American Revolution

Grade 5

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TSL 518
7/18/11
Introduction
Title: American Revolution

Grade: 5

Target Group: Mainstream class with integrated ELL students


Goals: I want my students to know the southern colonies and why a crop or product was important.

I want my students to know who is involved in a town meeting and why they hold town meetings.

I want my students to know the similarities and differences between the British and Continental army’s.

Final Project will be to produce an ABC book to share with peers.
Lesson 1
### Content Objectives

1. Name the southern colonies.
2. Describe the crop(s) or products that were important to each colony.
3. Create a travel brochure for one of the colonies.

### Language Objectives

1-2. Independently write a paragraph naming the colonies and the crop(s)/products that were important to the colony.

3a. In pairs, write a travel brochure using the text from the paragraph previously written. Should include: pictures, colony, crop/products and headings.

3b. Give an oral group presentation to full class.

<table>
<thead>
<tr>
<th>Domain-Topic</th>
<th>Mainstream-Advanced/Fluent ELL’s</th>
<th>Expanding/Intermediate Fluency</th>
<th>Developing/Speech Emergent</th>
<th>Developing/Early Production</th>
<th>Starting/Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Name the southern colonies and one product/crop that was important.</td>
<td>Students will develop a paragraph using complete sentences that includes the colonies and what made each colony prosper (crops, people, and plantations).</td>
<td>Students will identify the southern colonies and writing single sentences. Each sentence will include the colony and what made each colony prosper (crops, people, and plantations).</td>
<td>Students will identify the southern colonies and what made each colony prosper (crops, people, and plantations) by using a word bank to fill in the missing word which completes the sentence.</td>
<td>Students will identify the southern colonies using matching. They will match pictures with the appropriate words listed on the page.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Write a travel brochure using information from the written paragraph.</td>
<td>Students will work in pairs to complete a powerpoint on one of the colonies. The power point will consist of six or more slides (pictures, headings, and paragraphs).</td>
<td>Students will work in pairs to complete a powerpoint on one of the colonies. The powerpoint will consist of 4-5 slides (a few pictures and paragraphs)</td>
<td>Students will work in pairs to complete a powerpoint on one of the colonies. The powerpoint will include pictures and sentences to go along with the pictures. (2-3 slides)</td>
<td>Students will work in pairs to complete a powerpoint on one of the colonies. The powerpoint will consist of pictures and headings. Also uses phrases from a phrase bank. (1-2 slides)</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td>Students will give a presentation on their colony</td>
<td>Students will use complete sentences when giving their presentation to the class. (no notes)</td>
<td>Students will use phrases and short sentences when giving their presentation to the class. (can use notes)</td>
<td>Students will use teacher prompts and short phrases when giving their presentation to the class. (use of note cards)</td>
<td>Students will be able to repeat words spoken by the teacher during the presentation.</td>
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<tr>
<td>Function</td>
<td>Situation</td>
<td>Expressions</td>
<td>Vocabulary</td>
<td>Grammar</td>
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<tr>
<td>Identify</td>
<td>The southern colonies and what made each prosper.</td>
<td><strong>1</strong> was important to the colony(ies) of <strong>2</strong>.</td>
<td>1. Tobacco</td>
<td>Past tense</td>
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<td></td>
<td></td>
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<td>Rice</td>
<td>nouns</td>
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<td></td>
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<td>Indigo</td>
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<tr>
<td>Speaking</td>
<td>About colony and what key aspect was important to that colony. (present to class)</td>
<td><strong>3</strong> were important to the colony of <strong>4</strong>.</td>
<td>2. Maryland</td>
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<td>Virginia</td>
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<td>Carolinas</td>
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<td>3. The Calverts</td>
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<td>Plantations</td>
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<td>4. Maryland</td>
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<td>Georgia</td>
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</tbody>
</table>
Lesson 1
Lesson with modifications for ELL students.

Goals for the lesson- I want my students to know the southern colonies and what key aspect allowed each colony to prosper.

Beginners/Early production students were given a graphic organizer to take home to review the information that is going to be covered today. See Appendix A. (page 12)

1. Review the goal of the lesson with the students. We will be studying the southern colonies and what key aspect allowed each colony to prosper.

2. (5 mins) Spend the first five minutes reviewing the key vocabulary terms that will be covered in the lesson. Use the pictures and items as visuals so students can try to make connections as they hear the word and see the pictures/items.

Words: tobacco, plantations, indigo, rice, cash crop (Words on pages 19-21)

3. (10 mins) For the next ten minutes I would like you to activate student prior knowledge by asking real world questioning. Think of something that you need to survive? Why are they important for your survival? Give the students an example to follow such as: we need food to survive. Have students turn and talk to a peer and write some of the responses on the board. Then explain that farmers grow many crops in their fields (corn, green beans, tomatoes.). Ask the students: Why do these farmers grow these crops/plants in their fields? Revisit the word field and ask students to think back to what the term means from previous lessons. Again have the students turn and talk to a peer and ask the students to report out what they discussed with their partner. This is where you can repeat the word cash crop and explain once again that they were crops that people grew to make money or for trade.

4. After you have completed the questioning to elicit prior knowledge, pass out the graphic organizers to the students. Most students will receive these guides:

   Beginner- see Appendix B (p.13)

   Early Production- see Appendix C (p.14)
5. As you read make sure to ask the review questions that are found at the end of each section in the reading. After you ask the question, have the students discuss with their table to create a response. Teacher will read the text aloud to the class pages 8-11. These are the pages that were modified for the level 1 and 2 language learners. As you are reading, make sure to repeat key vocabulary and use pauses when needed.

(10 mins)

6. After completing the reading for lesson 1, please pass out the writing assignment to the students. Once again the students' assignment has been modified.
   Beginner- see Appendix E  (p.16)
   Early Production- see Appendix F  (p.17)
   Speech emergent-see Appendix G  (p.18)

   Students can use their graphic organizers to assist them with completing the task.
   As the students are completing the assignment, circulate around the room the question the students about the information that was covered in the lesson. Some types of questions you could ask are:
   Beginner- What colony grew tobacco?
   Early production- Did the colony of Georgia prosper from plantations or rice?
   Speech emergent- Tell me about the colony of Maryland.....
   Intermediate fluency- Describe/compare two of the colonies.
   Fluent- Describe/compare two of the colonies.

7. Assessment: (2 day assignment that begins today)
   Students will work with a partner to complete a powerpoint presentation on one of the colonies. You will need to explain to the students that they will use one computer per group to complete the project. Each level will be responsible for creating a presentation and if you view the performance indicators page (p.3), you will see that each level has different standards as far as what they are required to have in their powerpoint. Within the powerpoint the students should have pictures and information from the lesson.
Narrative

In the lesson you will be able to see that the work has been modified for the different levels of learners that I have in my class.

At the beginning of class, I have the vocabulary being reviewed using pictures and specific items that students could use to create a connection. This connection that the students make will allow them to have a better understanding of the word when they come across it in the readings.

Activating prior knowledge is an important aspect of a lesson. Using the students prior knowledge doesn’t only benefit the teacher, but it also allows the students time to explore/explain what they already know about a specific topic. The knowledge that they contain allows them to make sense of what the objectives are in the lesson.

There have been many modifications that I have made to this lesson. The graphic organizer is leveled for my students and sets them up to be successful. The beginners were given a study guide to look at the night before the material was covered. The next day, I took away the names of the colonies. The student then had to use his/her study guide to help them complete the graphic organizer. The higher the level of the student, the less information I gave them which challenges the students to listen and be able to complete the organizer.

Finally, implementing pauses, gestures, and repetition in my lessons are modifications that I feel are extremely important so that the students could have time to process the information being taught.
Virginia

Virginia began with the settlement of Jamestown in the southern Chesapeake Bay region. In 1607 the Virginia Company of London started Jamestown as a trading post. Five years later, a settler named John Rolfe brought tobacco plants from the Caribbean region to the colony. Some colonists began growing tobacco as a cash crop—a crop that people raise to sell to others rather than to use themselves. The Virginia Company sold its tobacco all over Europe and made huge profits.

By 1619 Virginia had more than 1,000 settlers. The first women arrived that year, as did the first Africans. The first Africans came as free workers paid to work in the tobacco fields. As more workers were needed, more Africans were brought to Virginia. But instead of paying these workers, plantation owners made them slaves. By the middle 1660s all Africans coming to the colonies were made slaves. In 1661 the Virginia colonial assembly made it legal to enslave Africans.

Virginia’s assembly first met in 1619 to make laws for the colony. It was called the House of Burgesses. A burgess is a representative who speaks for other people. The Virginia House of Burgesses was made up of wealthy landowners who grew and sold tobacco. It was the first assembly of lawmakers in the English colonies.

For a time tobacco was the main reason for the growth of the Virginia colony and the success of the Virginia Company. At first James I, who was the king of England at the time, objected to the sale of tobacco. He thought using it was a custom loathsome to the eye, hateful to the nose, harmful to the brain, and dangerous to the lungs.

In 1634 the Virginia Company went out of business because of poor management. The king was quick to take back its charter and make Virginia a royal colony. This allowed him to rule Virginia and to keep its tobacco profits for himself.

Virginia

Cash crop— a crop that people grew to sell for money ($$$). Tobacco was an important crop to the colony of Virginia.
Maryland

Tobacco became an important cash crop for the Maryland colony also. Maryland was founded by the Calverts, a family of wealthy English business people. The Calverts wanted to build a colony in North America not only to make money but also to provide a refuge for Catholics. Like English Quakers at the time, the Catholics in England could not worship as they wanted. The government allowed only one form of worship—that of the Church of England.

In 1632 King Charles I chartered the northern Chesapeake Bay region as a proprietary colony. He made Cecilius Calvert, the second Lord Baltimore, its proprietor. One year later the first colonists left England. “I have sent a hopeful colony to Maryland,” Calvert wrote. Calvert had named his colony for Queen Henrietta Maria, the king’s wife.

From the beginning, Maryland’s proprietors welcomed settlers of many religions. In 1649 Maryland passed the first law to guarantee some people religious freedom in North America. The law allowed all Christians to worship as they pleased. Sometimes, however, people with different religious beliefs had trouble getting along with one another. In time, disagreements based on religious differences affected life in all 13 English colonies.
The Carolinas

The southern colonies of Virginia and Maryland continued to grow during the 1600s. Then in 1663 King Charles II, the son of King Charles I, granted a charter for another colony in the region. The new colony was south of Virginia, in the lands between Virginia and Spanish Florida. The charter divided the colony, known as Carolina, among eight proprietors.

Even before the charter was granted, colonists from Virginia had been building villages and farming in the northern part of Carolina. After 1663, colonists from England and the Caribbean, as well as French Protestants called Huguenots (huh·nuh·nts), came to settle there.

But the colonists could not survive just by owning land. They needed a cash crop. At first they tried tobacco, silk, grapes, and cotton. They had more success raising cattle and hunting animals for their fur. Only when they found out the true way of raising and husking rice did the colony begin to prosper. The colonists also produced naval stores, which were products made from pine tar that were used in building and repairing ships.

In 1712 the northern two-thirds of the chartered area was divided into two colonies, North Carolina and South Carolina. North Carolina continued to develop as a colony of small farms. In South Carolina, landowners created huge farms in the style of the Spanish plantations of New Spain.

The main cash crop on many of South Carolina’s plantations was rice. On land where rice would not grow, landowners found they could grow indigo. Indigo is a plant from which a blue dye is made.

Indigo became an important cash crop after Eliza Lucas, the 17-year-old daughter of a planter, experimented with the plant in the 1740s. Lucas was in charge of three South Carolina plantations owned by her father. Using seeds from the Caribbean, she spent several years growing different kinds of indigo. In 1743 samples of the dye made from her plants were found to be of excellent quality. Lucas gave indigo seeds to her neighbors and friends. Within a few years South Carolina plantation owners were selling a million pounds of indigo a year.

The cash crops that were important to these colonies:

- Indigo
- Rice
with the work of these small farms. Oglethorpe hoped that debtors would better themselves through hard work instead of spending time in prison. Few people were interested in Oglethorpe’s offer, though, and his plan failed.

In the beginning, Georgia’s charter did not allow traders to bring enslaved Africans to the colony. As a result, there were no plantations. After 1750, when Georgia law was changed to allow slavery, plantations quickly began to develop.

Georgia

Plantations were important to the colony of Georgia.
Graphic organizer for **beginner/early production** ELL students
(beginner/early production students review this the night before the lesson)

Appendix A

The Southern Colonies

- Maryland
  - Tobacco
- Carolinas
  - North Carolina/South Carolina
  - Rice
  - Indigo
- Georgia
  - Plantations
- Virginia
  - Tobacco

Maryland/Virginia--- **tobacco**
North Carolina, South Carolina--- **Indigo, rice**
Maryland— **Founded by the Calverts**
Georgia------ **Plantations**
Graphic organizer for **beginner** ELL students

**Appendix B**

**The Southern Colonies**

1. Tobacco
   Founded by the Calverts

2. tobacco

3. Indigo
   rice

4. plantations

1. Maryland/ 2. Virginia--- **tobacco**
3. Carolinas (North Carolina, South Carolina)--- **Indigo, rice**
   Maryland—**Founded by the Calverts**
4. Georgia------**Plantations**
Graphic organizer for early production ELL students

Appendix C

The Southern Colonies

1. Founded by the Calverts
2. 
3. Indigo
4. plantations

1. Maryland
2. Virginia
3. Carolinas (North Carolina, South Carolina)
4. Georgia
Graphic organizer for *speech emergent* ELL students

Appendix D

The Southern Colonies

[Blank boxes for subtopics]
Appendix E

Written worksheet for **beginner** ELL students. Words can be used more than once.

A. Calverts (family)

B. Tobacco

C. Virginia

D. North Carolina

E. Indigo

F. Maryland

G. Rice
Appendix F

Name:______________

Written worksheet for **early production** ELL students.

<table>
<thead>
<tr>
<th>Calverts</th>
<th>Carolinas</th>
<th>plantations</th>
<th>rice</th>
<th>tobacco</th>
<th>indigo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>Maryland</td>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The main cash crop in the colonies of ________ and ________
   (colony)
   ________ is ________.
   (colony) (crop)

2. In the ________ the two cash crops that grew successfully were (North and South)
   ________ and ________.
   (crop) (crop)

3. In the colony of ________, ________ quickly began to develop (colony) (farms)
because the colony allowed slavery.

4. Maryland was founded by the ________, a wealthy English business family. (people)
Appendix G

Name: ________________

Written worksheet for emergent ELL students.

<table>
<thead>
<tr>
<th>Calverts</th>
<th>Carolinas</th>
<th>plantations</th>
<th>rice</th>
<th>tobacco</th>
<th>indigo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>Maryland</td>
<td>Georgia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. The main cash crop in the colonies of ___________ and ___________ is ___________.

2. In the _____________, the two cash crops that grew successfully were ___________ and ___________.

3. In the colony of _____________, ___________ quickly began to develop because the colony allowed slavery.

4. Maryland was founded by the ___________, a wealthy English business family.
Indigo
Tobacco
Lesson 2
Lesson 2: New England Town Meeting

Content Objectives

1. Students will describe who and what takes place during a town meeting in a New England town.

Language Objectives

1. Students will participate in a role playing of a town meeting. Each student will have a role to play.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mainstream ELL’s</th>
<th>Intermediate Fluency</th>
<th>Speech Emergent</th>
<th>Early Production</th>
<th>Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>The students will participate in the town meeting using complete sentences. They will be in charge of leading the town meeting and keeping their classmates on topic.</td>
<td>Students will fully participate in the town meeting. They will use complete sentences when they are involved in a conversation.</td>
<td>Students will use cards that provide the students with sentence starters to assist them during the town meeting.</td>
<td>Students will participate in the town meeting by use phrases with few teacher prompts. They will also have cards to read the information about their role if needed.</td>
<td>Students will participate in the town meeting by repeat words and phrases spoken by the teacher or classmates.</td>
</tr>
</tbody>
</table>
Functional Chart- Lesson 2

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Play</td>
<td>As if they were a colony and play a part in a New England town meeting (herder, farmer, constable..)</td>
<td>The <strong>1</strong> is a <strong>2</strong>.</td>
<td>1. Constable Herder Militia</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Volunteer army person who takes care of animals a police officer</td>
<td>Present tense</td>
</tr>
</tbody>
</table>
Lesson 2 modified for ELL students

(10 mins)

1. Explain that today we will be reading about a New England town and explain that one of the important things in a town is a town meeting. Ask the students the question: Why do we have morning meetings? Give them a few minutes to think about their response. Write down some of their thoughts on the board, so the class can see them. Once you have all the thoughts on the board, explain to the students that town meetings are very similar to our morning meetings. Explain to the class that in our meetings we may talk about the rules of the classroom where in a town meeting they might discuss the laws that the colonists have to follow.

(5 mins)

2. Review key vocabulary with the students: constable, herder, militia, common, farmer.

Please say the word and have the students repeat the word back to you. After each word, show the students the vocabulary card that has the word on it as well as a picture. When you show the students the card, have them repeat the word again so they can see a visual as they are speaking to make a connection. **Vocab. Cards are pages 32-36.**

(10 mins)

3. As a class read the lesson on New England Towns (p.30 & 31). While reading, make sure to project your voice when you come across the vocabulary words in the lesson. After you read each section of the lesson, go over the review questions with the class. Read the question aloud, then have the students turn and talk to a partner to share information that they have learned. Allow time for class discussion after each question.
4. Review the lesson. During this time, ask the students to brainstorm ideas about what topics could be discussed in a town meeting. Field responses from the students and write them on the board. Once you have completed this thought process, review the vocabulary words and go over the roles that the students will play during a town meeting.

Assign roles to the students:

- Board members (3)
- Constable
- Herder
- Militia
- Farmer
- Townspeople

5. Have the students who are board members make their way to the front of the room. They should be seated and next to them in the front of the classroom should be the constable and the militia. Before you begin, pass out the role cards #1 (p. 37-44) to the students that will need them for the first topic. Then have students explain what their role is in a New England town. This will allow the students time to once again review the roles of each person before the class begins the town meeting.

Beginner (Herder)- Appendix J  p. 39
Early Production (Herder)- Appendix K  p.40
Speech emergent (Herder)- Appendix L  p.41
Beginner (colonist)- Appendix M  p. 42
Early Production (colonist)- Appendix N  p.43
Speech emergent (colonist)- Appendix O  p.44
The first topic to be covered in the town meeting is the:

Board member explains:

The town is looking to expand the church because the population of the town is on the rise and we are running out of room inside for all to fit. Because of this we are thinking about using part of the common to expand on.

At this time students are allowed to express how they feel about the idea of using part of the common as the building ground for the expansion. The students that have the role cards will have words, phrases, and sentence starters to assist them during the meeting.

Pass out cards that are labeled role cards # 2 (p. 45-50)

Beginner (farmer)- Appendix P  p. 45
Early Production (farmer)- Appendix Q  p.46
Speech Emergent (farmer)- Appendix R  p.47
Beginner (colonist)- Appendix S  p.48
Early Production (colonist)- Appendix T  p.49
Speech emergent (colonist)- Appendix U  p.50

The second topic that is to be covered in the town meeting is:

Board member explains:

The town needs to take away some of the farm land because of the rise in population.

Once again students should express their feelings about what is about to happen in their town. They should have their cards to assist them during the meeting.
6. To close out the lesson, have the students discuss their experience of being involved in a town meeting. Once again link the town meeting back to things that happen around us every day such as:

Morning meeting

Political meetings

School meetings (PTA)
Narrative Lesson 2

This was an actual lesson that I taught in my classroom. As you can see above, there were several modifications that I made for my ELL students in the class. Making these modifications allows all of my students to achieve the same goal even though they are using different methods of learning.

To review the vocabulary for this lesson, I made up cards that show the word, definition, and a picture. The students would repeat the word after me, then after repeating the words the students will be able to see the picture on the card. As they view the picture, I would say the word again as well as giving them a definition/role of the word.

Eliciting prior knowledge in this lesson is extremely important. Making the connection between our classrooms morning meeting to the town meeting allows the students the opportunity to see a connection.

Finally, the role cards are extremely important to this lesson. The cards provide the students with enough assistance so that they can take part in the classroom town meeting.
New England Towns

Many settlers in the New England colonies lived in towns where, as one settler wrote, “every man . . . lives in a tidy warm house, has plenty of good food and fuel, with whole clothes from head to foot, [made by] his family.” Most New England towns were self-sufficient communities in which the people grew or made most of what they needed.

The earliest New England towns were built on a narrow road. Each of the town’s families had a house on this lane. Families had their own gardens and pens for cows, sheep, chickens, or pigs. In the fields near the town, the people grew crops to sell to others and to use for themselves.

A meetinghouse stood at the center of most New England towns. In many places people came to the meetinghouse several times a week to worship together. The meetinghouse was also used for town meetings. At a town meeting, male landowners could take part in government.

Two of the most important town workers were the herder and the constable. The herder was the person who took care of the animals on the town’s common, an open area where livestock grazed. The constable was a police officer who made sure people obeyed the town’s laws. Another important worker was the leader of the town’s militia, or volunteer army. Men and boys gathered on the common to train.

**Review** What was the meetinghouse used for?

**Herder**- person that takes care of animals

**Constable**- police office

**Militia**- volunteer army

**Common**- place where animals graze

**Meetinghouse**- place where church services and town meetings are held
Constable

A police officer
Herder

A person who takes care of animals.
Farmer

A person who grows crops in a field.
Militia

A volunteer army
Common

A place where livestock graze and kids play.
Appendix H

Role Card # 1

Constable

A constable is a police officer
Appendix I

Role Card # 1

Militia

A militia is a volunteer army
Appendix J
Card for beginner ELL

Role Card # 1

Herder

(Role)

A herder is a person who takes care of animals.

Repeat after me and say:

I need the common for my animals.
Role Card # 1

Herder

(Role)

A header is a person who takes care of animals.

Raise your hand and say:

If you take some of it away, then the animals won’t have space to graze.
Appendix L
Card for Speech Emergent ELL

Role Card # 1

Herder

I need .........
We can’t get rid of.....
The animals....... 
If you do this it will.......
Role Card # 1

Colonist

( role)  A colonist is a person who lives in a colony.

Repeat after the teacher:

My children play on the common.
Role Card # 1

Colonist

(Role) A colonist is a person who lives in a colony.

Raise your hand and say:

If you build on a part of the common, it will take away an area where my kids play.
Appendix O
Card for Speech Emergent ELL

Role Card # 1

Colonist

We need this area....

If you take this away.......

It will be a .........
Role Card # 2

Farmer

A farmer is a person who grows crops

Repeat after the teacher:

I need my land to grow crops on.
Appendix Q

Card for Early Production ELL

Role Card # 2

Farmer

Raise your hand and say:

I need that land to grow crops and feed my family.
Appendix R
Card for Speech Emergent ELL

Role Card # 2

Farmer

If you do that......

I need the land......

I won't be able to........
Appendix S

Card for beginner ELL

Role Card # 2

Colonist

Repeat after the teacher:

If you take away farms then we will lose our crops.
Appendix T

Card for *Early Production* ELL

**Role Card # 2**

**Colonist**

Raise your hand and say:

We may run out of supplies in our colony and have to buy from others outside of our colony.
Appendix U

Card for Speech emergent ELL

Role Card # 2

Colonist

I feel.....

Losing farms could.........

Is there.........
Lesson 3
Lesson 3: Compare/ Contrast the Continental and British armies

<table>
<thead>
<tr>
<th>Content Objectives</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast the Continental and British armies at the beginning of the war.</td>
<td>1. Independently students will write a letter as if they were a soldier in one of those armies. This letter should include key aspects that were discussed in the lesson.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain</th>
<th>Mainstream/ Advanced/ Fluent ELL’s</th>
<th>Expanding/ Intermediate Fluency</th>
<th>Developing/ Speech emergent</th>
<th>Developing/ Early production</th>
<th>Starting/ Preproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Students will use complete sentences to write a letter as if they were a soldier in the war. The letter should have 7 or more specific details from the lesson.</td>
<td>Students will use 5-6 sentences to write a letter as if they were a soldier in the war. The letter should include 5-6 specific details from the lesson.</td>
<td>Students will use sentence starters provided by the teacher to write a letter as if they were a soldier in the war. The letter should include at least 3-4 specific details from the lesson.</td>
<td>Students will complete a letter by using words or phrases from a word bank as if they were a soldier in the war.</td>
<td>Students will select a word to complete sentences of a letter as if they were a soldier in the war.</td>
</tr>
</tbody>
</table>
### Functional Chart-Lesson 3

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and Contrast</td>
<td>The similarities or differences between the Continental and British armies at the beginning of the war.</td>
<td>The <em><strong>1</strong></em> army used <em><strong>1</strong></em> during the war.</td>
<td>1. British Continental</td>
<td>Past tense</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mercenaries</td>
<td></td>
</tr>
<tr>
<td>Write</td>
<td>A letter as if they were a Continental or British soldier.</td>
<td>The British had <em><strong>2</strong></em> and <em><strong>2</strong></em>.</td>
<td>Enlisted soldiers</td>
<td>Nouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Continental had <em><strong>2</strong></em> and <em><strong>2</strong></em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Modified lesson 3- Compare and Contrast the Continental and British armies

Beginners/Intermediate students were given an organizer to study the night before the lesson. (Appendix V p. 59)

(15 mins)
1. Ask the students if they could define the word advantage. After you get a definition of the word, ask the students this question: Why might the teacher have the advantage over a student in the classroom? Discuss some possible answers. Now have the students think of something how people may have an advantage over another someone else. Have the students turn and talk to a partner about their example. After a minute write down some of the responses on the board for all to see. Make it a point to focus on the word "because". Explain that most of the time when we are talking about having an advantage, there must also be a reason why one may have the upper hand. Model this by answering the question that was used before. Example: The teacher has the advantage over the student in the classroom because he/she makes up the rules of the classroom.

(2 mins)
2. Explain to the students that in this lesson, we will read about how one army had the advantage over another at the start of the war. Tell them, as we read, think about which army had the advantage and why they had that advantage.

(5 mins)
3. Review the signal words chart that is hanging on the wall. This will allow the students time to refresh their memory about the types of words we would use when comparing and contrasting.

(10 mins)
4. Review Key vocabulary terms- mercenaries, enlisted soliders, continental army, British army
   Make sure to write each word on the board and define it as a class. With the vocabulary, I want you to use the "Every Student Gets a Chance", strategy. You will ask one student to read the word and definition aloud to the class. Instead of moving on call on other students to read the word and the definition over and over until every student has a chance. Do this for all of the vocabulary words. Choose 5 students to go up in the front of the room. Whisper in their ear which vocab word they are responsible for. Have them walk around the room, after 10 seconds say “freeze”. Choose a student to stand up to go over to one of the “frozen” students. They will tap that student on the shoulder. Once the student is tapped, they should role play which vocabulary word they are supposed to be. If the class can’t identify the correct word through the students acting, then the student must give the class the definition of the word. Give the vocabulary cards to the students who need assistance during this activity.
Pass out the graphic organizers to the students (pages 60-62).

5 mins
5. The reading has been modified for level 1 & 2 language learners. After you have completed the reading as a class, allow the students time to share their information with others. Have the beginners work with a high level mainstream student.

15 mins
6. When the students finish sharing their information, make a t-chart on the board. List all of the information that the students collected throughout the reading (one side British army and the other continental army). Once the t-chart is completed, ask the students this question: Which army had an advantage over the other at the beginning of the war? Make sure you focus on the word "because" by modeling the sentence you used earlier with the teacher having the advantage over the student. Use the "Inside and outside circle" strategy. Have half of the students make a large circle and have the other half of the students make a smaller circle inside the larger one. Make sure that every student has a partner while doing this activity. The students will need to be facing each other in order to discuss their response. Once they are done they should put their thumbs up so you know they have completed their discussion. Repeat this rotation 3 more times having the outside circle move one space to their right.

5 mins
7. Explain to the students that they will be writing a letter to a significant someone as if they were actually a Continental/ British solider. Review the 5 key aspects of a letter that was already covered in previous writing lessons. Put up the model letter that I have written and label the 5 aspects: 1. heading 2. greeting 3. body 4. closing 5. signature.

Appendix Z3- p. 66

10 mins Assessment
8. Once again, explain to the students that they will choose which army they are in, then write a letter to someone explaining how they feel their side will do in the war. Make sure to use specific examples from the reading as support.

Writing Worksheets

Beginners- Appendix Z  p. 63
Early Production- Appendix Z1  p.64
Speech Emergent- Appendix Z2  p.65
Narrative for Lesson 3

The beginning of a lesson is important, so to get an understanding of what they know is essential. Linking prior knowledge to new information could make a world of difference for a language learner. Using their prior knowledge gives them an avenue to use when processing the information throughout the lesson.

The vocabulary for this lesson was difficult. Because the vocabulary was difficult I went with the idea of repetition. Students in the class word say the word and the definition. Each student would have a chance to say the word and definition. By doing this allows the language learners in my classroom the opportunity to hear their peers and explore the language. This will allow them to hear the correct pronunciation of the word and gives them the confidence they need to participate in the discussion. Not only did the language learners have the opportunity to hear their classmates talk about the vocab words, but the teacher would annunciate the words when he/she came across them in the reading.

Giving students the opportunity to discuss their findings with their peers is also an important piece of the learning process. Not only do they learn the information, but they get a chance to explore language and listen to others as they talk.

Allowing students to be active such as in the vocabulary game “frozen moment” lets the students have fun while learning new language. These types of activities help the students remember little pieces which help them in the long run when they come across the term in the text.
The Continental Army

George Washington left Philadelphia right away to take charge of his army, which had already fought its first major battle. The Battle of Bunker Hill, which took place in Boston on June 17, 1775, was among the fiercest battles of the whole war. It was so fierce that to save bullets, the colonists were ordered, "Don't fire until you see the whites of their eyes." The colonists drove the British back twice before running out of bullets.

George Washington arrived in Massachusetts to meet his army less than three weeks after this battle. The 14,500 soldiers, mostly from the northern colonies, wore no uniforms—only their ordinary clothes. Those who had guns carried flintlock muskets, instead, they carried spears and axes.

Some of Washington's soldiers had fought on the frontier and in the French and Indian War. The soldiers had learned to fight the way the Native Americans did—in irregular lines and from hiding places. They did not fight the way a European army would—side by side in straight lines. In fact, they had never fought as an army. Washington made rules for his soldiers and trained them. Slowly, Washington created the beginning of an army whose soldiers were proud to be called Continentals. The Continentals made up the first colonial army.
The British Advantage

Unlike George Washington’s army of mostly first-time soldiers, the British army was made up of professional soldiers. They had the best training, the most experienced officers, and the newest weapons. They also had help. The British used mercenaries (MUHR•suhn•air•eez), or hired soldiers, to fight on their side. Some of these soldiers were Hessians, from the Hesse region of Germany. The British also had Native American allies. Many tribes hated the colonists because settlers had taken over Indian lands.

But the British had problems, too. It was difficult to fight a war that was 3,000 miles (4,828 km) from home. They had trouble getting supplies across the Atlantic Ocean.

In the early days of the war, the British army used their greater numbers and experience as fighters as an advantage over the Continental army. While the British had 50,000 soldiers, General Washington usually had no more than 10,000 soldiers in his army at any one time. Most of the Americans enlisted in, or joined, the army for one year at a time. They might stay that long or longer, or they might not. When harvesttime came, some of the Continentals would go home to their farms. If they did not get their pay as soldiers, they would not stay in the army. General Washington did his best to keep his army together to defend the American colonies from the British. 

**[REVIEW] How was the British army different from the army trained by General Washington?**

<table>
<thead>
<tr>
<th>British Army</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional soldiers</td>
</tr>
<tr>
<td>50,000 soldiers</td>
</tr>
<tr>
<td>Well trained</td>
</tr>
<tr>
<td>used mercenaries</td>
</tr>
<tr>
<td>best weapons</td>
</tr>
<tr>
<td>fought in straight lines</td>
</tr>
</tbody>
</table>
Graphic organizer that was given to the **beginner** ELL to take home the night before this lesson.

**Appendix V**

<table>
<thead>
<tr>
<th>Continental</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually about 10,000</td>
<td><strong>How many soldiers?</strong></td>
</tr>
<tr>
<td>no</td>
<td><strong>Previous army experience?</strong></td>
</tr>
<tr>
<td>George Washington</td>
<td><strong>Who was their commander?</strong></td>
</tr>
<tr>
<td>Limited supplies and training</td>
<td><strong>Weapons and training?</strong></td>
</tr>
</tbody>
</table>
Appendix W

<table>
<thead>
<tr>
<th>Continental</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually about 10,000</td>
<td>How many soldiers?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Previous army experience?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>George Washington</td>
<td>Who was their commander?</td>
</tr>
<tr>
<td></td>
<td>Thomas Gage</td>
</tr>
<tr>
<td></td>
<td>Weapons and training?</td>
</tr>
<tr>
<td></td>
<td>Well-supplied and well trained</td>
</tr>
</tbody>
</table>
Graphic organizer for *early production* students

**Appendix X**

<table>
<thead>
<tr>
<th>Continental</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How many soldiers?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Previous army experience?</strong></td>
<td></td>
</tr>
<tr>
<td>George Washington</td>
<td><strong>Who was their commander?</strong></td>
</tr>
<tr>
<td><strong>Weapons and training?</strong></td>
<td></td>
</tr>
</tbody>
</table>
Graphic organizer for **speech emergent** ELL’S

**Appendix Y**

<table>
<thead>
<tr>
<th>Continental</th>
<th>British</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many soldiers?</td>
<td></td>
</tr>
<tr>
<td>Previous army</td>
<td></td>
</tr>
<tr>
<td>experience?</td>
<td></td>
</tr>
<tr>
<td>Who was their</td>
<td></td>
</tr>
<tr>
<td>commander?</td>
<td></td>
</tr>
<tr>
<td>Weapons and training?</td>
<td></td>
</tr>
<tr>
<td>training?</td>
<td></td>
</tr>
</tbody>
</table>
Writing worksheet for **beginner** ELL’s

**Appendix Z**

I’m ________________________________!

We have ________________ troops in our army compared to the

(50,000 / about 10,000)

______________ that the ________________ have. We have

(50,000 / about 10,000) (Continents / British)

______________ experience then them, which could be a good or bad thing.

(more / less)

As far as for supplies we have the ________________. See you soon!

(best / worst)
Writing worksheet for **early production** ELL’s

**Appendix Z1**

<table>
<thead>
<tr>
<th>50,000</th>
<th>British</th>
<th>more experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>About 10,000</td>
<td>the best</td>
<td>less experience</td>
</tr>
<tr>
<td>Continentals</td>
<td>a limited supply</td>
<td></td>
</tr>
</tbody>
</table>

I’m ____________________________________________________________!

We have ______________________ in our army compared to the

____________________ that the ______________________ have. We have

____________________ then them, which could be a good or bad thing.

As far as for supplies we have ______________________. See you soon!
Writing worksheet for speech emergent ELL’s

Appendix Z2

Sentence Starters

<table>
<thead>
<tr>
<th>We have.....</th>
<th>I feel..........</th>
<th>The other troops...</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe....</td>
<td>I’m feeling .......</td>
<td>You won’t believe it,.....</td>
</tr>
<tr>
<td>They provided us with....</td>
<td>Our troops are......</td>
<td></td>
</tr>
</tbody>
</table>

Dear __________________,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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Example Letter

Appendix Z3

(Heading) Worthington Hooker School

New Haven, Connecticut

Dear Mom and Dad, (greeting)

(Body)

You aren’t going to believe this! We are so much more prepared than I thought we would be. Our troops out number the Continental troops 50,000 to 10,000. We have so much more experience than the Continentals. Mr. Gage trained us so much better than Mr. Washington. Britian provided us with more than enough supplies and proper training. We also have the newest weapons available to use during the war. I can’t believe they won’t back down when they don’t stand a chance.

(closing) Love,

Kyle (signature)
Checklists
## Unit: American Revolution

### Grammar and Functions Checklist

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>1,2,3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>3</td>
</tr>
<tr>
<td>Past tense</td>
<td>1,3</td>
</tr>
<tr>
<td>Present tense</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Functions</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare/Contrast</td>
<td>3</td>
</tr>
<tr>
<td>Write</td>
<td>3</td>
</tr>
<tr>
<td>Role Play</td>
<td>2</td>
</tr>
<tr>
<td>Speaking</td>
<td>1,2</td>
</tr>
<tr>
<td>Identify</td>
<td>1</td>
</tr>
</tbody>
</table>
FLA 518: Sheltered ELL Strategies Checklist

Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

<table>
<thead>
<tr>
<th>SHELTERED STRATEGIES</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I A. Build and Activate Background Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>5</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>I.C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>16,9-21</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>I D. Model (Instructions, Processes)</td>
<td></td>
<td></td>
<td>56</td>
</tr>
<tr>
<td>I E. Create Opps. To Negotiate Meaning/Check Understanding</td>
<td>5</td>
<td>25,26</td>
<td>55</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>12-15</td>
<td></td>
<td>59-62</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td></td>
<td>30+31</td>
<td>57-58</td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>2.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>5</td>
<td>25</td>
<td>55</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td></td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>III.E.. Check for Understanding</td>
<td>16-18</td>
<td>37-50</td>
<td>63-65</td>
</tr>
<tr>
<td>IV. Engage: Opportunities for Output</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Questioning and Response Strategies</td>
<td>5,6</td>
<td>27,28</td>
<td>56</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>5,6</td>
<td>37-50</td>
<td>55</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V.A. Use questions appropriate for language proficiency levels in conversations, activities, and assessments</td>
<td>6</td>
<td>37-50</td>
<td>63-65</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI A. Challenge students to produce extended talk</td>
<td>5,6</td>
<td>26,27</td>
<td>55</td>
</tr>
<tr>
<td>VI B. Model Language for Oral and Written Production</td>
<td>5</td>
<td>37-50</td>
<td>55</td>
</tr>
<tr>
<td>VI C Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td></td>
<td>37-50</td>
<td>55</td>
</tr>
</tbody>
</table>
Original Lessons
Lesson 1 (Original Lesson)

Before this lesson was taught, as a class we have been in discussion about the New England and Middle Colonies.

Before we begin class we will discuss the question: What crop is important to your city/state today? Why are these important? Share answers in a whole group setting.

Discuss key vocab.

In this lesson the students will be able to name the southern colonies and explain what key aspect was important to each colony.

Read lesson 1 p.218-224 as a class.

Answer review questions at the end of each section of the lesson.

After the reading is complete, as a class list the southern colonies and what key aspect was important to each colony.

Complete a travel brochure for a colony of choice.
Original Lesson 2: New England Town Meeting

Discuss the different types of meetings that we hear about

Review key vocabulary- repeat the words after the teacher

Read the lesson as a class and answer the review questions as a class.

Create a town meeting in the classroom. Students will play a role as if they are part of the colony.
Original Lesson 3

Before this third lesson was taught, we discussed the quarrels and conflicts such as: The Stamp Act, The Stamp Act Congress, Boston Massacre and the Boston Tea Party. This led us to our conversation about the Minutemen and Patriot’s and the Battle of Lexington and Concord.

Discuss key vocab.

In this lesson I want my students to be able to compare and contrast the Continental and British armies.

Read the lesson

Discuss the similarities and differences between the Continental and British armies.

Students will select a side and write a letter as if they were a soldier in the war.