Introduction
Unit: Neighborhoods of New Haven

Grades: 1st – 4th

Sheltered Content Course

Robin Gerber
Summer 2003
Unit: Neighborhoods of New Haven

Grade: 1st-4th

Class: Multi-Age group in a sheltered content classroom

You might be particularly interested in how this teacher:

- How the teacher contextualized the lesson using language formulae prompts to guide students in class discussions (9, 10, 12, 34, 62, 75, 89).
- How the teacher made text comprehensible by developing vocabulary (6, 13-14,18) and the teachers use of graphic organizers (22, 69-74).
- How the teacher uses appropriate questions for varying ELL levels (6, 11, 12).
- How the teacher used functional/Notional charts (3, 15).
- How the teacher provided a variety of lesson objectives (4).
UNIT: INTRODUCTION

*1 Neighborhoods of New Haven
*2 Intended for Multi-Age Group including Learners 6-11 years old (Grade Equivalency 1st-4th)
*3 Target Group for Modified Unit - Sheltered Content Course
*4 Source of Written Reading Materials:
    http://www.yale.edu/yhhti/curriculum/units/1992/3/92.03.08.x.html
*5 Source of Lessons
  - http://www.yale.edu/yhhti/curriculum/units/1992/3/92.03.08.x.html
*6 Learning Goals
  - I want learners to know the differences and similarities between an urban and suburban community.
  - I want learners to know that the suburb of Woodbridge depends greatly on the people and resources of New Haven.
  - I want learners to know the influence that some ethnic groups have had on New Haven.
  - I want learners to know New Haven's social history.
# Fisher's Framework
## Neighborhoods of New Haven

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<th>Goals and Objectives</th>
<th>ESL LANGUAGE</th>
<th>LANGUAGE</th>
<th>CONTENT</th>
<th>Learning Strategies</th>
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</thead>
</table>
| **KNOWLEDGE**        | * Know the story components of a fictional text  
* Familiarity of graphic organizers: Word Web, Venn Diagram, Data Chart, and Timeline structure | * Demonstrate risk-taking behavior by orally practicing English language skills in a whole group academic setting | * Differences and similarities between urban + suburban communities  
* How suburb Woodbridge depends greatly on people + resources of New Haven  
* Influences of NH ethnic groups  
* Evolution of NH social history | * Enable students to become independent learners  
* Offer students opportunities for peer teaching and guided instruction |
| **SKILLS**           | *Recognize + manipulate English sentence structure  
*Brainstorm in L1 and then transfer to English  
*Recognize characteristics of descriptive setting in fictional story  
*Use dictionaries, thesaurus, glossaries, and other supportive material in reading, writing, and oral tasks | *Orally contribute meaningful words+related terms of comm.  
* Apply appropriate vocab in written and verbal context  
*Construct mini-book of vocab  
*Design Venn Diagram  
*Illustrate sequential dates of NH social history in timeline  
*Read and interpret expository text+highlight imp. char. of NH neighborhood  
*Orally share imp. landmarks of neighborhood | *Define vocab related to comm.  
*Compare+contrast suburb town Woodbridge with urban char. of New Haven  
*Identify story components and setting char. of urban tale  
*Formulate literary connections to self, other text, and world  
*Interpret charts and data  
*Sequence imp. dates+arrival of NH immigration wave  
*Formulate+justify opinions about comm. values and needs | *Mini-book vocabulary practice  
*Study strategies-related vocabulary connections  
*Use highlighter to identify important landmarks and interesting info. unique to specific neighborhood |
| **Attitudes+Awareness** | *Exposure to some common language used in urban neighborhoods; slang, dialects, and modern expressions | *Awareness of slang terms used in urban setting | *Appreciate different cultures  
*Consciousness of various ethnic groups who have contributed to New Haven  
*Aware of urban comm. problem |  |

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*Unit Goals + Objectives*
Lesson 1
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<th><strong>FUNCTION</strong></th>
<th><strong>FORMULAE</strong></th>
<th><strong>SITUATION</strong></th>
<th><strong>INTERPRET</strong></th>
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<tr>
<td>Define</td>
<td><strong>A community is like...</strong></td>
<td><strong>Vocabulary related to a community</strong></td>
<td><strong>Meaning of philosophical and political message</strong></td>
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<td></td>
<td><strong>A community is part of a community.</strong></td>
<td><strong>Terms or descriptive phrases related to a community</strong></td>
<td><strong>Pronoun and Contraction of She + is</strong></td>
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<tr>
<td></td>
<td><strong>is</strong></td>
<td><strong>is</strong></td>
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<td><strong>A way to describe</strong></td>
<td><strong>She is saying</strong></td>
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<td><strong>is like</strong></td>
<td><strong>To me</strong></td>
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<td></td>
<td><strong>An example of</strong></td>
<td><strong>It's like</strong></td>
<td><strong>Present Tense</strong></td>
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<td><strong>is</strong></td>
<td><strong>I think</strong></td>
<td><strong>Contraction of It + is</strong></td>
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<td><strong>_</strong></td>
<td><strong>I think</strong></td>
<td><strong>Present Tense</strong></td>
</tr>
<tr>
<td></td>
<td><strong>community, neighborhood</strong></td>
<td><strong>city, urban, suburban, people, diversity</strong></td>
<td><strong>real, based, memory, shared, experience, continually, revived, comment, reference</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Community, friends</strong></td>
<td><strong>Comparisons</strong></td>
<td><strong>Present Tense</strong></td>
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<td></td>
<td><strong>is</strong></td>
<td><strong>Comparisons</strong></td>
<td><strong>Present Tense</strong></td>
</tr>
<tr>
<td></td>
<td><strong>are part of a</strong></td>
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</tbody>
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**VOCABULARY**
- diverse
- community
- busy
- loud
- animals
- houses
- banks
- police
- groups
- buildings
- parks
- religion
- power
- trees
- safe
- community, neighborhood
- city, urban, suburban, people, diversity
- real, based, memory, shared, experience, continually, revived, comment, reference

**GRAMMAR STRUCTURE**
- Present Tense
- Comparisons
- Singular/Plural
- Copula (be)

** Notes:**
- Define
- Describe orally
Lesson 1 Objectives for
Varying Language Learning Abilities

This lesson is an introduction to a five-day workshop on the Neighborhoods of New Haven. The goal of this lesson is to arouse prior knowledge and student connections related to the meaning of a community. The following is a list of varying objectives to meet the need of different language learning levels.

All English Language Learners will:
* generate ideas in a brainstorming discussion about a community
  * Most Intermediate ELLs will process ideas in L1 and transfer ideas in English
  * Some Beginning ELLs will describe a community using functional notional formulas

* define the term community
  * Most Intermediate ELLs will orally contribute to large group using descriptive phrases and related terms
  * Some Beginning ELLs will rephrase definition of a community using functional notional formulas

* interpret related vocabulary to discuss the meaning of community
  * Most Intermediate ELLs will use vocabulary terms in an academic language environment
  * Some Beginning ELLs will read a vocabulary term using visual or syllabic strategies

• communicate with a partner to share ideas
  * Most Intermediate ELLs will demonstrate peer assistance in partner work
  * Some Beginning ELLs will use language more freely with partner

• construct a mini-book
  * Most Intermediate ELLs will spell and pronounce mini-book vocabulary accurately
  * Some Beginning ELLs will recite a vocabulary term aloud with repeated practice

* interpret meaning of belonging to more than just one community
  * Most Intermediate ELLs will orally share personal interpretations of Margaret Mead's words
  * Some Beginning ELLs will interpret meaning of Mead's words using functional notional formulas
LESSON PLAN 1
Introduction to Workshop on Neighborhoods of New Haven

Materials:
- Enlarged whole group Community word web
- Student activity handout of Community word web and writing pencils
- Enlarged formulaic handout Defining a Community
- Student formulaic handout Defining a Community
- Enlarged Poster of Margaret Mead quotation on Community
- Enlarged Word Web containing ideas previously brainstormed about NH
- Mini-book handout - scissors and glue

Procedure:
- Students will participate in a whole group discussion as individuals contribute initial ideas to an enlarged word web containing the term COMMUNITY. 10 min.
- Teacher will record a few shared ideas onto the enlarged word web. 25 min.
- Students will work in multi-age and multi-leveled pairs to complete word web handout. (p.8) (Ss are encouraged to refer to New Haven word web designed by the group several weeks ago.) 10 min.
- Each pair will orally share brainstormed ideas to the larger whole group word web. 5 min.
- T will record shared ideas and elicit more descriptive phrases or meaning from the Ss. T will pass out formulaic handout on Defining a community. (p.9) Beginning ELLs are encouraged to use sentence prompts when contributing to the whole class discussion.
LESSON PLAN 1
Introduction to Workshop on Neighborhoods of New Haven

In addition to these terms, T prepares students to construct a mini-book.

Teacher will pass out mini-book handout and ask students to retrieve scissors and glue. (p.13)

T guides students through pronunciation of each word in a clear, slow, rhythmic manner.
T uses visual (photographs, sketches, and illustrations) and realia to negotiate meaning.
[For example...a National Geographic photograph of various people of different color, gender, age
Would be compared to a photo with people of the same color, gender, age...]
T points to enlarged words on the chart, indicates spelling patterns, and claps out syllables of
each word using hand/facial gestures and body language.

T emphasizes the importance to practice terms in the mini-book by using 3 strategies:
1. Read the word to yourself
2. Read the word aloud
3. For Intermediate ELLs: Define the term as if you were explaining the meaning to a friend.
   For Beginning ELLs: Describe the meaning of the word using related terms or connections. ~OR~
   Use the functional notional formulas to help define a community. (p.10)

Ss will construct mini-book containing vocabulary that will be used throughout the unit. (p.14)

Ss are expected to recognize the words and add terms to their academic language.

Before closing, T shares a quote by Margaret Mead. (p.11) In sharing Mead’s philosophy the T leads
Instructional Conversation as Ss interpret the meaning of Mead’s words. Beginning ELLs may use F/N formulas. (p.12)
Pre-Production ELLs: Point to the term memory.
Early Production ELLs: Do you live in a real community?
Speech Emergence ELLs: How is this description like a community you live in?
Intermediate Fluency ELLs: Describe one community that you are a part of?

*Please note handout of word web activity, Margaret Mead quotation, Functional Notional Formulaic handouts, and mini-book example.

Approximate Time:
15 min. 10 min. 85 min.
Lesson 1
Reflective Narrative

- **Sheltered Strategies**
  - **Visuals** Enlarged visual for whole group
  - **Model** Think aloud process and repetition of vocabulary terms

- **Activate Background Knowledge**
  - Develop Key Vocabulary with use of Graphic Organizers Word web and Mini-book
  - In the introductory lesson I found that I used a variety of sheltered strategies. The lesson opens with brainstorming activity that activates students' background knowledge. In displaying an enlarged word web and related vocabulary terms, the teacher could model the think aloud process and refer to the enlarged visual simultaneously. The teacher also models repetition and paces teacher speech when developing key vocabulary.

- **Adjusting Discourse**
  - **Meaningful Real-life Student Centered Activities** Brainstorming
  - **Varied Expectations for Varied Language Levels and Engaged ELLs at All Levels**
  - **Reduce Linguistic load to Teacher Speech** gestures, repetition, body language, pointing, and use of formulas
  - **Instructional Conversation and Check for Understanding and Negotiate Meaning**
  - In the brainstorming task the learners are engaged in a meaningful real-life student centered activity. This task arouses students' prior knowledge and personal connections. Throughout the lesson the teacher possesses high expectations for all learners and engages ELLs at all levels. However, the lesson objectives outline varied language expectations for varied language levels. The teacher uses gestures, body language, pointing, the use of consistent formulas, and repetition of vocabulary. The instructional conversations are employed to create a safe and stimulating learning environment. T helps check for understanding and negotiates meaning with the students. This situation helps to improve English language skills.

- **Enhancing Interaction**
  - **Students are actively engaged in whole group and partner work**
    - **Increased interaction between students** - Multi-aged and Multi-leveled Paired Group Work
    - Students engage actively within a whole group and cooperative partner work. Students link new knowledge to existing knowledge among their peers. This helps lower student anxiety and heightens motivation to learn. Ss develop confidence in language skills.
Defining a Community

* In our discussion please practice using different words from the word boxes.

A community is ___________.

busy  safe  loud  diverse

A community is like ___________.

busy roads  safe houses  loud streets  diverse groups

A community has ___________.

animals  parks  roads  houses
trees  families  banks  religion
schools  police  friends  buildings
groups  streets

I think a community is ___________.

busy  loud  diverse  safe  power(ful)

_________ is/are part of a community.

<table>
<thead>
<tr>
<th>Singular {is}</th>
<th>Plural {are}</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend</td>
<td>Friends</td>
</tr>
<tr>
<td>My family</td>
<td>Families</td>
</tr>
<tr>
<td>My school</td>
<td>Schools</td>
</tr>
</tbody>
</table>

These functions come from the Functional Notional Chart.
This formulaic handout is intended to assist beginning ELLs in the introductory lesson.
Students may use these prompts to guide brainstorming discussion about communities.
Describing a Community

* In our discussion please practice using different words from the word boxes.

An example of a ________ is (a) ________.

A way to describe (a) ________ is ________.

A ________ is like (a) ________.

These functions come from the Functional Notional Chart. This formulaic handout is intended to assist beginning ELLs in the introductory lesson. Students may use these prompts to guide brainstorming discussion about communities.
Real Community is based on memory, on shared experience over time, continually revivified by comment, by reference, by telling the story over and over again.

- Margaret Mead
Interpreting Meaning

* In our discussion please practice using different words from the word boxes.

| It's like __________. | my memory of...  
an experience I had where... |
|----------------------|------------------|
| I think __________.   | a real community has..  
stories help to tell... |
|----------------------|------------------|
| She's saying __________. | a real community...  
over time...  
people... |
|----------------------|------------------|
| What she means is __________. | a real community...  
people share... |
|----------------------|------------------|
| To me __________.      | a real community...  
my community |

These functions come from the Functional Notional Chart.  
This formulaic handout is intended to assist beginning ELLs in the introductory lesson.  
Students may use these prompts to guide brainstorming discussion about communities.
M.A.G. Mini-Book
New Haven Project

urban

community

suburban

neighborhood

people

city

diversity
<table>
<thead>
<tr>
<th>FUNCTION</th>
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<th>FORMULAE</th>
<th>Grammar Structure</th>
<th>VOCABULARY</th>
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</table>
| Identify              | Vocabulary terms connected to various communities | A _________ community is in the country.  
An _________ community is in the city.  
A _________ community is near the city.  
A _________ community has_______. | Descriptive Nouns | urban  
suburban  
city  
town  
country  
rural  
farms  
village  
home  
stream  
wells  
house  
citizens  
taxes |
| Compare and Contrast  | Different and similar characteristics between urban and suburban communities | A/an _________ community has_______.  
Both an _________ and _________ community have_______. | Comparisons  
Singular/Plural Nouns  
Adjectives | urban  
suburban  
private  
public  
lawns  
alleys  
parks  
buses  
auditorium  
museums  
art galleries  
concerts  
grocery stores  
markets  
hospitals  
schools |
| Interpret             | Written reading text for main ideas and connections | I live in a/an_______.  
Communities help each other by_______.  
Communities grow bigger when_______. | Articles a/an  
Present Progressive  
Gerunds | house  
apartment  
friends  
families  
people  
working  
building  
sharing  
helping  
talking  
voting |
Lesson 2 Objectives for
Varying Language Learning Abilities

This lesson is designed for students to read an expository text and make connections to their community and the New Haven community. The goal of this lesson is to offer students a reading, writing, and discussion experience surrounding different types of communities. The following is a list of objectives for varying language learning levels.

All English Language Learners will:
* read an expository text about different communities
  Most Intermediate ELLs will lead shared reading with lower language learner
  Some Beginning ELLs will share reading with more advanced language learners or small group led by teacher

* generate and share comprehension of different types of communities
  Most Intermediate ELLs will process ideas in L1 and transfer ideas in English
  Some Beginning ELLs will describe understanding of the text using highlighted text as a pre-reading tool

* categorize characteristics of two communities using a Venn Diagram
  Most Intermediate ELLs will lead shared discussion and record ideas in partner work
  Some Beginning ELLs will contribute ideas and record some characteristics in partner work

* contribute specific characteristics of two communities in a whole group discussion
  Most Intermediate ELLs will orally contribute to large group using descriptive phrases and related terms
  Some Beginning ELLs will rephrase main ideas using pre-reading T-list

* interpret related vocabulary to discuss the meaning of different communities
  Most Intermediate ELLs will use vocabulary terms in an academic language environment
  Some Beginning ELLs will read a vocabulary term using visual or syllabic strategies
LESSON PLAN 2
What is a Community?

Materials: Student written reading packet What is a Community?
Enlarged whole group Venn Diagram
Student activity handout of Venn Diagram and writing pencils
Enlarged functional notional formulas
Student formulaic note cards
Enlarged Word Web containing ideas previously brainstormed about NH

Procedure:

- Students will preview reading packet entitled, What is a Community? (pp.23-33) 5 min.
- Teacher will guide instructional conversation based on yesterday’s lesson.
  Pre-Production ELLs: “Point to the word Community?”
  Early Production ELLs: “Look closely at the cover. Do you see more than one kind of community?”
  Speech Emergence ELLs: “Describe the types of communities you see on the cover?”
  Intermediate Fluency ELLs: “Looking at the cover, which community do you prefer? Why?”
- T introduces the non-fiction text and uses the term expository text as a synonym for this reading selection.
- T refers to enlarged Word Web on Community that the group created yesterday. T reviews key vocabulary terms from yesterday that are integrated within the reading text.
- As T reviews previous vocabulary while implementing strategies used yesterday:
  Slow repetition of words with clear annunciation...Ss will repeat each word
  T uses visual photographs, sketches, and illustrations to clarify meaning
  T uses realia to negotiate meaning and incorporates hand/facial gestures and body language
- Teacher will ask students to find a partner to share the reading of the text.
  T encourages Ss to select someone they have not worked with before.
  T will rearrange pairings if necessary with the intention of pairing a beginning ELL with an intermediate ELL.
LESSON PLAN 2
What is a Community?

- T facilitates small group of Pre-Production learners in a shared read aloud of the text.
- T models guided reading strategies with Pre-Production learners:
  Met-a-cognition - Thinking Aloud about your own thinking
  Appropriate reading pace with clear pronunciation
  Monitors comprehension by asking questions: "Point to the word _______." "Do you see the word _____?"
- T invites whole class to the floor for a follow-up discussion. T-list provided for Beginning ELLs. (p. 22)
  T checks for understanding through varying questions geared to different language development stages.
  Early Production “What do you see in this illustration?”
  Speech Emergence “Describe how this community is like the community you live in?”
  Intermediate Fluency “How is an urban community different from a suburban community?”
- T continues to elicit Student contributions to whole group discussion. Beginning ELLs may use formula cards (p. 34)
- Ss are invited back to their seats to view an enlarged Venn Diagram. T introduces the activity,
  “Today you will compare two different types of communities using this Venn Diagram.”
- T probes Ss to identify the three parts of a Venn Diagram. Above the left circle Woodbridge is written. T records suburban below the left circle.
  Above the right circle New Haven is written. T asks, “What is another name for a city community?”
  Teacher records urban below the right circle.
- T points to the intersection of both circles and asks the group, “What will we record in this part of the diagram?”
  T solicits answers from the group and repeats accurate responses, “That’s terrific, we’ll record both under the intersection to show what both communities share.”
- T leads discussion about similarities and differences that Woodbridge and New Haven possess. T records a couple of characteristics that are unique to Woodbridge alone. T invites Ss to share a characteristic unique to New Haven and records the responses. T inquires, “What do both Woodbridge and New Haven share?” S response is recorded within the intersection of the enlarged Venn Diagram.
LESSON PLAN 2

What is a Community?

• T hands out student Venn Diagram (p.21) to working pairs. Pairs are arranged so that a beginning language learning is working collaboratively with an intermediate language learner.  
10 min.

• Students will work in multi-age and multi-leveled pairs to complete Venn Diagram handout. Ss are encouraged to refer to New Haven word web designed by the group several weeks ago. This resource will provide vocabulary terms that some students may have as prior knowledge.

• Each pair will orally share brainstormed ideas to the larger whole group Venn Diagram.  
20 min.

• T will record shared ideas and elicit more descriptive phrases or meaning from the Ss. Beginning ELLs are encouraged to use formulaic sentence prompts on note cards(p.34) when contributing to the whole class discussion.  

• Once all ideas are contributed, T highlights salient vocabulary recorded on the Venn Diagram. T will refer to enlarged chart highlighting common formulas that Ss were encouraged to use. T will repeat the important vocabulary with clear pronunciation. Ss will repeat after T.  
5 min.

• T emphasizes the importance to practice terms by using 3 strategies: 

1. Read the word to yourself  
2. Read the word aloud  
3. For Intermediate ELLs: Define the term as if you were explaining the meaning to a friend.  
   For Beginning ELLs : Describe the meaning of the word using related terms or connections. ~OR~ 
   Use the functional notional formula cards to help define a community. (p.34)

• Ss are expected to recognize the words and add terms to their academic language.  

• Before closing, T excites Ss for tomorrow's lesson. T encourages Ss to preview Ezra Jack Keats' collection of books.  
5 min.
85 min.

• Please note copy of written reading text, What is a Community? Venn Diagram handout, Pre-reading tool activity and Functional Notional Formulaic note cards.
Lesson 2
Narrative Reflection

- **Sheltered Strategies**
  - **Visuals** Enlarged visual for whole group
  - **Model** Think aloud process and repetition of vocabulary terms
  - **Pre-reading tools** Written text highlighted and T-list
  - **Develop Key Vocabulary with use of Graphic Organizers** Venn Diagram
  For this lesson the teacher has prepared beginning ELLs with pre-reading tools. Early ELLs will have previewed the highlighted text and T-list, before this lesson. These students will have T-list to refer to during partner work and whole group discussion. In displaying an enlarged Venn Diagram, the teacher could model the think aloud process and refer to the enlarged visual simultaneously. The teacher also models repetition and paces teacher speech when developing key vocabulary.

- **Adjusting Discourse**
  - **Meaningful Real-life Student Centered Activities** Brainstorming
  - **Varied Expectations for Varied Language Levels and Engaged ELLs at All Levels**
  - **Reduce Linguistic Load to Teacher Speech** gestures, repetition, body language, pointing, and use of formulas
  - **Instructional Conversation and Check for Understanding and Negotiate Meaning**
  In the brainstorming task the learners are engaged in a meaningful real-life student centered activity. This task arouses students' prior knowledge and personal connections. Throughout the lesson the teacher possesses high expectations for all learners and engages ELLs at all levels. However, the lesson objectives outline varied language expectations for varied language levels. The teacher uses gestures, body language, pointing, the use of consistent formulas, and repetition of vocabulary. The instructional conversations are employed in small groups as well as whole group discussions. T helps check for understanding and negotiates meaning with the students. This situation helps to improve English language skills.

- **Enhancing Interaction**
  - **Students are actively engaged** whole group and partner work
  - **Increased interaction between students** - Multi-aged and Multi-leveled Paired Group Work
  - Students engage actively within a whole group and cooperative partner work. Students link new knowledge to existing knowledge among their peers. This helps lower student anxiety and heightens motivation to learn. Ss develop confidence in language skills. Ss may experiment with different roles in reading and sharing ideas in partner and whole group setting.
Lesson 2
Pre-Reading Tool T-list
What is a Community?

| A community in the country is a rural community. | *surrounded by farms  
*people may grow their own food  
*produce sold in the village or nearby town |
| A city is called an urban community. | *some villages or towns grew into big cities  
*many people live and work in cities |
| A community near the urban community is called a suburban community or the suburbs. | *as cities grew noisier and more crowded, people bought land in towns next to the city  
*suburbs are built in fields and land that used to be rural communities |
| There are many different communities. | *a community close to a city may have factories  
an urban community may have colleges  
a rural community may have wells and dirt roads  
a suburban community may have houses with big yards and gardens |
Do you live in an apartment like this,

or this?

Perhaps your home is a trailer like this one.
A community out in the country surrounded by farms is called a *rural* community. People from the farms came into the village to buy things they could not make or grow. They sold their produce to the people in the village. They came to go to school and
As cities grew noisier and more crowded, families moved farther from the center. As they moved out, they bought land in rural areas. Each rural community grew so large it touched the next one to it. That town may have grown, too, and reached the community on the other side.

Today there are many smaller towns around most big cities. They are near the urban community, so we call them suburban communities, or suburbs.
Communities are not alike

Is your community exactly like the one next to it? The next town may be very much like yours; perhaps there are more factories in the one closer to the big city. Your town may have a college with a big campus like a park and many buildings for the students. It may have less smoke than the community with factories. It may be cooler because it is near the ocean.
Communities help each other

At first, farmers got their water from wells or streams. They carried it to the house in buckets. Then someone invented pumps, and water was pumped through pipes into the houses. As more people came, the community needed more water. If there was a river or big wells near the town, the citizens voted to build a pumping station to bring water to the village or farms.
People play

Not long ago your community was probably smaller with fewer people. Boys and girls could play baseball on land that had not been used to build houses or apartments. In those days, people could walk to the edge of town, or hike to the country for a picnic.
Sometimes people got together and bought land for a ball park. They charged money to watch games. This helped pay for the land and gave the owners a way to earn money.

A city often uses tax money to buy land for parks and ball fields. A state may use tax money to buy land for camping or picnic grounds.
A rural community had one road. There were paths and small streets leading away from the road. What happens to roads and paths when more and more people move to the community?

The community becomes a town or small city. More people move about. More trucks bring food and clothing and carry goods from the town or other towns. Soon the streets must be made wider and smoother.
You, too, are an important person. Your most important job is going to school.

Every day there is more to learn and discover so you can become a good citizen in the community of the future. As you learn about numbers, think about how you might use them when you are grown.
You have other jobs to do to help your community. What can you do in your neighborhood to make it more beautiful? How can you and your friends help other people? What projects can you and your class do to make your community a better place?
Lesson 3
<table>
<thead>
<tr>
<th>FUNCTION</th>
<th>SITUATION</th>
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<th>Grammar Structure</th>
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<td>Recognize</td>
<td>Characteristics of descriptive setting in a</td>
<td>An apartment building has_____.</td>
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<td>In an apartment you may hear_____.</td>
<td>Plural Nouns</td>
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<td>Identify</td>
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<td>An apartment is a place where_____.</td>
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Lesson 3
Varying Language Learning Abilities

This lesson incorporates a read aloud story of *Apt.3* and attached *Listening Guide* activity. Following the story, students will implement artistic style similar to Ezra Jack Keats' collage work. The goal of this lesson is to offer students a reading and listening experience related to an urban fictional tale. The following is a list of objectives for varying language learning levels.

**All English Language Learners will:**

* participate as an active listener
  * *Most Intermediate* ELLs will contribute ideas to larger whole group
  * *Some Beginning* ELLs will share ideas using prompted functional notional formulas

* generate and share comprehension of story in *Listening Guide* activity
  * *Most Intermediate* ELLs will respond to *Listening Guide* activity independently
  * *Some Beginning* ELLs will recall information from the story, prompted by pre-listening tool or teacher guidance

* identify story components unique to an urban tale setting
  * *Most Intermediate* ELLs will process ideas in L1 and transfer them into English
  * *Some Beginning* ELLs will contribute ideas and share them using prompted functional notional formulas

* create artful display of urban setting using techniques influenced by Ezra Jack Keats and modeled by teacher
  * *Most Intermediate* ELLs will create art project independently and share unique characteristics with the group
  * *Some Beginning* ELLs will create art project independently
LESSON PLAN 3
Urban Story Characteristics

Materials:  Collection of books written by Ezra Jack Keats (including Apt.3 for read aloud activity)
            Student activity handout of Listening Guide
            Art materials for collage project: large 12x14 paper, colorful tissue paper, water, glue, paint brushes,
            watercolors, Cray Pas, colored pencils, scraps of colorful fabrics, and newspaper
            CD collection of Jazz and Blues music and CD player

Procedure:

* Teacher will invite students to gather together on the floor for a read aloud story.
   5 min.

* T will introduce author and illustrator, Ezra Jack Keats and point to a collection of many of his books.

* T will engage Ss by providing interesting biographical information on Keats:
  * Grew up in New York City during the Depression in a Jewish immigrant family
  * Wanted to be an artist, but his father didn't think he could make a good living out of it
  * Parents finally supported Keats' art passion after seeing his artful gift
  * Began career as illustrator for many books, and noticed that none of the books had any black characters or heroes
  * Collected many pictures and photographs in a dresser drawer
  * One day he picked out a photograph of a small black child who would become his heroic character in all of his books, Peter
  * Many of Keats' stories recount personal memories he experienced growing up in New York City

* Prior to reading Apt.3 T will prepare student for active listening participation by previewing Listening Guide.
  5 min.
  T will demonstrate active listening skills and acute comprehension as she highlights information in the Listening Guide.

* T points to examples of listening activity on enlarged visual of Listening Guide.

* T introduces fictional text and probes students through pre-reading instructional conversation.
  5 min.
  Pre-Production: "Has anyone read Apt.3 written and illustrated by Ezra Jack Keats?"
  Early Production: "What do you see in this picture?"
  Speech Emergence: "Where do you think this story takes place?"
  Intermediate Fluency: "Can you describe the setting of this story?"
LESSON PLAN 3
Urban Story Characteristics

• T begins to read aloud the story. (pp.42-58) T uses appropriate paced speech and pauses throughout the story to ask questions to clarify comprehension and negotiate meaning.

• After page one is read, T inquires, “What kinds of sounds are heard in the city?” “Has anyone ever heard or played a harmonica?” Teacher pulls a harmonica from pocket and plays a few notes for the group.

• After reading page 2 (of the book), T inquires, “What do you think is making that crunching noise?”

• Following page 4, T inquires, “Who can describe what arguing is? What do you think the family was arguing about? Another word for arguing is fighting.”

• T reads aloud page 6 and asks, “Sam and Ben went down another flight..did they ride in an airplane? What does flight mean in this part of the story?”

• On page 7, T clarifies meaning, “Sam and Ben noticed the Super, that’s short for superintendent of the building.
A super is someone who takes care of the problems of the building, like if a toilet leaks Or the refrigerator breaks the super the one who tries to fix things that are broken in the apartment building.”

• After reading page 8, T asks, “Who is Betsy? Why do you think the brothers rested on the steps of Betsy’s apartment?”

• On page 10, T gives example of a sharp voice for the character in Apt. 3 T also solicits S prior knowledge of blindness.
“What does it mean if someone is blind. People who lose their sight may hear or smell things better.”

• On page 12, T inquires, “Does anyone know a nosy person? Describe what makes a person nosy.”

• T gives strong facial expression of a ‘faraway look’.

• After reading page 12, T asks students to close their eyes and rereads page 12 again.

• T finishes the book and asks the group, “What did you notice about Keats’ writing style?
What did you notice about Keats’ art style?”
LESSON PLAN 3
Urban Story Characteristics

- Teacher allows discussion to continue and then redirects the group to complete the Listening Guide. 5 min.

- T shares various illustrations created by Keats in collection of books. T asks students to contribute unique ways that Keats illustrates an urban setting. T highlights those ideas on the chart. 5 min.

- T discusses the project. Ss will work individually to design a creative and artful piece that demonstrates urban characteristics through a display of a 2-dimensional collage. T models use of materials....colorful tissue paper and collage paste (glue and water) watercolors, fabrics, Craypas, and colored pencils... 35 min.

- Ss will create artful urban collage pieces while listening to jazz and blues music, noted for its rise in popularity during the Harlem Renaissance. 85 min.

- If time allotted, Ss will share their artwork and identify the urban characteristics included in their piece.

Lesson 3
Reflective Narrative

- **Sheltered Strategies**
  - Visuals: collection of Keats books and sharing of Apt. 3 and enlarged Listening Guide
  - Realia: demonstration of harmonica
  - Model: Think aloud process while reading aloud with appropriate pacing
  - Pre-reading tools: Listening Guide activity

For this lesson, the teacher has prepared beginning ELLs with pre-reading tools. Early ELLs will have previewed the Listening Guide activity prior to the reading of the story. In displaying an enlarged Listening Guide, the teacher could model the activity. The teacher also models the think aloud process while reading the story aloud to the students. The teacher also models good reading and paces read aloud process. T demonstrates playing a harmonica.

- **Adjusting Discourse**
  - Varied Expectations for Varied Language Levels and Engaged ELLs at All Levels
  - Reduce Linguistic load to Teacher Speech gestures, repetition, body language, pointing, and use of formulas
  - Develop Key Vocabulary with use of Instructional Conversation
  - Check for Understanding and Negotiate Meaning
  - Frame Main Ideas

Throughout the lesson, the teacher possesses high expectations for all learners and engages ELLs at all levels. However, the lesson objectives outline varied language expectations for varied language levels. The teacher uses gestures, body language, pointing, the use of consistent formulas, and repetition of vocabulary. The instructional conversations are employed in the read aloud setting as T helps to develop key vocabulary and frame main ideas. T helps check for understanding and negotiates meaning with the students. This situation helps to improve English language skills.

- **Enhancing Interaction**
  - Students are actively engaged as active listeners
  - Students are expected to complete Listening Guide activity. Students are engaged as active listeners and required to respond to a listening activity that checks for listening/reading comprehension. Students are encouraged to share ideas within the whole group. Teacher will stop throughout the reading to negotiate meaning through instructional conversations.
Lesson 3
Listening Guide for Apt. 3

Directions: Listen carefully to the story Apt. 3 and circle the correct answer.

1. The author and illustrator of Apt. 3 is
   a) Dr. Seuss
   b) Ezra Jack Keats

2. The setting of the story is in
   a) a rural community
   b) an urban community
   c) a suburban community

3. The story takes place in
   a) an auditorium
   b) an alley
   c) an apartment building

4. The main character of the story is
   a) Peter
   b) Sam
   c) Mr. Muntz

5. The beautiful music was played by a
   a) harmonica
   b) piano
   c) guitar
The rain fell steadily.
It beat against the windows,
softening the sounds of the city.
As Sam gazed out, he heard someone
in the building playing a harmonica.
It filled him with sad and lonely feelings—
like the rain outside.
He had heard that music before.
Each time it was different.
"Who's that playing?" Sam wondered.
Sam went into the hall and listened. No music.
His little brother Ben tagged along.
Sam listened at the door across the hall.
Crunch, crunch, crunch.
Crunch, crackle, crunch!
Someone—or something—turned the knob.
Out came Mr. Muntz, crunching a mouthful of potato chips.
They waited until he was gone.  
There was one door left on their floor.  
Through it came smells of cigarettes and cooking.  
A family was arguing.  
But no music.
They walked down to the floor below.
A dog was barking—real mean—in Apt. 9.
Next door a mother sang softly
to her crying baby.
At Apt. 7, not a sound.
Down another flight.
The hall light was broken.
At Apt. 6, there was a ball game on TV.
It sounded like a million people were in there cheering.
Apt. 5 — loud, juicy snoring.
Ben bumped into an old, worn-out mattress.
"That snorer sure's enjoying his new one," Sam said.
Apt. 4 — more yelling.
Finally, the ground floor.
The door of Apt. 1 opened.
"The super!" Sam whispered.
They hid under the stairs.
The super grumbled to himself
as he left the building and slammed the
"That guy hates everyone," said Ben.
Apt. 3 was quiet.
Just a container of milk outside the door.
They stopped in front of Apt. 2 – Betsy's door.
Sam thought, "Maybe she'll come out and I'll say hello to her."
He decided to hang around.
"Let's rest a little," he said.
They sat on the steps.

But no Betsy.
And no music.
"C'mon, let's go home," said Ben.
As they turned to go upstairs, Sam noticed that the container of milk was gone!
He went over to take a good look.
The door was open a little.
He peeked in.
"WELL?" A sharp voice startled Sam.
"We didn't take the milk!" he blurted.
But the man was shouting, "O.K., nosy!
Have a good look!"
Sam could make out a figure at a table.
It was the blind man's apartment!
"Come on in, you two!
What's the matter - scared?"
they were so scared they went in.

"There's the milk," Sam shouted.

"We didn't take it!"

"Who said you did?"

The man slapped the man.

"I brought it in myself.

"Don't be shaking, kids.

"Go inside, let the door and sit down."
I am shut the door and sat down. "How'd you know we're kids?" asked Ben.

"I know about you boys. You live upstairs," said the man. "I know something else about you, Sam."

"What?" whispered Sam.

You like the little girl across the hall. The way you slow down when you pass her door. The real nice way you say 'Hi, Betsy,' and she says 'Hi, Sam.'"
Sam jumped up.

"Who's nosy now?" he yelled. "I know about you too.
You sit around here, finding out other people's secrets!
The man's face took on a faraway look.
"I know plenty, young fellow. I know when it rains,
when it snows, what people are cooking, and what they
think they're fighting about. Secrets? You want to
hear some secrets? Listen."
He stood up suddenly, raised his harmonica to his mouth, and began to play. He played purples and grays and rain and smoke and the sounds of night. Sam sat quietly and listened. He felt that all the sights and sounds and colors from outside had come into the room and were floating around. He floated with them. Ben's eyes were closed, and he was smiling.
After a while, Sam turned to the man and said, "Would you like to take a walk with us tomorrow?"

The music became so soft and quiet they could barely hear it.
Then the dark room filled with wild, happy music. It bounced from wall to wall. Sam and Ben looked at each other. They couldn't wait for tomorrow.
day Mrs. Love came to say they were moving. She thanked Gussie for being such a good friend but didn’t say where they were going.

“I hope that no-good husband of hers sent for them,” Gussie sighed.

“Wherever I am, I’ll always hang your picture of my dream car in the middle of my wall,” Teddy said to Ezra, “and we’ll be friends forever.” But they never saw each other again.

What would the bullies do to Ezra now that Teddy was gone? He soon found out.

One day as he was walking with a package under his arm, a couple of tough guys moved in on him. “Hey, watcha got there?” they asked.

Ezra unwrapped the package. It was one of his paintings. The guys looked at it, then at Ezra, then at each other. “Hey, d’you do that? Ain’t that somethin’!”

None of the bullies bothered Ezra anymore. His paintings were his passport through the neighborhood.

Ezra soon made a new friend. He heard harmonica music coming from an apartment on the ground floor in his building.

One day when he was in the hallway listening, an apartment door swung opened and a tall, thin man appeared. Ezra had never seen him before.

“Who’s there?” the man asked. “Who’s outside my door?”

“My name’s Ezra. I live upstairs. I was listening to you play.”
“Well, don’t just stand there like a stranger. Come in and sit down. I’ll play a while, and then we can have some tea.”

Ezra sat in a big, stuffed chair and listened. The man played on, staring right through Ezra as if he wasn’t there. Slowly, Ezra realized that the man really couldn’t see him. He was blind.

“Now we’ll have some tea,” said the man. “Can I help you?” Ezra asked.

“No, thanks. I know my way around here,” he answered. He walked to the cupboard and removed two cups and a box of cookies. Then he filled the kettle and placed it on the stove to boil. They sipped their tea in silence, but afterwards Ezra felt like they’d had a long talk.

“Well, I guess I’ll be on my way now. I’ve gotta go to the grocery store for Ma,” Ezra said.

“Someday if you want to go for a walk, knock on my door and I’ll go with you. Okay?” the man asked.

The very next day Ezra and his new-found friend went for a walk. He was surprised by what the blind man could “see.” Somehow he knew that the trees were budding.

“How can you tell?” asked Ezra.

“The wind sounds different in spring. The buds keep it from rushing through the trees. That’s how I can tell — by the way the wind sounds. Besides, I can smell the fresh green budding leaves.”

Ezra and his new friend took many walks together that spring.
The Snowy Day (1962)
Whistle for Willie (1964)
Jennie's Hat (1966)
Peter's Chair (1967)
A Letter to Amy (1968)
Goggles! (1969)
Hi, Cat! (1970)
Apt. 3 (1971)
Pet Show! (1972)
Pssst! Doggie (1973)
Skates (1973)
Dreams (1974)
Kitten for a Day (1974)
Louie (1975)
The Trip (1978)
Maggie and the Pirate (1979)
Louie's Search (1980)
Regards to the Man in the Moon (1981)
Clementina's Cactus (1982)
Lesson 4
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Lesson 4 Objectives for
Varying Language Learning Abilities

This lesson provides students an opportunity to read aloud data collected in tables and charts to sequence important dates in New Haven's Social History. The goal of this lesson is students will learn that New Haven is built by various groups of different people, languages, cultures, traditions, religions, and values. The following is a list of objectives for varying language learning levels.

All English Language Learners will:
* arrange and sequence important dates of New Haven's Immigration Wave
  Most Intermediate ELLs will lead partner work and assist beginning language learners
  Some Beginning ELLs will use pre-reading highlighted written text to assist in task

* interpret collection of data and charts
  Most Intermediate ELLs will interpret data collection and guide beginning language learners
  Some Beginning ELLs will interpret data using highlighted written text and functional notional formulas

* recognize collaborative work and effort contributed by various groups of people
  Most Intermediate ELLs will process ideas in L1 and transfer them into English during whole class discussion
  Some Beginning ELLs will contribute ideas and share them using prompted functional notional formulas

* construct wooden block structure using cooperative teamwork
  Most Intermediate ELLs will lead small group in constructing structure through effective communication
  Some Beginning ELLs will construct cooperative group structure using body language
LESSON PLAN 4
New Haven’s Social History

Materials: Student packet of New Haven’s Social History
Partially filled-in timeline
Role playing clothing: sports coat, hat, graduation gown, black book
Overheard projector and transparency copies
Realia – photographs and objects
Collection of “Ethnic Group” wooden building blocks

Procedure:

• Teacher will invite two volunteer students to help simulate the early settlement of New Haven.
  One S will dress in black graduation gown and carry a black book to represent John Davenport.
  Second S will dress in sports coat and hat to represent Theophilus Eaton.
  10 min.

• Volunteer students will assist T in role playing both characters. John Davenport was the spiritual founder and
  leader of the New Haven colony. Theophilus Eaton was a wealthy Englishman who controlled the New Haven colony.

• Following the role simulation, T will pass out student packet of New Haven’s Social History. Beginning ELLs already
  have the highlighted packet, given to them the previous day to preview before today’s lesson.

• The packet includes a lot of data retelling New Haven’s historical story. The main ideas are framed and salient
  information is highlighted.

• T uses overhead projector to highlight the information that students should focus on learning.
  10 min.

• T asks students to pair up with a partner that they haven’t worked with during this unit. T may rearrange some
  partners so that each pairing includes a multi-age, varying language learning combination.

• T instructs students to pair read through the written text of data. There are two different forms of data provided.
  T encourages pairs to read through both examples of data.
  20 min.
LESSON PLAN 4
New Haven's Social History

- During the paired reading, teacher will monitor and help guide early readers by pointing out the highlighted pieces of information. 10 min.

- Following the reading, T directs students' attention back to the overhead projector. T will model the timeline activity. T will use appropriately paced speech and realia to help Ss grasp unfamiliar vocabulary. T may show a photograph of many people's faces to indicate populated versus a photo included a few faces. T will continue to use realia and gestures to negotiate meaning of vocabulary. 10 min.

- T models how to sequence information and cross reference between data charts and timeline. T will record specific date for event or record event under date provided. 15 min.

- Students will complete partially filled-in timeline activity. Students will work with partners and use highlighted data to complete the timeline.

- T will arrange students in small multi-age; varying language leveled groups of 4-5 people. Teacher instructs Ss to work in small groups to create a wooden block structure that is supported by eight influential "ethnic group" blocks.

- T will model the hands-on activity. First T introduces the eight different ethnic groups. Each wooden block has a label with a specific group written. These blocks represent the eight most influential groups that contributed to the rise of New Haven's social growth. The represented groups are: Polish Greek Armenian Chinese German Irish Italian.

- T models activity by constructing a structure built by these eight different groups. 10 min.

- Students work collaboratively in small groups to build a strong standing structure.

- The message driven to the Ss: New Haven is built by various groups of different people, languages, cultures, traditions, religion, and values. 85 min.

- T also emphasizes that today the suburb of Woodbridge depends greatly upon the people and resources of New Haven.

- Please note copy of written reading text, *New Haven's Social History* and example of ethnic group block structure.
Lesson 4
Reflective Narrative

• **Sheltered Strategies**
  - **Visuals** overhead projector and transparencies
  - **Realia** role playing costumes and photographs
  - **Model** activity modeling and block construction

**Pre-reading tools** highlighted text
For this lesson the teacher has prepared beginning ELLs with *pre-reading tools*. Early ELLs will have previewed the collection of data with *highlighted information*. Teacher uses overhead projector to *model* the activity. Teacher also *models* the construction of the block structure. Teacher uses *costumes and photographs* to help tell New Haven’s social history.

• **Adjusting Discourse**
  - **Varied Expectations for Varied Language Levels and Engaged ELLs at All Levels**
  - **Reduce Linguistic load to Teacher Speech** gestures, repetition, body language, pointing, and use of formulas
  - **Develop Key Vocabulary** with use of **Instructional Conversation**
  - **Check for Understanding and Negotiate Meaning**

**Frame Main Ideas**
Throughout the lesson the teacher possesses high expectations for all learners and *engages ELLs at all levels*. However, the lesson objectives outline *varied language expectations for varied language levels*. The teacher uses gestures, body language, pointing, the use of consistent formulas, and repetition of vocabulary. The *instructional conversations* are employed as T helps to *develop key vocabulary* and *frame main ideas*. T helps *check for understanding* and *negotiates meaning* with the students. This situation helps to improve English language skills.

• **Enhancing Interaction**
  - **Students are actively engaged** paired timeline activity and wooden block construction

Students are expected to complete timeline activity in multi-age and multi-level pairs. Students are *engaged as active learners* as they work in a cooperative small group constructing a hands-on block structure.
New Haven's Social History
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1638</td>
<td>Quinnipiac Indians settle on East Shore.</td>
</tr>
<tr>
<td>1717</td>
<td>First Italian immigrant settles in New Haven; William Diodate of Genoa.</td>
</tr>
<tr>
<td>1754</td>
<td>A ship arrives bearing 38 Irish servants.</td>
</tr>
<tr>
<td>1757</td>
<td>Ezra Stiles records the presence of five Acadian families.</td>
</tr>
<tr>
<td>1772</td>
<td>Stiles records that a family of Venetian Jews settled in New Haven.</td>
</tr>
<tr>
<td>1811</td>
<td>Black population recorded at 273.</td>
</tr>
<tr>
<td>1818</td>
<td>First black school opened.</td>
</tr>
<tr>
<td>1820</td>
<td>First black congregation, the Congregational &quot;United African Society,&quot; established with the help of Simeon Jocelyn.</td>
</tr>
<tr>
<td>1824</td>
<td>Construction of Farmington Canal brings Irish to New Haven.</td>
</tr>
<tr>
<td>1832</td>
<td>Catholic Church established.</td>
</tr>
<tr>
<td>1836</td>
<td>First black minister installed; the Reverend J. W. C. Pennington.</td>
</tr>
<tr>
<td>1839</td>
<td>Railroad begins operation between New Haven and Meriden, and reaches Hartford in 1840.</td>
</tr>
<tr>
<td>1840</td>
<td>Bavarian Jews organize first Jewish congregation.</td>
</tr>
<tr>
<td>1843</td>
<td>State of Connecticut amends statutes to permit Jews to form a congregation.</td>
</tr>
<tr>
<td>1845</td>
<td>Potato famine in Ireland starts large wave of immigration to New Haven.</td>
</tr>
<tr>
<td>1848</td>
<td>First use of gaslight.</td>
</tr>
<tr>
<td>1848</td>
<td>Sigismond Waterman of New Haven, a German instructor at Yale, becomes first Jewish graduate of Yale, receiving the M.D. degree.</td>
</tr>
<tr>
<td>1857</td>
<td>First known Irish alderman.</td>
</tr>
<tr>
<td>1858</td>
<td>First German-Catholic church established.</td>
</tr>
<tr>
<td>1861</td>
<td>Thomas S. Cahill of New Haven commands the Connecticut Irish Regiment that includes 250 New Haveners.</td>
</tr>
</tbody>
</table>
1865  First Lutheran church organized by German immigrants.

1868  German Baptists organize a church.

1873  New Haven ceases to be a co-capital of Connecticut.

1876  First black graduate of Yale, Edward Bouchet, Class of 1874, is awarded Yale Ph.D., the first earned by a black person in America.

1880  Italian population reaches 500.

1881  Second wave of Jewish immigration from Eastern Europe begins.

1882  Knights of Columbus organize.

1882  Swedish Baptist church established.

1883  Swedish Lutheran church established.

1888  Polish community begins with settlement of five families.

1889  First Ukranian settlement.

1889  French-Canadians establish St. Louis church.

1892  Sylvester and Joseph Poli open the first of their theaters.

1892  First Columbus Day festivities held on 400th anniversary of discovery of America; Fund raised to erect Columbus monument on Wooster Square.

1892  Calvary Baptist Church starts voluntary work with local Chinese residents.

1893  Electricity utilized to power streetlights and streetcars.

1895  Lithuanians form the St. Francis Beneficial Society.

1895  First Greek businessman, Christos Koutsoheris, begins work.

1899  First immigrant elected mayor, Cornelius R. Driscoll, an Irishman.

1901  Polish church, St. Stanislaus, is founded.

1908  Lithuanian community is granted parish status by Bishop.

1910  Italians surpass Irish as largest foreign-born ethnic group.

1910  Report of the City Improvement Commission by Cass Gilbert and Frederic Law Olmstead, Jr., is published.

1914  Yale Bowl completed.

1917  First Jewish mayor, Samuel Campner, president of Board of Aldermen, is appointed to fill out term of Mayor Rice.

1924  First Greek Orthodox church built.

1927  Opening of New Haven airport.

1934/35  Hispanic community first established with settlement of seven Puerto Rican men.

1950  Levi Jackson of New Haven elected first black captain of Yale football team.

1972  Construction begins on first church building for Spanish-speaking residents.
<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1614</td>
<td>Dutch sea captain, Adrian Block was the first European to record a visit to the area</td>
</tr>
<tr>
<td>1625</td>
<td>King James of England dies, Charles I takes the throne. Puritans are punished for disobedience</td>
</tr>
<tr>
<td>1625-36</td>
<td>Puritans leave England for Massachusetts under a charter from King Charles I</td>
</tr>
<tr>
<td>1637</td>
<td>Davenport and Eaton set sail on the <em>Hector</em> for Massachusetts. After their arrival, 7 of the men leave for Quinnipiak</td>
</tr>
<tr>
<td>1638</td>
<td>Davenport and others arrive in Quinnipiak</td>
</tr>
<tr>
<td>1640</td>
<td>Quinnipiak becomes New Haven</td>
</tr>
<tr>
<td>1641</td>
<td>New Haven is established, ½ mile square divide into 9 equal parts with the center green (market place)</td>
</tr>
<tr>
<td>1643</td>
<td>&quot;New Haven Colony&quot; was formed (Stamford, Guilford, Branford &amp; Milford)</td>
</tr>
<tr>
<td>1649</td>
<td>King Charles I dethroned and beheaded</td>
</tr>
<tr>
<td>1660</td>
<td>Revocation of the settlement charter, Hopkins Grammar School founded, Economy changed from trading to farming</td>
</tr>
<tr>
<td>1662</td>
<td>King Charles II establishes charter making CT. a separate government from Massachusetts</td>
</tr>
<tr>
<td>1664</td>
<td>Regicides: Whalley, Goffe and Dixwell hid out in Judge’s Cave, New Haven becomes part of CT. Colony</td>
</tr>
<tr>
<td>1667</td>
<td>Davenport leaves New Haven for Massachusetts. Wallingford established</td>
</tr>
<tr>
<td>1673</td>
<td>85 families leave New Haven for New Jersey</td>
</tr>
<tr>
<td>1675</td>
<td>War between the Indians and settlers</td>
</tr>
<tr>
<td>1701</td>
<td>New Haven is co-capitol with Hartford, Collegiate School charted in Old Saybrook</td>
</tr>
<tr>
<td>1718</td>
<td>Collegiate School move to New Haven and is named Yale</td>
</tr>
<tr>
<td>1719</td>
<td>State house built</td>
</tr>
<tr>
<td>1727</td>
<td>Great Earthquake</td>
</tr>
<tr>
<td>1754</td>
<td>Post Office built</td>
</tr>
<tr>
<td>1755</td>
<td>Connecticut Gazette was founded</td>
</tr>
<tr>
<td>1756</td>
<td>7 year war began</td>
</tr>
<tr>
<td>1763</td>
<td>Stamp Act repealed</td>
</tr>
<tr>
<td>1775</td>
<td>Benedict Arnold was in charge of the ‘Second Company of the Governor’s Guards’, George Washington visited New Haven</td>
</tr>
<tr>
<td>1779</td>
<td>British invade New Haven</td>
</tr>
<tr>
<td>1784</td>
<td>Roger Sherman elected 1st Mayor</td>
</tr>
<tr>
<td>1792</td>
<td>Eli Whitney invented the Cotton Gin</td>
</tr>
<tr>
<td>1798</td>
<td>Eli Whitney became a firearm manufacturer</td>
</tr>
<tr>
<td>1809</td>
<td>Fort Hale built to protect New Haven from British</td>
</tr>
<tr>
<td>1810</td>
<td>Brewster begins to manufacture carriages and invents assembly line in the process</td>
</tr>
<tr>
<td>1814</td>
<td>Three churches on the green completed</td>
</tr>
<tr>
<td>1815</td>
<td>The 1st steamboat arrives in New Haven</td>
</tr>
<tr>
<td>1828</td>
<td>Webster completes 1st dictionary</td>
</tr>
<tr>
<td>1834</td>
<td>Goodyear invents process for vulcanizing rubber</td>
</tr>
<tr>
<td>1839</td>
<td>Railroad between New Haven and Meriden opens. The Amistad ship is brought to New Haven</td>
</tr>
<tr>
<td>1840</td>
<td>Railroad reaches Hartford</td>
</tr>
<tr>
<td>1846</td>
<td>1st gas lights</td>
</tr>
<tr>
<td>1851</td>
<td>New Haven to New York railroad completed</td>
</tr>
<tr>
<td>1858</td>
<td>Eli Blake invents stone crusher, making road building easier</td>
</tr>
<tr>
<td>1869</td>
<td>Abraham Lincoln campaigns in New Haven</td>
</tr>
<tr>
<td>1861</td>
<td>Civil War begins</td>
</tr>
<tr>
<td>Year</td>
<td>Event</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>1862</td>
<td>Sargent moved hardware company to New Haven from New Britain</td>
</tr>
<tr>
<td>1863</td>
<td>City Hall completed</td>
</tr>
<tr>
<td>1873</td>
<td>New Haven is no longer the capital</td>
</tr>
<tr>
<td>1877</td>
<td>Graham Bell demonstrates telephone in New Haven</td>
</tr>
<tr>
<td>1878</td>
<td>Country’s 1st telephone company is formed by Coy</td>
</tr>
<tr>
<td>1881</td>
<td>New Haven Yacht Club founded</td>
</tr>
<tr>
<td>1882</td>
<td>Knights of Columbus founded</td>
</tr>
<tr>
<td>1893</td>
<td>Electricity used for street lights and trolley cars</td>
</tr>
<tr>
<td>1899</td>
<td>Driscoll is 1st Irish mayor</td>
</tr>
<tr>
<td>1901</td>
<td>Woosley Hall completed</td>
</tr>
<tr>
<td>1902</td>
<td>New Haven Public Library built</td>
</tr>
<tr>
<td>1909</td>
<td>Court house facing the green built</td>
</tr>
<tr>
<td>1911</td>
<td>Taft Hotel</td>
</tr>
<tr>
<td>1914</td>
<td>Yale Bowl completed</td>
</tr>
<tr>
<td></td>
<td>Shubert Theater opens with ‘The Belle of Bond Street’</td>
</tr>
<tr>
<td>1915</td>
<td>WWI begins</td>
</tr>
<tr>
<td>1925</td>
<td>Albertus Magnus founded</td>
</tr>
<tr>
<td>1927</td>
<td>New Haven airport</td>
</tr>
<tr>
<td>1930</td>
<td>Great Depression begins</td>
</tr>
<tr>
<td>1938</td>
<td>300th anniversary of New Haven celebrated</td>
</tr>
<tr>
<td>1941</td>
<td>WW II</td>
</tr>
<tr>
<td>1946</td>
<td>Celentano elected mayor</td>
</tr>
<tr>
<td>1950</td>
<td>Yale’s 1st black football captain, Levi Jackson</td>
</tr>
<tr>
<td>1953</td>
<td>Richard Lee elected Mayor</td>
</tr>
<tr>
<td>1958</td>
<td>I-95 completed</td>
</tr>
<tr>
<td>1959</td>
<td>Route 34 opened</td>
</tr>
<tr>
<td>1965</td>
<td>Chapel Square Mall completed</td>
</tr>
<tr>
<td></td>
<td>Long Wharf Theater opens with ‘The Crucible’</td>
</tr>
<tr>
<td>1966</td>
<td>Yale Rep founded by Brustein</td>
</tr>
<tr>
<td>1976</td>
<td>Frank Logue elected mayor</td>
</tr>
<tr>
<td>1980</td>
<td>Biago DiLieto elected mayor</td>
</tr>
<tr>
<td>1984</td>
<td>Palace Theater opens with ‘Gigi’</td>
</tr>
<tr>
<td>1989</td>
<td>John Daniels elected 1st black mayor</td>
</tr>
<tr>
<td>1992</td>
<td>Yale Children’s Hospital completed</td>
</tr>
<tr>
<td>1993</td>
<td>DeStefano elected</td>
</tr>
<tr>
<td>1994</td>
<td>Macy’s closes</td>
</tr>
<tr>
<td>1995</td>
<td>New Haven hosts the Special Olympics World Games</td>
</tr>
<tr>
<td>1999</td>
<td>Debate over Long Wharf Mall Site</td>
</tr>
<tr>
<td>2002</td>
<td>Chapel Square Mall closes</td>
</tr>
<tr>
<td></td>
<td>New Haven Coliseum closes (last show August 26 – World Wrestling Entertainment)</td>
</tr>
</tbody>
</table>
The Story of New Haven's Diverse People

- 1638: Before Dutch Settlement
- 1640: Quinnipiac Populated by Indians
- 1664: New Haven becomes part of CT Colony
- 1690: New Haven Divided into Nine Squares
- 1718: First Italian Immigrant settles in New Haven
- 1774: Ship arrives with 38 Irish
- 1779: Yale University moves to New Haven
- 1811: New Haven becomes capital of Connecticut
- 1826/27: New Haven becomes an important whaling center
- 1845: Potato Famine in Ireland begins large wave of Immigration to New Haven
- 1883: Italian Population reaches 500
- 1914: Italians are Largest Ethnic Group
- 2002: Yale Children's Hospital
Lesson 5
<table>
<thead>
<tr>
<th>Grammar Structure</th>
<th>Vocabulary</th>
<th>Formulate and Justify</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plural Nouns</strong></td>
<td>deteriorate, recovered, migration, stabilizing, racial tension, proximity, poverty, promotes, merchants, economy, subsistence, farming, dwellings, industrialization, influx, affluent, tenement houses, etc.</td>
<td>Our neighborhood includes...</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>elegant, present/past tense, Verbs</td>
<td>This neighborhood has...</td>
</tr>
<tr>
<td><strong>Proper Nouns</strong></td>
<td>fire station, hospitals, yale bowl, parks, tennis center, churches, home for the elderly, skate park, etc.</td>
<td>We believe, we want to...</td>
</tr>
<tr>
<td><strong>Singular/Plural Nouns</strong></td>
<td></td>
<td>Our community needs...</td>
</tr>
<tr>
<td><strong>Combine</strong></td>
<td></td>
<td>Discuss</td>
</tr>
</tbody>
</table>

**SITUATION**

- Expository text about neighborhoods of New Haven
- Important Characteristics of Neighborhood
- In our neighborhood we have
- Our community needs
- We believe, we want to
- Formulate and Justify

**FUNCTION**

- Interpret
This lesson closes the unit with a culminating project. The goal of this lesson offers students a hands-on project where students work collaboratively with others to construct an accurate model of a New Haven neighborhood. Each student is responsible for orally sharing unique landmarks and specific needs and values of their community. The following is a list of objectives for varying language learning levels.

All English Language Learners will:
* interpret expository text about Neighborhoods of New Haven
  Most Intermediate ELLs will interpret text and negotiate meaning by asking relevant questions
  Some Beginning ELLs will interpret text by pointing to pre-read highlighted written text

* discuss important characteristics of neighborhood
  Most Intermediate ELLs will discuss characteristics and guide beginning language learners
  Some Beginning ELLs will discuss characteristics using highlighted written text and formula cards

* formulate and justify opinions about community needs and values
  Most Intermediate ELLs will process ideas in L1 and transfer them into English during whole class discussion
  Some Beginning ELLs will contribute ideas and share them using prompted functional notional formula cards

* construct Lego neighborhood replica representing accurate model
  Most Intermediate ELLs will lead small group in constructing model through effective communication
  Some Beginning ELLs will construct cooperative group model using body language
LESSON PLAN 5
Neighborhoods of New Haven

Materials:  Student packet of *Neighborhoods of New Haven*
Highlighter markers
Jigsaw activity
Black electrical tape
Laminated maps of New Haven
Buckets filled with Lego bricks and pieces

Procedure:

- Students are arranged into multi-aged and multi-language leveled small groups.
- Students join 4-5 other community members within their group.
- Each group is assigned a specific neighborhood of New Haven:
  Dwight-Edgewood-W.River  The Hill  Westville  Wooster Square

  Teacher will guide the whole group through informative reading packet *Neighborhoods of New Haven*, including the four distinct neighborhoods assigned to each group.

  T will highlight important information throughout the text by using appropriate pacing and emphasizing the importance of particular vocabulary. (Beginning Language Learners have received the packet previous to the lesson. Their packet contains information and vocabulary already highlighted for them.)

  T will negotiate meaning and help define vocabulary terms using realia, body gesture and enthusiasm. For example, "The Dwight-Edgewood-W.River neighborhood began to *deteriorate* after WWII." T crumbles a cookie to demonstrate the break down or crumbling of this area.

  T will record tricky new vocabulary words upon the chart and use the word over and over again in speech.
LESSON PLAN 5
Neighborhoods of New Haven

- Teacher continues to read aloud the highlighted important information within the text. T encourages Beginning ELLs to point to highlighted information, and expects Intermediate ELLs to highlight the information as T reads aloud. 10 min.

- T discusses the landmarks associated with each neighborhood and encourages Ss to highlight landmark names in text.

- Following the text discussion, T passes out Jigsaw activity. Each community group is instructed to work together (in home group) to complete the information for their neighborhood. Each group member will be the expert for their neighborhood. 10 min.

- Each community member will rotate to a different location to acquire new information from other neighborhoods. The objective is that each new grouping will consist of a member from each neighborhood. Together these groups will share the information to complete the New Haven Neighborhood chart. T will monitor and facilitate cooperative learning.

- Following the Jigsaw activity, the Ss will regroup into original Community Membership (home group) and share new information. 10 min.

- Each Community Group will receive a laminated map of New Haven and black electrical tape. Ss will use their reading packet to gather accurate map information.

- Ss will work collaboratively to create a tape perimeter around the streets included within their neighborhood. 35 min.

- Once the Perimeter area is checked by the teacher, the group may begin constructing their Lego neighborhoods.

- Each community must design an accurate replica of their New Haven neighborhood. Their Lego construction must include specific landmarks.

- After the completion of their Lego design, Ss will review information and landmarks represented in their construction. In the days that follow, each community group will lead a simulated bus tour through their neighborhood. Each S is responsible for highlighting landmarks of their model and discuss their community's needs and values. 85 min.

* Please note copy of written reading text, Neighborhoods of New Haven.
Lesson 5
Reflective Narrative

- **Sheltered Strategies**
  - **Realia** real objects used to help define vocabulary
  - **Pre-reading tools** highlighted text
  - **Functional Notional formula cards**
  
  For this lesson the teacher has prepared beginning ELLs with *pre-reading tools*. Early ELLs will have previewed the expository text with *highlighted information*. Teacher reads aloud the text using emphasizing important vocabulary and key information. Beginning ELLs may use *functional notional formula cards* to assist appropriate use of vocabulary and sentence structure.

- **Adjusting Discourse**
  - **Varied Expectations for Varied Language Levels and Engaged ELLs at All Levels**
  - **Reduce Linguistic load to Teacher Speech** gestures, repetition, body language, pointing, and use of formulas
  - **Develop Key Vocabulary**
  - **Check for Understanding and Negotiate Meaning**
  - **Frame Main Ideas**

  Throughout the lesson the teacher possesses high expectations for all learners and *engages ELLs at all levels*. However, the lesson objectives outline *varied language expectations for varied language levels*. The teacher uses gestures, body language, pointing, the use of consistent formulas, and repetition of vocabulary. The *engaging activities and pre-reading tools* are employed as T helps to *develop key vocabulary* and *frame main ideas*. T helps *check for understanding and negotiate meaning* with the students. This situation helps to improve English language skills.

- **Enhancing Interaction**
  - **Students are actively engaged** construction of Lego model and oral sharing
  - **Jigsaw activity**

  Students are *engaged as active learners* while working collaboratively in small groups to construct a model of their neighborhood. Individual students are responsible to assist other Ss in completing the *Jigsaw activity*. 
Neighborhoods
Of
New Haven

The Map of
Historic
New Haven
These three small neighborhoods still have some separate identification and separate neighborhood organizations, and it is not clear today whether they will go their separate ways or somehow join.

Until the middle 1800s, the southwestward development of the city skipped this area. Development stopped at Ellsworth, except for the Alms house, built in 1852, and an orphan asylum. Some large private homes were also built, several of which were owned by the Hubinger brothers. The Hubinger estate was developed into garden apartments. The commercial area of the Edgewood neighborhood along Whalley Avenue developed in the early 1900s.

Like many other neighborhoods, this area began to deteriorate after World War II. Some parts have recovered better than others.

The expansion of the Hospital of St. Raphael has helped the immediately surrounding area by locating physicians offices and other supporting services there. Four large nursing homes provide many job opportunities for neighborhood residents. The Berger Elderly Housing Development has a stabilizing effect on the neighborhood, as does the headquarters of the Greater New Haven Association of Realtors.

The proximity to synagogues and Jewish schools has attracted Orthodox Jewish families to the neighborhood, as they like to be within walking distance to their places of worship so they do not need to ride on the Sabbath.

Edgewood park is a 121-acre oasis in the heart of the city. The West River runs through the park. It contains an attractive playground area, a skating rink and many hiking trails. The road through the park is usually blocked off to traffic, making it a good place to bike and walk.

An Upper Chapel Street Association actively promotes business along that portion of Chapel Street in the Dwight and Edgewood neighborhoods.

West River residents have formed a neighborhood association and, together with area merchants, are taking steps to improve the emerging neighborhood.

The Edgewood neighborhood association has recently been active in an attempt to reduce crime in and around Edgewood Park.
NEW HAVEN NEIGHBORHOODS
The Hill

Before the late 1800s, the area now known as the Hill had seen only scattered settlement since the Puritans’ arrival in 1638. However, by the turn of the 18th century, poor whites and poor [free] Blacks began to inhabit small dwellings just south of the Nine Squares. This area became known as Sodom Hill, which was eventually shortened to the neighborhood’s current name.

Today, Yale-New Haven’s Medical Complex sits on the outskirts of the Hill neighborhood, on the site of the first state hospital. Although some residential development had already taken place, architect Ithiel Town’s hospital stood as the most significant building in the neighborhood until the middle of the century.

The majority of the Hill’s residents were poor or working class. During the Civil War, members of the upper-middle class began to move to the elegant Queen Anne style homes which were being built along Howard Avenue.

The founding of the Horse Railway had a significant impact on the Hill. Railway service allowed for an increase of residential and commercial development in the area. In addition, the construction of a facility for repairing trains from the New York and New Haven Railroad created a number of jobs. As a result, the Hill’s working-class population continued to grow.

While immigrants from Europe came to live in this district and other areas immediately adjacent to downtown, the elegant homes along Howard Avenue continued to attract upper-middle class residents to the Hill. Its population increased dramatically during the last decade of the 19th century. To accommodate increasing demand for affordable housing, multi-family dwellings and duplexes became the most popular type of homes.

The Twentieth Century

From the 1890s well into this century, New Haven was deeply affected by a second wave of immigration from eastern Europe and Italy, and by the migration of African Americans from the South. The Hill became even more densely populated because of this influx of people, and emerged as an even more ethnically and racially diverse neighborhood. Beginning in the 1950s, the Hill entered a period of rapid decline. It was cut off from the downtown area by the newly built Oak Street Connector. In 1970, violent riots broke out in the Hill fueled by racial tensions.

Today, crime, violence, poverty, hunger, homelessness, and drugs still plague the Hill area. The expansion of the Yale-New Haven Medical complex and active redevelopment programs are making significant progress in solving the neighborhood’s problems. There is no doubt that the Hill’s problems must be confronted by the entire community, as they represent some of New Haven’s greatest challenges.

1. Yale-New Haven Medical Complex
2. Hill Health Center
3. Roberto Clemente School
4. Davenport Public Library
5. Jewish Home for the Aged
Westville is home to the Yale Athletic complex, which includes the Yale Bowl, the Connecticut Tennis Center, and Yale Field (nearby in West Haven), where the New Haven Raven's play.

Experimental plastic house on Laurel Road, designed by Valerie Batorewicz

1. Westville Center
2. Yale Bowl
3. Connecticut Tennis Center
4. Hopkins
5. Edgewood Park
A few of the New Haven settlers had located in Westville in 1640, but the land lying to the west of the West River remained remarkably undeveloped until well into the 1800s. Prior to the 1850s, its economy was based primarily on subsistence farming. The emergence of Westville Village as the core of the community had begun very slowly as early as the 1750s with the establishment of mills and factories in the area. These relatively successful industries produced matches, paper, and hardware.

In the late 1800s, Westville Village underwent a period of rapid expansion in the wake of industrialization and technological advances. Roads and bridges were constructed to facilitate travel between the town of Westville and New Haven. The building of these roadways and the rise of industry in the area sparked the growth of its population. By 1900, Westville Village alone had 700 residents.

Its expansion and the strengthened ties between the town and the city of New Haven fueled a struggle over the annexation of Westville in 1870. While Westville residents succeeded in holding off the takeover of their town for a short while, by 1897 Westville had become a special ward of New Haven, and in 1923, it became a part of New Haven.

Growth of residential areas occurred after the turn of the twentieth century. The 360-plus acres of land named Edgewood by former owner Donald Grant Mitchell was divided into lots which were sold individually. Now known as Old Westville, wide streets and elegant homes characterize the area which lies between Forest Road and Yale Avenue and between Fountain Street and Derby Avenue. Since its establishment, Old Westville has remained one of New Haven's best residential neighborhoods and now serves as home to former Mayor Richard C. Lee, State Representative Patricia Dillon, U.S. Senator Joseph Lieberman.

Beverly Hills was developed as a section of Westville in the years immediately following World War II. Unlike Old Westville, Beverly Hills is composed primarily of one-family ranch style homes which were designed to attract middle-income families to the suburbs. In addition to the large homes in Old Westville and the more modest houses in Beverly Hills, there are also a few high- and low-rise apartment buildings and a few condominium complexes along Fountain Street.

Edgewood Park offers everyone in the city a patch of green where they can feed ducks, shoot hoops, or explore tree-lined paths. The park is the site of New Haven's Spanish American War and Holocaust Memorials.

Westville Today

During the late 1960s and early 1970s, Westville experienced a period of economic distress. However, the past decade has seen the rebirth of Westville Village with its renewed popularity as a residential neighborhood, comprised of approximately 6,700 people. Today, almost half of Westville’s working-age residents are either professionals or they work in management positions.

Hopkins is located on a large tract of land high on a hill off Forest Road. The Yale Sports Complex is on the South side off Derby Avenue. It now includes the new Connecticut Tennis Center.

Westville’s economy no longer depends primarily upon industry, but instead relies on retail businesses. With the renovation of the Village in the early 1980s, a number of upscale and antique stores have joined long-time Village residents such as Hallock's Appliances, Jackson Marvin Hardware, The Cape Codder, 500 Blake Street, and D'Andreas Pharmacy. Despite the resurgence of Westville Village and Whalley Avenue as retail centers, Westville remains one of the most popular residential neighborhoods in New Haven.
NEW HAVEN NEIGHBORHOODS
Wooster Square

Etching of 91 Olive Street by Joseph Jaqua

1. Wooster Square
2. Columbus Statue
3. St. Michael’s Catholic Church
4. Conte School
5. Strouse Adler Company
6. St. Paul’s Episcopal Church

7. St. Casimir’s Church on Green Street
8. New Haven Fire Headquarters
9. Pepe’s Apizza
10. The Spot Apizza
11. Sally’s Apizza
As in many other sections of New Haven, very little development occurred in the Wooster Square neighborhood until after the first quarter of the nineteenth century. Wooster Square Park was built east of the original Nine Squares, and named in honor of New Haven’s Revolutionary War hero, David Wooster. The establishment of the Square marked the birth of the neighborhood. Prominent residents of New Haven constructed homes on the Square. These elegant homes set the standard according to which adjacent houses would be built over the next fifty years.

While residential growth took place around the Square, the eastern portion of this district became New Haven’s industrial center. An influx of Irish immigrants during the middle of the century fueled the rise of carriage, clock, and other manufacturing in this area. In the years following the Civil War, Wooster Square’s industrial growth continued at sites near the Harbor. Because of this emphasis on industrial expansion, a number of middle-class homes were destroyed to make room for more factories. The increasing population and the destruction of homes in Wooster Square created overcrowded living conditions in the tenement houses inhabited by the neighborhood’s working-class residents.

During the last two decades of the 1800s, a second wave of immigration occurred, this time bringing people from Italy and eastern Europe. Initially, the arrival of Italians into Wooster Square created tensions between the new immigrants and the dominant Irish-American population in the neighborhood, but after the turn of the century, Wooster Square was transformed into the center of New Haven’s Italian-American community.

The Twentieth Century

Unlike most of the city’s working class neighborhoods, Wooster Square experienced a period of dramatic decline in the years leading up to the Second World War. The rising popularity of the automobile and the destructive impact of the Depression on the overall economy caused many companies to fold, including Wooster Square’s successful carriage manufacturers. With this industrial decline came the deterioration of Wooster Square’s homes and commercial buildings.

The city government set out to redevelop Wooster Square beginning with Redevelopment Plans of 1953. The I-91 and I-95 Interstates were constructed during this time to lighten the burden of traffic on local roadways. One of the consequences of their construction was that they cut off most of Wooster Square from the Harbor, and I-91 bisected the neighborhood, essentially creating a natural barrier between the less affluent and industrial sectors from the central Square area.

Wooster Square Today

Today, Wooster Square is known to most as the “Little Italy” of New Haven. It is home to two of the finest pizzeria’s in the country, Sally’s and Pepe’s, who both claim to be the originators of pizza. Besides Sally’s and Pepe’s other notable establishments in this neighborhood include Consiglio’s, DelMonaco’s, Tony and Lucille’s, Maresca’s, and Lucibello’s Bakery on Olive Street.

Wooster Square became New Haven’s first Historic District in 1970, and most of the beautiful homes around the Square have been refurbished to represent the harmonious charm that characterized the Park area when it was first constructed.

In the summer, Wooster Square is alive with a seasonal and religious festivals enjoyed by people from all parts of the city.
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<td>Wooster Square</td>
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LESSON 5
Jigsaw Activity

Robin Gerber

FLA 518
Original Lessons
LESSON 1
Introduction to Workshop on Neighborhoods of New Haven

• Students will participate in a whole group discussion as individuals contribute initial ideas to an enlarged word web containing the term COMMUNITY.

• Students will work in pairs to complete word web handout, and orally share brainstormed ideas.

• Students will preview important vocabulary related to big idea of community.

• Students will construct mini-book containing the vocabulary that will be used throughout the unit.*

*Please note handout of word web activity and mini-book example.

LESSON 2
What is a Community?

• Students will preview reading packet entitled, What is a Community?

• Students will read packet either independently, paired or shared aloud with small group of readers.

• Following the reading students will participate in follow-up discussion.

• Students will identify the parts of a Venn Diagram that compares their suburban town of Woodbridge, with the urban characteristics of New Haven.

• Working in pairs students will fill in handout of Venn Diagram.

• After the completion of paired work, students are welcome to contribute ideas to larger whole class diagram.

*Please note the attached packet entitled, What is a Community? as well as the Venn Diagram entitled, Comparing Communities.
LESSON 3
Urban Story Characteristics

• Students will receive biographical background on author & illustrator, Ezra Jack Keats.

• Students will actively listen to a read aloud of *Apt. 3*.

• Students will be introduced to Keats’ writing and artistic style.

• Students will identify story components unique to an urban tale setting.

• Students will work individually to design a creative and artful piece that demonstrates urban traits through a display of a 2-dimensional collage.

* Please note the written material covering some of Keats’ work and copy of *Apt. 3*.

LESSON 4
New Haven’s Social History

• Students will use charts and data to sequence important dates and arrivals of New Haven's Immigration wave.

• Students will design a timeline of New Haven’s Social History.

• Students will work in small groups to create a wooden block structure that is supported by seven influential “ethnic group” blocks.

• Students will learn that New Haven is built by various groups of different people, languages, cultures, traditions, religion and values.

* Please note the attached packet entitled, *New Haven’s Social History* and an example of an ethnic group block structure.
Appendix
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# Appendix I

## Checklist for Sheltered Strategies

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