriculum project will be beneficial for the ELLs in 5th grade at Fredonia Middle School. So often, ELLs are overlooked in the classroom. This not only holds them back from learning the content, but from interacting effectively with their peers. It is essential for teachers to invest time into making sure ELLs are receiving meaningful instruction so they are able to make necessary gains to be successful in their future. ELLs need content broken down and modeled in a way that is understandable, yet still cognitively appropriate. The SIOP model provides many ways to provide comprehensible input to ELLs in content area classes. This way, they will be practicing English while learning content. ELLs are experiencing additional obstacles in school than the other students. Teachers need to work together to make sure the time ELLs are spending is school is meaningful. For many teachers, this curriculum will be an introduction to the SIOP model, which will hopefully inspire them to incorporate it into their curriculum more often than in the past.
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SIOP MODEL AND 5th GRADE SOCIAL STUDIES


SIOP MODEL AND 5th GRADE SOCIAL STUDIES

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Appendices
Appendix A: SIOP lesson plan template

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<tr>
<th>SIOP Lesson:</th>
<th>Grade: 5</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
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<td>Connections to Prior Knowledge:</td>
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<table>
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<tr>
<th>Content Objectives:</th>
<th>Meaningful Activities:</th>
<th>Review/Assessment:</th>
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Wrap Up:

(www.stolaf.edu/depts/education/forms/SIOP_Template.doc, 2012)
### FREESTANDING ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

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<tr>
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<td><strong>Grades/Proficiency Levels</strong></td>
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<tr>
<td>K-8</td>
<td>2 Units* of study of ESL</td>
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<tr>
<td>9-12</td>
<td>3 Units* of study of ESL</td>
</tr>
<tr>
<td><strong>English Language Arts (ELA)</strong></td>
<td>One Unit* of study for Advanced ESL Level students</td>
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<tr>
<td><strong>Content Area Instruction</strong></td>
<td>Language of instruction in English. Mainstream content teachers should use ESL methodologies during instruction to provide a learning classroom environment in which ELLs can effectively acquire content knowledge.</td>
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</tbody>
</table>

*One Unit of Study equals 180 minutes per week*