

SIOP LESSON PLAN

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Colonization in the Americas

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This lesson is an introduction to a unit on colonization in the Americas. The specific purpose of this unit is to allow the students—all eighth grade English language learners (ELLs) at Level four (Emerging) or Level three (Developing) on the English Language Proficiency Standards (ELPS) developed by the World-Class Instructional Design and Assessment (WIDA) Consortium (2008) and approved for use by the Illinois State Board of Education (ISBE) (2004)—to engage with the material by working with metacognitive, cognitive, and social/affective learning strategies to connect the experiences of these colonists with the experiences their own families shared in building a life in the United States of America (USA). Students will work in collaborative pairs and teams to learn the relevant vocabulary and to discuss what they are learning about the colonizing nations, the colonists, and the impact of these groups on the native Americans contacted by them. Students will make predictions about the motivations of the three groups and will prepare cause and effect graphic organizers for the three groups. Students will also complete idea maps concerning the history of the interaction of the three groups to which they were assigned. In teams, students will create a presentation retelling the story of the interactions between the three groups they studied during the assignment: colonizing nation, colonists, native Americans. Considering the colonists as early pioneers and student families as recent pioneers, students will conclude by making connections between the motivations and challenges faced by the early pioneers and those faced by their own families upon moving to the USA.

SIOP® Lesson Plan

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| <p>Date: 10/20/2008</p> | <p>Grade/Class/Subject: 8th Grade American History-ELLs—ELP4 & ELP3</p> |
| <p>Unit/Theme: Colonization of the Americas</p> <p>Big Idea</p> <p>In the time from 1450 and 1750, nations established colonies far away from the home country. Relations between the home country, the colonists, and the natives (original owners of the land) often resulted in conflict and oppression for someone. What can we learn from their experience?</p> | <p>IL Learning Standards (Illinois State Board of Education, 2008):</p> <ul style="list-style-type: none"> • Social Studies-16A3b, 16C3b, 16C3c, 16D3 • English Language Proficiency Standards-- Level 4-Emerging (WIDA) Level 3—Developing (WIDA) • Social-Emotional Standards-1A3a, 1B3a, 1C3b |
| <p>Content Objectives:</p> <ol style="list-style-type: none"> 1. Explore the motivation of three different groups involved in the colonization of the Americas: The colonizing nations, the colonists, and the native Americans. 2. What happened when there was conflict between these three different motivations? 3. Identify colonies that were able to reduce the conflict between these motivations and those that made the conflict grow more severe. What happened to the different colonies. Identify cause and effect and make predictions about why these outcomes came about for the colonies. 4. The colonists were early pioneers to America. Your families are recent pioneers come to America. Compare and contrast the differences in the experiences of these pioneer families. | |
| <p>Language Objectives:</p> <p>ELP Level 4:</p> <p>Compare and contrast functions, relationships from oral information. (Listening)</p> <p>Identify cause and effect from oral discourse. (Listening)</p> <p>Discuss stories, issues and concepts. (Speaking)</p> <p>Give speeches and oral reports. (Speaking)</p> <p>Offer creative solutions to issues and problems. (Speaking)</p> <p>Interpret information or data. (Reading)</p> | |

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|--|-----------------|--------------|--------|-------------|---------|---------------|--------------|------------------|----------------|---------|--------------------|--|--------|----------|-----------------|-----------|--------------|-----------------|------|---|
| <p>Find details that support main ideas. (Reading)</p> <p>Summarize information from graphics or notes. (Writing)</p> <p>Edit and revise writing. (Writing)</p> <p>Create original ideas or detailed responses. (Writing)</p> <p>ELP Level 3:</p> <p>Locate, select, and order information from oral descriptions. (Listening)</p> <p>Follow multi-step oral directions. (Listening)</p> <p>Categorize and sequence oral information using pictures or objects. (Listening)</p> <p>Formulate hypotheses and make predictions. (Speaking)</p> <p>Describe processes and procedures. (Speaking)</p> <p>Retell stories or events. (Speaking)</p> <p>Sequence pictures, events and processes. (Reading)</p> <p>Identify main ideas. (Reading)</p> <p>Use context clues to determine meaning of words. (Reading)</p> <p>Produce bare-bones expository or narrative texts. (Writing)</p> <p>Compare/ contrast information. (Writing)</p> <p>Describe events, people, processes and procedures. (Writing)</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Key Vocabulary:</p> <table border="0"> <tr> <td>tolerance</td> <td>colony</td> <td>immigration</td> </tr> <tr> <td>economy</td> <td>import/export</td> <td>mercantilism</td> </tr> <tr> <td>triangular trade</td> <td>middle passage</td> <td>slavery</td> </tr> <tr> <td>indentured servant</td> <td></td> <td>racism</td> </tr> <tr> <td>assembly</td> <td>treaty/alliance</td> <td>sovereign</td> </tr> <tr> <td>independence</td> <td>interdependence</td> <td>debt</td> </tr> </table> | | tolerance | colony | immigration | economy | import/export | mercantilism | triangular trade | middle passage | slavery | indentured servant | | racism | assembly | treaty/alliance | sovereign | independence | interdependence | debt | <p>Supplementary Materials:</p> <p>Textbook and web links</p> <p>Graphic organizer for making connections</p> |
| tolerance | colony | immigration | | | | | | | | | | | | | | | | | | |
| economy | import/export | mercantilism | | | | | | | | | | | | | | | | | | |
| triangular trade | middle passage | slavery | | | | | | | | | | | | | | | | | | |
| indentured servant | | racism | | | | | | | | | | | | | | | | | | |
| assembly | treaty/alliance | sovereign | | | | | | | | | | | | | | | | | | |
| independence | interdependence | debt | | | | | | | | | | | | | | | | | | |

| SIOP Features | | |
|--|---|---|
| Preparation ✓ Adaptation of Content ✓ Links to Background ✓ Links to Past Learning ✓ Strategies Incorporated | Scaffolding ✓ Modeling ✓ Guided practice ✓ Independent practice ✓ Comprehensible input | Grouping Options ✓ Whole class ✓ Small groups ✓ Partners ✓ Independent |
| Integration of Processes ✓ Reading ✓ Writing ✓ Speaking ✓ Listening | Application ✓ Hands-on ✓ Meaningful ✓ Linked to objectives ✓ Promotes engagement | Assessment ✓ Individual ✓ Group ✓ Written ✓ Oral |
| Lesson Sequence: <ol style="list-style-type: none"> 1. Teacher will introduce the topic to the whole group. 2. Whole group will watch excerpts from the. 3. Teacher will assign students to collaborative partners (teams of 2). 4. Collaborative partners will work with the one-half of the key vocabulary. 5. Teacher will have two sets of collaborative partners work together to discuss and to capture the entire vocabulary. 6. These newly formed collaborative teams (adjusted as needed by the teacher) who will work their notes and supplementary information to predict the motivation for an assigned nation, group of colonists, and native Americans contacted by that colony. 7. Students will share predictions with their teams about the motivation of the three groups.. 8. Teams will read the material in the textbook to look for evidence to confirm or reject their predictions. | | |

9. Teams will complete a cause and effect graphic organizer and an idea map for the story of the three groups they worked with .
10. Teams will prepare a presentation using posters, Microsoft PowerPoint, or another media of their choosing to retell the story of the interactions between their nation, colonists, and the native Americans, including the outcomes for each of the three groups.
11. Teams will retell their stories, sharing their presentations with the class.
12. Students will complete a graphic organizer drawing connections between the motivations and challenges faced by the early pioneers and the motivations and challenges faced by their families when they came to live in the USA.

Reflections:

1. Were the directions for the tasks meaningful to the students?
2. Were the students able to complete the assigned tasks successfully?
3. How did the students demonstrate that they were engaged during the learning process?
4. Did the students produce comprehensible output?
5. What needs to change the next time this lesson is offered to the students?

Illinois Learning Standards (ISBE, 2008a)

Social Studies

Make inferences about historical events and eras using historical maps and other historical sources (16A3b).

Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750. (16.C.3a -US)

Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization. (16C3b-US).

Identify the origins and analyze consequences of events that have shaped world social history (16D3).

English Learning Proficiency Standards (ELPS)-Level 4-Emerging (WIDA)

Compare and contrast functions, relationships from oral information. (Listening)

Identify cause and effect from oral discourse. (Listening)

Discuss stories, issues and concepts. (Speaking)

Give speeches and oral reports. (Speaking)

Offer creative solutions to issues and problems. (Speaking)

Interpret information or data. (Reading)

Find details that support main ideas. (Reading)

Identify word families, figures of speech. (Reading)

Summarize information from graphics or notes. (Writing)

Edit and revise writing. (Writing)

Create original ideas or detailed responses. (Writing) (WIDA, 2008, p. 58)

English Learning Proficiency Standards (ELPS)-Level 3-Developing (WIDA)

Formulate hypotheses; make predictions. (Speaking)

Retell stories or events. (Speaking)

Identify main ideas. (Reading)

Use context clues to determine meaning of words. (Reading)

Locate, select, and order information from oral descriptions. (Listening)

Follow multi-step oral directions. (Listening)

Produce bare-bones expository or narrative texts. (Writing)

Compare/ contrast information. (Writing)

Describe events, people, processes, and procedures. (Writing) (WIDA, 2008, p. 58)

Social-emotional Learning (ISBE, 2008b)

Analyze factors that create stress and motivate performance (1A3a).

Analyze how personal qualities influence choices and successes (1B3a).

Analyze why one achieved or did not achieve a goal (1C3b).

Theme

Colonization of the Americas

Lesson (Topic):

Motivation for colonization by nations and colonists and their impact on the native Americans they contacted.

*Objectives**Language*

Formulate hypotheses and make predictions. (Speaking)

Retell stories or events. (Speaking)

Locate, select, and order information from oral descriptions. (Listening)

Follow multi-step oral directions. (Listening)

Produce bare-bones expository or narrative texts. (Writing)

Compare/ contrast information. (Writing)

Content

1. Explore the motivation of three different groups involved in the colonization of the Americas: The colonizing nations, the colonists, and the native Americans.
2. What happened when there was conflict between these three different motivations?
3. Identify colonies that were able to reduce the conflict between these motivations and those that made the conflict grow more severe. What happened to the different colonies. Identify cause and effect and make predictions about why these outcomes came about for the colonies.

4. The colonists were early pioneers to America. Your families are recent pioneers come to America.

Compare and contrast the differences in the motivation and experiences of these pioneer families.

Learning Strategies

Metacognitive

Use the model think-aloud by your teacher as your example. Practice think-aloud strategies in your teams as you make these connections between the motivation of three different groups involved in the colonization of the Americas: The colonizing nations, the colonists, and the native Americans..

Focus your think-aloud on your thinking processes as you solve the problem— compare and contrast the differences in the motivation and experiences of these pioneer families.

Cognitive

Identify colonies that were able to reduce the conflict between these motivations and those that made the conflict grow more severe. What happened to the different colonies. Identify cause and effect and make predictions about why these outcomes came about for the colonies.

Social/Affective

5. Work with a team to explore the motivation of three different groups involved in the colonization of the Americas: The colonizing nations, the colonists, and the native Americans. Share within the team the connections you make between the motivation of the early pioneers and your families, the more recent pioneers.

Key Vocabulary

| | | |
|--------------------|----------------|-----------------|
| tolerance | colony | immigration |
| economy | import/export | mercantilism |
| triangular trade | middle passage | slavery |
| indentured servant | racism | assembly |
| treaty/alliance | independence | interdependence |

sovereign debt

Materials

Textbook and web links

United Streaming video segments (clips) on Spanish Colonization in the West

Mark of Zorro (1920 film by United Artists—out of copyright).

Exploration video segments from United-Streaming.

Motivation

Mark of Zorro film from United Artists. Film will illustrate the motivations of the colonizing nation (Spain), the colonists, and native Americans in Baja California prior to annexation to the United States.

Presentation

The teacher introduces the topic of the colonists in the Americas, the nations who sent them and the native Americans who met them. The brief introduction is followed by the 1920 version of the *Mark of Zorro* movie from United Artists (out of copyright)

<http://video.google.com/videoplay?docid=-5440302924781357611>. (See the following information about this version of the film:

[http://en.wikipedia.org/wiki/The_Mark_of_Zorro_\(1920_film\)](http://en.wikipedia.org/wiki/The_Mark_of_Zorro_(1920_film))). Following the movie, the teacher demonstrates the think-aloud process by making the connections between the movie and the historical groups shown in the movie—the government functionaries for Spain, the colonists, and the native Americans.

Students are placed into small groups and work together on the key vocabulary. Based on what they learned from the movie, they are asked to make predictions about the motivations of the three groups they are exploring—colonizing nations, colonists, and native Americans.

Practice/Application

1. Teacher will introduce the topic to the whole group.
2. Whole group will watch excerpts from the.
3. Teacher will assign students to collaborative partners (teams of 2).
4. Collaborative partners will work with the one-half of the key vocabulary.
5. Teacher will have two sets of collaborative partners work together to discuss and to capture the entire vocabulary.
6. These newly formed collaborative teams (adjusted as needed by the teacher) who will work their notes and supplementary information to predict the motivation for an assigned nation, group of colonists, and native Americans contacted by that colony.
7. Students will share predictions with their teams about the motivation of the three groups..
8. Teams will read the material in the textbook to look for evidence to confirm or reject their predictions.
9. Teams will complete a cause and effect graphic organizer and an idea map for the story of the three groups they worked with .
10. Teams will prepare a presentation using posters, Microsoft PowerPoint, or another media of their choosing to retell the story of the interactions between their nation, colonists, and the native Americans, including the outcomes for each of the three groups.
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Review/Assessment

| | Beginning (1) | Developing (2) | Accomplished (3) | Exemplary (4) | Score |
|--|---|---|--|--|-------|
| Teams made predictions clearly in their work teams. | No attempt at prediction. | Team made some predictions that contain leaps of logic and are poorly formatted in English. | Team predictions were logical, though incomplete, and had only one or two errors in English. | Teams' predictions were clear, logical, complete and error-free. | |
| Teams' graphic organizer shows cause and effect for the three groups studied.. | Graphic organizer was not complete. | Graphic organizer has a lacks logic and evidence and has incorrect English. | Graphic organizers is logical had only one or two errors. | Graphic organizers are clear, complete and error-free. | |
| Teams' presentation clearly retold the story of the interaction between the three parties—nation, colonists, and native Americans. | Presentation was not made or did not tell the story of the interaction. | Presentation lacked logic or details and showed several errors in English. | Presentation is logical, has sufficient details, and only one or two errors in English. | Presentation is logical, clear, complete and error-free. | |

Extension

As we continue to observe the development of the United States of America as a nation, we will continue to watch the changes and challenges faced by these three different groups—nations, colonists, and native Americans. One of our goals is to learn what the early pioneers have to teach recent pioneers about forming a lasting country that continues to offer benefits and opportunities to all who come to live there.

Reflection

1. Were the directions for the tasks meaningful to the students?
2. Were the students able to complete the assigned tasks successfully?
3. How did the students demonstrate that they were engaged during the learning process?
4. Did the students produce comprehensible output?
5. What needs to change the next time this lesson is offered to the students?

Summary

This lesson was an introduction to a unit on colonization in the Americas. The specific purpose of this unit was to allow the students—all eighth grade English language learners (ELLs) at Level four (Emerging) or Level three (Developing) on the English Language Proficiency Standards (ELPS) developed by the World-Class Instructional Design and Assessment (WIDA) Consortium (2008) and approved for use by the Illinois State Board of Education (ISBE) (2004)—to engage with the material by working with metacognitive, cognitive, and social/affective learning strategies to connect the experiences of these colonists with the experiences their own families shared in building a life in the United States of America (USA). Students worked in collaborative pairs and teams to learn the relevant vocabulary and to discuss what they are learning about the colonizing nations, the colonists, and the impact of these groups

on the native Americans contacted by them. Students made predictions about the motivations of the three groups and will prepare cause and effect graphic organizers for the three groups.

Students also completed idea maps concerning the history of the interaction of the three groups to which they were assigned. In teams, students created a presentation retelling the story of the interactions between the three groups they studied during the assignment: colonizing nation, colonists, native Americans. Considering the colonists as early pioneers and student families as recent pioneers, students concluded by making connections between the motivations and challenges faced by the early pioneers and those faced by their own families upon moving to the USA.

References

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