Introduction
Land and People of the United States

Grade 5

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TSL 518
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Introduction
Title: Land and People of the United States

Grade: 5

Target Group: Mainstream Class with integrated ELL students


Goals: I want my students to know the four kinds of landforms in the United States.

I want my students to know what are natural resources and how they affect their lives.

I want my students to be able to explain how most of the people in the United States are related to immigrants.
Lesson 1
<table>
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<th>Domain / Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<tbody>
<tr>
<td>Preproduction</td>
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**Performance Indicator - Lesson 1**

- **Level 1:** Students will describe the four kinds of landforms in the United States.
- **Level 2:** Students will describe the four kinds of landforms in the United States.
- **Level 3:** Students will describe the four kinds of landforms in the United States.
- **Level 4:** Students will describe the four kinds of landforms in the United States.
- **Level 5:** Students will describe the four kinds of landforms in the United States.

**Language Objective:** The students will orally describe (in full class, in pairs, or in small groups) the four kinds of landforms.

**Content Objective:** Students will be able to describe their kinds of landforms in the United States.

**Language Objective:** Students will use integrated new content vocabulary.

**Content Objective:** Students will write a short poem independently about local landforms and places of interest similar to what was studied in the
<table>
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<tr>
<th>Task Description</th>
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<td>Reading / Writing: WRITE A POEM ABOUT LOCAL LANDFORMS</td>
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- A plateau is a landform that goes up in direction and plateaus. Goes up in direction. Hill.
- A mesa, mountain, hill.
- Valley, canyon, basin.
- An area of low land that is between two elevations in the middle, one higher lands, one lower.
- A piece of land that dips in lower.
Hook Activity: Students will be given a chance to activate prior knowledge about current landmarks they already know. Prompt: "What do I already know using this card?" Example: Mountaints - students might have seen a mountain picture cars (Pages 10-14) and visuals so students can try to make connections as they hear the words and the picture cars (Pages 10-14). Spend the first five minutes reviewing the key vocabulary terms that will be covered in the lesson. Use the visuals to help students recall the lesson. Review the goal of the lesson with the students. We will be studying landmarks and how it relates to the land around.

Lesson 1: With modifications for ELL students, I want my students to know the four kinds of landmarks in the United States.

Goals for the Lesson: I want my students to know the four kinds of landmarks in the United States.
Students will work with a partner and match the correct terms with the pictures (Appendix A & B). Students will use Graph Organizer (pages 15 & 16) (matching picture cards). Appendix A and Appendix B (pages 13 & 14) (picture cards 10.1.4)

Other students may choose to speak in their native language and compare these landmarks to their native country. Some students may choose to speak in their native language and compare these landmarks to their native country.

Vocabulary: Plain, mountain, canyon, island, delta, plateau, plains, peninsula, valley (picture cards 10.1.4)

Teacher will write question: How can we describe the area around us? Is the land high or low? How or why?

Student will write: Teacher will write: Time: 10 minutes. Please go around and ask questions to five people. 

Teacher: Teacher will write: Time: 10 minutes. Please go around and ask questions to five people.
Remember to float around the room and provide assistance to students who may be struggling and who may need additional scaffolding. Have an L1 student partner up with an L2 or L3. The goal here is for the students to continue to learn from each other.

**Speech emergent- (L4 & L5) Appendix A (only) Page 15**

Directions: Students will work individually to identify and **free draw** each landform in the appropriate box. After they have completed the task, they will partner up with another student and record their findings. Each pair will share one drawing with the class. Are my answers similar to my partner? Students will modify their answers appropriately. Again, the goal here is for the students learn from each other.

5. Make sure you circulate around the room and review questions that students may have about each landform. Many students might need some clarification on certain vocabulary terms. You might have to use hand signals or guide them to the original pictures from the beginning of this lesson in order to model so that they may understand certain terms.

6. (20 Minutes) After completing the graphic organizers. Introduce the poem *Night Journey* by Theodore Roethke to the class. First, show the **Landscape Train Picture** (page 21) to the class. Ask the class: “Based on what we know already, what do you see in this picture?” A sample answer could be: “I see mountains in the background that go up and down.” This is a nice “hook” before they start studying the poem. It will also get them excited and an opportunity for them to display what they already know!

**Beginner- see Appendix C (L1 / L2 / L3 ) page 17** Modified version of poem *Night Journey* by Theodore Roethke

**Appendix D page 18, 19, 20** – Vocabulary cards and picture cards (part 2)

Directions: students will read the poem and then use the picture cards by matching it with the vocabulary terms. Please note that the cards already have a letter to them (see letters on the actual poem as well). Students will match the letter. Students may speak in their L1 language in order to explain why the cards were placed in that certain location. They are to then write the name of the picture in their native language inside each card. This will in turn help the ELL student comprehend the poem by making a connection to their native language. Keep in mind that the poem will seem
Directions: Students will create their own acrostic poem relating to landmarks using everything they have learned thus far.

Advanced 1A & 1B - Appendix F (Page 24) - Free Verse Poem - Graphic Organizer

Beginner Early Production and Speech Emergent - see Appendix F (Page 17) & 18

Directions: Students are to read landmarks poem and fill in the blanks using the pictures that are provided around the page.
High up we went over the hills and through the woods.
The conductor stopped the train because of the mist over the hill.
Rain fell as seen around the valley from a distance.
A mountain is usually very high.
Everything was surrounded by water on the island.

Example (acrostic poem related to landforms):

Appendix B & E 26 for more information.
Previous written & Each line of the poem should consist of a word or phrase related to the topic (see the example on
so that students could have time to process the information being taught.

By incorporating pauses, rest periods, and repetition in my lessons, I felt were extremely important be able to complete the organizer.Lesson. The higher the level of the student, the less information I gave them which challenged the students to listen and understand the material covered. Students had to then use what they learned the night before and apply it to the lesson. The more challenges were given a study guide with pictures to look at the night before. There have been many modifications that I have made to this lesson. The Graphic Organizer is leveled for my students.

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

Cut out the landform pictures on the next page. Glue each landform next to its description.

- **Plain**: Flat land
- **Plateau**: Raised higher then land around it
- **Mountain**: Comes up out of earth's surface
- **Hill**: Small raised land
- **Canyon**: Crack in the earth
- **Isthmus**: Small piece of land connecting two lands
- **Island**: Surrounded by water
- **Peninsula**: Extends out into water
- **Delta**: Low water formed end of river
- **Valley**: Low land between two mountains
Mountain

Plain
Canyon

Island
Delta

Plateau
Hill

Isthmus
Landforms

Cut out the landform pictures on the next page. Glue each landform next to its description.

- Flat Land
- Raised higher then land around it
- Comes up out of earth’s surface
- Small raised land
- Crack in the earth
- Small piece of land connecting two lands
- Surrounded by water
- Extends out into water
- Low water formed end of river
- Low land between two mountains
Appendix B (L1 / L2 / L3) (matching picture cards) – note: to be used in conjunction with Appendix A
Graphic organizer for beginner ELL students
Now as the train moves west

\[ A \quad B \]
Its movement shakes the earth,

And from my bed in a railroad car

I look into the night

While others sleep

Bridges that are strong,

\[ E \]
A suddenness of trees,

I feel the mountain wind

All across what I see

A wasted place,

And a lake below my knees.

Full on my neck I feel

The straining at a curve;

\[ C \]
My muscles move with steel,

I wake in every nerve.

\[ G \quad D \]
I watch a signal light swing
A Movement
Native Language: __________
the act of moving from one place or position to another

B Shakes
Native Language: __________
move something to and fro or up and down especially in order to mix

C Muscles
Native Language: __________
a body tissue that can contract and produce movement

D Swing
Native Language: __________
to move backward and forward or from side to side while hanging from something
E
Suddenness
Native Language:_________
happening, coming, made, or done quickly, without warning, or unexpectedly: a sudden attack.

F
Straining
Native Language:_________
to draw tight or taut, especially to the utmost tension; stretch to the full: to strain a rope.

G
Signal
Native Language:_________
something (as a sound, gesture, or object) that conveys notice or warning
Appendix D - Picture Cards (part 2)

A

B

C

D

E

F

G

H
Landscape Train Picture
Early Production and Speech emergent (L4 / L5) – Appendix E - Full version of the poem *Night Journey* by Theodore Roethke with high level vocabulary definition provided in margin

**Night Journey**

by Theodore Roethke, 1941

Seeing the United States from an airplane is very different from seeing the country from a train. From a plane, mountains, lakes, and valleys look tiny and almost like toys. Through a train window, however, the geography of the land comes to life—especially when you take a ride with the poet Theodore Roethke (*rest*ˈ kə, 1908-1963). Born in Michigan, Roethke became one of the leading poets in the United States. In *Night Journey*, the poem below, Roethke describes a midnight train ride across the United States. As you read this poem, picture in your mind what Roethke is describing from his train window. Notice the different types of geographical features he passes. How do Roethke's words make you feel the land and the train as well as see them?

Now as the train bears west
Its rhythm rocks the earth,
And from my Pullman berth
I stare into the night
While others take their rest.
Bridges of iron lace,
A suddenness of trees,
A lap of mountain mist
All cross my line of sight,
Then a bleak wasted place,
And a lake below my knees.
Full on my neck I feel
The straining at a curve;
My muscles move with steel,
I wake in every nerve.
I watch a beacon swing
From dark to blazing bright;
We thunder through ravines
And gullies washed with light.
Beyond the mountain pass
Mist deepens on the pane;
We rush into a rain
That rattles double glass.
Wheels shake the roadbed stone,
The pistons jerk and shove,
I stay up half the night
To see the land I love.

Traveling by train is one of the faster ways to see the countryside. But you can also travel more slowly—by bicycle, by skateboard, or on foot. How do the feeling of movement and the look of the countryside change when you use a different form of transportation?

Appendix F- Free Verse Poem- Graphic Organizer (L4 / L5)

Name: ________________________ Date: ________________________

Night Journey

1. Close your eyes and imagine the poem. What do you see? Write down the images that are in your mind.

2. Close your eyes and picture your topic again, but this time focus only on the sounds. What are they? What are they like?

3. Write three or more verbs that show the action or actions that go with your topic.

4. What questions do you still have about this poem? Write your answers here.

5. Write three or more similes that go with the poem. Remember, a simile uses words like or as to describe someone or something by comparing it with someone or something else that is similar. Example: “She is like a rose”

6. How do you feel about the poem? Pick an adjective “describing word” that describes how you feel about the poem. Example: “The CLEVER boy”
Appendix F - L1 / L2 / L3

Name: ___________________________  Date: ______________________

Directions: Place the correct word in the following blanks.

Sizes

Hide

Island

Surrounded

Landforms Poem

Water all around me
Each and every _____________(noun)
Water all around me
A fact I cannot ________________(verb)
Yes, I am an _________________(noun)
  (noun)______________ by the sea
Out here all _______________(adjective)
I come in different ______________(noun)
Some people call me _____________(noun)
Acrostic Poem

You can easily write an acrostic poem! Use the guidelines below.

1. Select a topic for your poem.

2. Write the topic word vertically on your paper. (Be sure to capitalize each letter of the word.)

3. Start each line of the poem with the capital letters you wrote.

4. Each line of the poem should consist of a word or phrase related to the topic. See the example below using the word poem.

Play with words
Open your mind
Everything is possible
My, what a great poem I wrote!

Try your own acrostic poem below.

Example (acrostic poem related to poem and landforms):

Everything was surrounded by water on the island
A mountain is usually very high
Rainfall was seen around the valley from a distance
The conductor stopped the train because of the mist over the hill
High up we went over the hills and through the woods
Lesson 2
Lesson 2
<table>
<thead>
<tr>
<th>Domain / Topic</th>
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<th>Level 3</th>
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<td>Early Production</td>
<td>Speech Emergence</td>
<td>Expanding Fluency</td>
<td>Fluent Bridging</td>
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**Performance Indicator - Lesson 2**

- **Language Objective:** The students will describe and classify natural resources, where they come from and how they are used.
- **Content Objective:** Students will: (1) learn about natural resources, the products people make from these resources and how people find them. (2) Classify items made from renewable or nonrenewable resources. (3) Compare items made from renewable or nonrenewable resources. (4) Forming group discussions, and then by writing sentences and stories pictures within a graphic organizer, to meet the next needs of all living things, including people, by forming groups. (5) Participating in a discussion about small group talks about people and share by people and share by people, including things, including the needs of all living things, including the needs of all living things, where they come from and how they are used. The students will classify and describe natural resources, where they come from and how they are used.
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<thead>
<tr>
<th><strong>Reading/Writing</strong></th>
<th><strong>Vocabulary</strong> structures and varied grammatical forms; ideas and observations, graphic organizers and write in their own words.</th>
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<td><strong>Students will read</strong></td>
<td>Sentence structure, build simple sentences, and apply what they have learned.</td>
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<td><strong>Students will read</strong></td>
<td>Using a world bank in the bank and write independently by filling in the blanks.</td>
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<td><strong>Students will read</strong></td>
<td>Resources about natural language understanding in order to form a correct item in correct place (provided in a slide).</td>
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<td><strong>Resources</strong></td>
<td>Building pictures and vocabulary.</td>
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<td><strong>Resources</strong></td>
<td>Connection about natural language to form a correct item in correct place (provided in a slide).</td>
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<td>Nouns</td>
<td>Grammar</td>
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<td>get food; grow food; build with wood</td>
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<td>plants, animals, soil, minerals, sunlight etc.</td>
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<td>comes from the earth that we use can be used</td>
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Functional Notation: Lesson 2
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<th>Verbs</th>
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<td>wood, rubber, cloth,</td>
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Lesson 2

Lesson 2: Pre-Activity Questions (15 minutes)

(No text available on this page)
Remember to repeat and to use a lot of hand gestures.

Cards (pages 33-36) as visuals so students can make connections as they hear the word and the pictures/items.

Spent the first five minutes reviewing the key vocabulary terms that will be covered in the lesson. Use the picture cards (pages 33-36) and Appendix (A)

4) Connect the picture cards (pages 33-36) and Appendix (A) by teaching and talking with each other. Teacher will record their answers on a chart. As students start to make predictions, the item choices should be renewable or non-renewable and why. Remember to keep around the room pictures cards as you explain and made into products. Have students write a paragraph and predict if the item they choose would be renewable or non-renewable and why. Remember to keep around the room items that were not discussed (e.g., glass, aluminum, leather, wood, etc.).

Recover the rest of the overheads and review the items that were not discussed (e.g., glass, aluminum, leather, wood, etc.).

3) Hold up the items, one at a time, and ask student volunteers to first explain where they think the item originally came from (e.g., a t-shirt came from cotton that comes from a plant.). Teacher will draw and show chart on the board as students provide the answers. Then, have the student classify the item as made from a renewable or non-renewable source. Picture cards as you explain and made into products. Have students write a paragraph and predict if the item they choose would be renewable or non-renewable and why. Remember to keep around the room items that were not discussed (e.g., glass, aluminum, leather, wood, etc.).

Explain that renewable resources are replaced naturally or through human-assisted actions within a relatively short amount of time, such as potato plants, trees, etc. Non-renewable resources become limited or unavailable because they take millions of years to form. Most materials are also non-renewable.

Non-renewable resources exist on Earth in limited amounts (e.g., fossil fuels). Renewable resources, such as solar, wind, water, etc., are more abundant and are constantly being replenished.

Natural resources (overhead) explain that renewables are either non-renewable or renewable (refer to picture cards on the bottom half of the page). Tell students that all of these items are made from natural resources.

2) Put up the "Natural Resources / Appendix (A)" (pages 37 & 38) and discuss resources are either renewable or non-renewable. Ask students what items are made from these items. Tell students that all of these items are made from natural resources.

Share their findings. (Show picture card #1 and 2 page 37)

After 5 minutes of discussion, have each group

Earth and our environment (show picture card #1 and 2 page 37)

What is this item? What is it made of? Where was it made? Does it have anything to do with the item with each other? Why?

Front of the classroom and pick up item on this box and have them examine each one. Have each group discuss the item with each other. Write down each answer to do with the item with each other. Write down each answer.

and have volunteers come up to the
Appendix J (B) 3 of 3, "Renewable Resources Appendix J (B) 2 of 3, "Non-Renewable Resources Appendix J (B)"
1. Divide the class into 5 mixed groups (1-15). Give each group the following worksheet: "Everyday Items"

Nonrenewable Resources, Renewable Resources & Everyday Items

Beginner, Early Production & Speech Emergent - Appendix J (A), ""C (11-15) Pages 41-43" Title:

Directions:

Graphically organize to the students. The breakdown is as follows:

(15 minutes) - After you have completed the questioning to elicit what they have learned so far, distribute the

5 methods of handling waste put less pressure on resources use (use pollution visual card #4 page 39).

Waste resources uses comes waste, excess food, packaging, products and unwanted materials and paper waste in our landscapes.

Europe. Resources use stems from people and industries in developed countries like New Zealand, Australia, the United States and

Europe. Most of this is carbon emissions, which we rely heavily on energy, and non-renewable in nature.

Some resources are renewable like the sun (one in the room and you might want to show a picture of the sun on the board), but

Continue to explain to the students the following information:

Students will have an idea that all things are in fact related to the earth. Another student continue the discussion as each student will connect with each other ideas. By the end of this discussion,

Point to an item in the room and have a volunteer explain to the class how that item is related to the earth. Have

(Words: environment, ecosystems, natural resources, pollution, renewable resources, non-renewable resources)}
Wrap up: Take the posters and have the students sit in a circle and discuss their findings. What did you learn from this?

Communicate with each other. Each group will spend no more than 5 minutes on each poster. Teacher should be shifting between each group to ensure that everyone is engaged and has had a chance to speak.

After all groups have completed their own individual posters, have each group move to another poster and have them communicate in their native language. Students are allowed to draw or write notes as needed.

Page 44: Each student will be creating a poster including different objects that can be created from the natural resource (make sure that each group is responsible for only one natural resource and in return will be able to continue in their group and create their poster).

Table: Natural Resources Chart

Final Assessment: Carousel Activity

PART B

Instruct each group to cut out the terms and classify them by placing them into one of the two possible categories:

1. Renewable or non-renewable resources
2. Give each group a pair of scissors and glue
3. Have each group cut out the terms in Spanish as well.
4. Have each group explain to the class why they chose those answers.

Note: I have included the directions in Spanish as well.
Simply guiding the discussion.

Activity? Remember that the students are in charge of their own learning. The teacher will act as the facilitator.
Environment
The surroundings in which people, plants, and animals live

Ecosystem
Is all the living and nonliving things in a certain area
Natural Resources
Things that come from nature (the natural environment) and are the living and nonliving components that support life on earth.
Pollution

The introduction of harmful substances or products into the environment

#4
Natural Resources

NONRENEWABLE
- Fossil Fuels
- Minerals

RENEWABLE
- Plants
- Animals

Everyday Items Made from Natural Resources

- Gas
- Motor oil
- Water
- Juice
- Canned tuna
- Cap
- Milk
- Chair
- Drink
- Fruits and vegetables
- Eggs
Nonrenewable Resources
Recursos No Renovables

Directions: Glue examples of items made from nonrenewable resources here.

Instrucciones: Pegue aquí los ejemplos de artículos hechos de recursos no renovables.

Name: ___________________________ Date: __________________
Directions: Glue examples of items made from renewable resources here.

Instrucciones: Pegue aquí unos ejemplos de artículos hechos de recursos renovables.
Everyday Items

Directions: Cut out each item and decide whether it is made from a renewable or nonrenewable resource.
## Appendix K (Carousel Activity)

### Student's Page

**NATURAL RESOURCES CHART**

<table>
<thead>
<tr>
<th>Natural resource</th>
<th>Object made by people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plants</td>
<td><img src="image" alt="Tree" /></td>
</tr>
<tr>
<td>Animals</td>
<td><img src="image" alt="Rabbit" /></td>
</tr>
<tr>
<td>Soil</td>
<td><img src="image" alt="Soil" /></td>
</tr>
<tr>
<td>Minerals</td>
<td><img src="image" alt="Mineral" /></td>
</tr>
<tr>
<td>Energy sources</td>
<td><img src="image" alt="Energy Tower" /></td>
</tr>
</tbody>
</table>

Names: ___________________________  Date: ___________________________
Environment

Climate and vegetation are parts of our environment. The environment is all the surroundings in which people, plants, and animals live.

Natural Resources
Natural resources can be renewable or nonrenewable. Renewable resources, such as trees, can be replaced. Nonrenewable resources, such as minerals, cannot be replaced. Fossil fuels such as coal, oil, and natural gas are also nonrenewable. They are formed from plants and animals.

Land Use and Natural Resources of the U.S.

Map Skill
1. In which states is iron found?
2. What is a natural resource of Florida?

1. Minnesota, Wisconsin, Alabama
2. Fish, forest, and farmland
ECOSYSTEMS

Our environment is divided into many smaller special environments called ecosystems. An ecosystem is all the living and nonliving things in a certain area. Soil, water, tiny plants called algae (AL-je), insects, fish, and frogs, are some of the things that make up the ecosystem of a pond.

The six major kinds of ecosystems are croplands, forests, coasts and oceans, urban and suburban areas, arid and rangeland areas, and freshwater areas.

Ecosystems are in a biological balance. The living and nonliving things in an ecosystem affect one another. For example, in a pond, many animals get their food from pond plants. The plants get nutrients from the pond and energy from the sun. Without the plants, the animals could not live there. Sometimes pollution can threaten this balance. Pollution is unclean matter.

Diagram Skill

1. What kinds of insects live in or near ponds? dragonfly, waterbug
2. Which plants are found in ponds? cattail, waterlily

How do people change their environment?
Natural resources are things that come from nature (the natural environment) and are the living and nonliving components that support life on Earth. They can be classified into seven categories: plants, animals, soil, minerals, energy sources (e.g., sunlight, fossil fuels), air, and water.

All products that we use everyday come from Earth's natural resources, which provide the raw material for the products that people make. For example, iron ore is the raw material in the natural resources category mineral, and people use iron ore to make steel. Steel is used to make cars, appliances, and many other products. Trees are natural resources classified as plants, and people use trees for lumber to build houses and other structures; they also use a tree's pulp to make paper.

This unit introduces students to different categories of natural resources and ways some natural resources are used by people to make a variety of products (which often end up in a landfill). Since natural resources are required by all living things, humans are also totally dependent on natural resources, such as air, water, plants, and animals, for their survival.

In this unit, natural resources are classified into seven categories, which are briefly described below. The category of energy sources can be further subdivided into sunlight, fossil fuels, and other energy sources (e.g., wind, hydro-power). Ways that people depend on these categories of natural resources are further described in Lesson 2.

**PLANTS**—Plants are living things that can produce their own food. Trees, shrubs, grasses, seaweed, and some microscopic algae are examples of plants. Green plants produce oxygen. They also produce food for animals that eat plants.

**ANIMALS**—Most animals can be defined as living things that rely on other organisms for food. Animals have a nervous system and can usually move on their own. Examples of types of animals are: mammals (includes humans), birds, reptiles, amphibians, fish, and invertebrates, such as insects, spiders, and worms. Some microscopic living things are also classified as animals.

**SOIL**—Soil is a mixture of minerals from weathered rock and decaying plant and animal matter. It also consists of microscopic living things, such as bacteria and fungi. Most plants that live on land need soil in which to grow, and soil provides water and nutrients to plants. Many animals live on or in soil.

**MINERALS**—Minerals are naturally occurring substances that originally came from rock, such as phosphorous, bauxite, iron, salt, gold, silver, copper, and potassium. Many minerals are essential for the healthy growth of plants and animals, and plants absorb minerals that are dissolved in water. Animals must obtain needed minerals by eating plants or by eating other animals that have eaten plants.

**AIR**—Animals need oxygen in the air to breathe, and plants use carbon dioxide in the air in the process of photosynthesis. The gases are recycled through plants and animals.

**WATER**—Plants use water when manufacturing their food, and animals drink or absorb water to maintain bodily functions. Some animals live in water, and some use it as a place from which to get food, to seek protection, or to cool off. Fresh water on land is replenished by the water cycle and is essential to all living things.

**ENERGY SOURCES**
- **Sunlight**—The energy derived from sunlight is used by green plants for photosynthesis. Sunlight also powers the water cycle by evaporating water from land and surface water. Note that “sunlight” is not addressed in this unit, because the lessons focus on the connections among natural resources, manufactured items, and solid waste.
- **Fossil Fuels**—Fossil fuels include crude oil, coal, and natural gas. The fossil fuels we are using now originated from partially decayed plants and animals that lived millions of years ago. In this unit students are introduced to crude oil. The crude oil that we are presently using came from marine plankton that lived millions of years ago. These marine plants died, and through time and tremendous pressure and heat created by layers of rock that trapped the plants, crude oil was formed.
Making these modifications gives all of my students the opportunity to achieve the same goal even though they are using different methods of learning.

The response:
and facial expressions to help convey ideas and concepts (a) use of semantic expansion technique to clarify or add to language proficiency; (b) use of frequent repetitions of key words and ideas; (c) use gestures, body language, and multi-level strategies in order for all my students to actively participate in the activity at their own level of language proficiency.

I adjusted my language to students' language proficiency and comprehension level during the lesson.

As you can see, throughout this lesson there were several modifications that I made for my ELL students in the class:

Narrative Lesson 2
Lesson 3
Lesson 3
**Content Objective:** Students will be able to explain how most of the people in the United States are related to immigrants.

**Language Objective:** The students will: 1) understand the concept of immigration through pictures, reading and writing 2) Analyze a verse from the poem "The New Colossus" by Emma Lazarus by writing notes, defining words, translating metaphors and figurative language, and be able to find the deeper meaning of a verse.

**Performance Indicator – Lesson 3**

<table>
<thead>
<tr>
<th>Domain / Topic</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluency Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Speaking:</strong> Students will describe immigration and how immigrants contribute to cultural diversity in the United States by presenting their group assignments to the class</td>
<td>Students will describe immigration and how immigrants contribute to cultural diversity in the United States and lead a discussion (each student will speak in full detail about immigration and make a connection from each other using abstract and cognitive demanding ideas) in small groups</td>
<td>Students will describe immigration and how immigrants contribute to cultural diversity in the United States and share by participating in a small group discussion about immigration</td>
<td>Students will describe immigration and how immigrants contribute to cultural diversity in the United States and share by participating in a small group discussion about immigration using a discussion guide and sentence starters.</td>
<td>Students will describe immigration and how immigrants contribute to cultural diversity in the United States and share by participating in a small group discussion and repeating short phrases about immigration. They will respond with short yes/no answers. Students are allowed to use L1 if needed.</td>
<td></td>
</tr>
<tr>
<td><strong>Reading / Writing:</strong> Analyze the poem &quot;The new Colossus&quot; by Emma Lazarus by writing notes, defining words, and translating it into their own meaning - making a text-to-self connection</td>
<td>Students will read and write in their graphic organizers independently using a series of connected sentences using varied grammatical structures and vocabulary</td>
<td>Students will read and write independently using sentence starters with word / phrase banks</td>
<td>Students will read and write independently by filling in the blanks using a word bank in order to gain understanding about natural resources</td>
<td>Students will read and write independently by putting pictures and vocabulary (provided in a side margin) and place them in correct order to form a connection about natural resources</td>
<td></td>
</tr>
</tbody>
</table>
### Functional Notation - Lesson 3

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expression</th>
<th>Words</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe</td>
<td>Students describe things immigrants might bring to the new world and name some reasons why they emigrated to the new world</td>
<td>An immigrant might choose to leave their native country because of <em><strong>1</strong></em> and they might also bring with them <em><strong>2</strong></em>.</td>
<td>1. New opportunities, natural disasters, they didn't like their current leader, they were discriminated against 2. A passport, Diseases that they acquired from their native country, new traditions, new ideas, new visions for a brighter future</td>
<td>Nouns</td>
</tr>
<tr>
<td>Writing</td>
<td>Students will analyze Emma Lazarus' poem <em>The New Colossus</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My group thought this section of the poem spoke a lot about 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>We thought the word &quot;welcome&quot; had many meanings such as 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Opportunities that were given to the new immigrants that had arrived in the new world, such sadness that these immigrants had gone through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Freedom, a new beginning, a different journey in life, a new hope.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson 3

Lessons with modifications for ELL students.

Goals for the lesson: I want my students to be able to explain how most people in the United States are related to immigrants

1. Review the goals of the lesson with the students. We will be studying about immigration and we are going to analyze Emma Lazarus' poem The New Colossus

2. **Hook**-You want to get the students excited about this lesson. Divide the class into five groups. Mix all levels of students in each group (L1-L5). The idea is to have all students working together. Have each group answer the following question: **How does life change for people when they move to America? Give two reasons.** L1 students may communicate in their L1 language or use drawings to represent their answers.

   **Teacher:** Elicit information from the students to complete a T-chart from each group. Teacher might want to emphasize and review the following vocabulary and sentence structures: **Before I came to America, I...; After I came to America, I...; past verbs as needed based on student answers (see example T-Chart on Page 56)**

3. As students are providing teacher with the answers, continue to review key vocabulary terms that will be covered in the lesson. Remember to point to the vocabulary and connect their own ideas to this lesson. Use the **pictures cards (pages 58-60)** as visuals so students can make connections as they share their own experience. English language learners will be contributing a lot to this lesson. Others might share their own stories they have previously heard at home from their parents or grandparents. Some might have previously seen something on television.

   **Words:** **Immigrant, symbolism, freedom (picture card on pages 52-54)**

4. **(10 min)** For the next ten minutes I would like to activate student prior knowledge by asking real world questioning. Write on the board the word “immigrant” (also place the picture card on the board for a visual in order to help the
students). Ask students to turn and talk to a partner and discuss what they already know about immigrants who came to the United States.

Example: What is an immigrant? (Recall details from the picture cards pages 58-60) Ask your students to brainstorm a definition for the word, and jot down their ideas. Ask your students to share their ideas on what exactly an immigrant is. Jot down your students’ ideas on the board; guide students to realize that an immigrant is a “person who leaves the country in which they were born to permanently settle in another country.” What are some examples of cultural items that immigrants have brought to the United States? (make inferences). If students are still having difficulty, have them explain the picture. What are the immigrants carrying? What do you see in the background?

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

Beginner and Early Production- Appendix M- L1, L2, L3 (page 61)- Students will match the pictures that an immigrant might have brought to the United States. Students should be using high level thinking here...they must be able to explain why they chose that answer. Allow students to use their native language and share some of their own personal stories. Example: Disease- there could have been an epidemic in their native country that caused them to leave and sometimes they could have brought it into the United States. Allow students to share in their native language.

Speech Emergent- Appendix O- L4 & L5 (page 57)- Students are to form structured sentences regarding reasons why people choose to emigrate (leave) their native country.

Have students share out their findings with the class. Have students connect their ideas with each other. Example: Does everyone agree with the Jonny just said? Why or why not?
PART B

4) (15 Min) Before: Show the photo of the Statue of Liberty (page 57). Discuss how the Statue of Liberty is a symbol of freedom (use previous picture card on page 58 and 60 for this). How does the picture of the Statue of Liberty, Immigrants, and freedom all related? Record students’ answers on the board.

During: Introduce the poem *The New Colossus* by Emma Lazarus. Explain who she was. Using an overhead projector, analyze the first two lines of the poem. Use think aloud and inferring strategies here. As the teacher, you will model what the students should be thinking as they are reading the poem. Have students work in groups. Each group will analyze a section of the poem. Tell students to analyze the poem carefully and draw conclusions as to what they think the stanza might mean. Remember to allow L1 and L2 students to speak in their native language. Use a lot of hand gestures and repeat the directions several times. Some students will be able to make a text-to-self connection here by relating it to their own lives.

**Assessment**: teacher will allow every group to present their findings to the class. Teacher will write translation down on a chart paper. Allow students to ask questions. Did other groups come up with the same ideas? Did some students make a text-self-connection? Go over the findings as a class in the end. Have each student raise their hand and explain what they learned today.

**Beginner- See Appendix P (page 63)** – students will use the pictures as an aid in understanding the text. They will then draw a picture describing what the poem meant to them.

**Early Production – See Appendix Q (page 64)** – students will fill in the open-ended response

**Speech Emergent– See Appendix R & S (two groups Page 60 & 61)** – students will form complete sentences by describing what the poem meant to them. This group will also complete a Four Corners Vocabulary activity.
Four Corners Vocabulary

1) Both speech emergent groups will be assigned three (tier 2) vocabulary words from their section of the poem
2) In their group, they will fold a piece of paper in four sections and label each section (see below)
3) They will use a computer and dictionary in order to complete this activity.

<table>
<thead>
<tr>
<th>Write the word clearly</th>
<th>Draw a picture that shows the meaning of the word.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the word in a sentence that reflects a fact that you learned during the lesson</td>
<td>Write the definition of the word</td>
</tr>
</tbody>
</table>

Speech Emergent Group A (see directions above) - Four Corners Vocabulary: huddled, ancient, pomp

Speech Emergent Group B (see directions above) - Four Corners Vocabulary: wretched, teeming, tempest

PART C

As a final assessment, have students partner up- one student from L5, L4 partner up with an L1, L2 or L3 student. Have them communicate with each other their findings. What did they discover together? Teacher will then gather the whole class in a circle and have them share out their findings. What did we learn from this poem? Who had a personal connection to it? Did anyone still have questions about it?
<table>
<thead>
<tr>
<th>Life before Coming to America</th>
<th>Life after Coming to America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before I came to America, I ...</td>
<td>After I came to America, I ...</td>
</tr>
<tr>
<td>Before I came to America, I ...</td>
<td>After I came to America, I ...</td>
</tr>
<tr>
<td>Before I came to America, I ...</td>
<td>After I came to America, I ...</td>
</tr>
<tr>
<td>Before I came to America, I ...</td>
<td>After I came to America, I ...</td>
</tr>
<tr>
<td>Before I came to America, I ...</td>
<td>After I came to America, I ...</td>
</tr>
</tbody>
</table>
Picture Cards- Lesson 3

Immigrants
Symbolism
Freedom
Directions: Match the following items that an immigrant might have brought to the United States.
Directions: Analyze the following verse from the poem “The New Colossus” by Emma Lazarus. Write notes, define words, and translate metaphors and figurative language. Find the deeper meaning of this verse. Note: You will be graded on this.

Here at our sea-washed, sunset gates shall stand

A mighty woman with a torch, whose flame

Is the imprisoned lightning, and her name "Mother of Exiles."

Draw a picture describing what it means to you.

How does this reading make you feel? Check one

Happy _____  Sad _____  Excited _____
Directions: Analyze the following verse from the poem "The New Colossus" by Emma Lazarus. Write notes, define words, and translate metaphors and figurative language. Find the deeper meaning of this verse. Note: You will be graded on this.

From her deacon-hand

Gloows world-wide welcome; her mild eyes

command

The air-bridged harbor that twin cities frame.

My group thought this section spoke a lot about ________ because __________

We thought the word "welcome" meant _______________
Directions: Analyze the following verse from the poem "The New Colossus" by Emma Lazarus. Write notes, define words, and translate metaphors and figurative language. Find the deeper meaning of this verse. Note: You will be graded on this.

"Keep ancient lands, your storied pomp!

Cries she

With silent lips. "Give me your tired, your

poor,

Your huddled masses yearning to breathe free,

Our thoughts on the is section of the poem spoke about _________
Speech emergent- Appendix S

Name ___________________________ Date ______

Directions: Analyze the following verse from the poem "The New Colossus" by Emma Lazarus.
Write notes, define words, and translate metaphors and figurative language. Find the deeper
meaning of this verse. Note: You will be graded on this.

The wretched refuse of your teeming
shore. Send

these, the homeless, tempest-tost to me,

I lift my lamp beside the golden door!”

Our thoughts on the is section of the poem spoke about __________
____________________________________________________________________

66
The New Colossus

by Emma Lazarus, 1883

Emma Lazarus’s poem “The New Colossus” is engraved on a plaque inside the Statue of Liberty. The poem celebrates the spirit of acceptance and appreciation of diverse cultures that many feel is the most remarkable thing about our country. “The New Colossus” was written by Lazarus as a tribute to the Statue of Liberty. Designed by Frederic-Auguste Bartholdi, the statue was given to the United States in 1886 by France, as a symbol of the friendship between the two countries. Yet the poem, which is now almost as famous as the statue itself, did not attract much attention until the 1930s, when America became a haven for many people fleeing the horrors of World War II. What might the phrase “Mother of Exiles” mean?

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door.”

The poet compares the Statue of Liberty to the Colossus of Rhodes, a huge monument known as one of the Seven Wonders of the World. The Colossus of Rhodes was built as a symbol of the power of the mighty Greek empire. What does the “new Colossus” stand for? Why does the poet contrast the two statues?

Every student was given the chance to analyze a very complex poem with the aid of pictures, graphic organizers, and sentence starters. Not only do they learn the information, but they get a chance to explore language and listen to others as they talk.

Giving students the opportunity to discuss their findings with their peers felt was an important piece of the learning process.

Towards the second half, I felt that linking the students' prior knowledge to new information could be a huge gain for my ELL students.

This lesson was very important, so it might be a little more "teacher centered" in the beginning followed by a gradual release

Narrative
Original Lessons
Marcelo Sousa
FLA 518
1/27/14
Professor: Lorrie Stoops Verplaeste
Assignment: Unit Selection Introduction

Title: Land and People of the United States
Grade: 5th
Target Group: Mainstream Class with integrated ELL students
Source of written reading materials: Poem The New Colossus by Emma Lazarus, 1883, poem, Night Journey by Theodore Roethke, 1941
Goals: 1) Students will be able to describe four kinds of landforms in the United States.
       2) I want my students to know what are natural resources and how they affect their lives.
       3) I want my students to be able explain how most of the people in the United States are related to immigrants.
Lesson 1
Subject: Social Studies
Lesson Plan Title: Landforms
Length of Lesson: 45 mins.

Introduction 10 minutes

Activate prior knowledge. Have students describe the landforms in the area they live in. Is the land hilly or flat? High or low? Write their descriptions on a chart.

Read Night Journey pp. 2-3 of the Read-Aloud Anthology. Use the activity on pg. 138. After the reading, students should be able to recognize how the poet uses the image of a moving train to help us to see and feel the diverse geography of the United States. Were these descriptions similar to what we came up with in our chart? What can we add?

Teach 15 minutes

Introduce the names of the four main landforms. Have students look up each name in the glossary so that they will be able to identify examples of these landforms in the pictures.

Students should discuss the types of land and vegetation shown in the photographs. Ask students which of these landforms they would most like to visit. Why?

Assessment 25 minutes

Exit Slip - Students are to write a short poem about local landforms and places of interest similar to Night Journey. Students should read this report to the class.

Students will make a travel brochure (at home for homework), including important facts about the land and vegetation.
Lesson 2  
Subject: Social Studies  
Lesson Plan Title: Environment  
Length of Lesson: 45 mins.

**Introduction** 10 minutes

Activate prior knowledge. Ask students what they already know about the terms *environment*, *natural resources*, and *ecosystem*. Teacher will make a KWL chart with the class.

Make inferences- Why is it possible to replace oil, coal, and natural gas quickly?

**Teach** 15 minutes

Have students discuss climate, vegetation, and natural resources in their environment. Present students with a map of the United States. Ask the following questions: Which state has the most sources of oil? How can a state benefit from having natural resources?

Students will complete practice and Activity Book, p.8 (guided by the teacher) – Teacher will review the six questions in detail with the class.

Focus questions: What is an ecosystem? (recall details)  
 Why is it important that pollution be limited or stopped? (draw conclusion)

**Assessment** 25 minutes

Have students work in small groups to create a poster of the natural resources they use. Ask some students to create illustrations. They might show different styles of dwellings and symbols for natural resources. Ask students to list natural resources on the poster. When students are finished, encourage them to share their work with the class.
Lesson 3
Subject: Social Studies
Lesson Plan Title: The American People
Length of Lesson: 45 mins.

Introduction 10 minutes

Activate prior knowledge. Write the word immigrant on the board. Ask students to tell what they know about immigrants who came to the United States. Focus questions: Who are the only people in the United States who did not emigrate from another country?

Teach 15 minutes

The American People- Have students discuss how immigrants contribute to cultural diversity in the United States. Offer students some examples, such as ethnic foods or musical influences from Africa and Europe in American jazz and rock music.

Focus questions: What is an immigrant? (recall details)
What are some examples of cultural items that immigrants have brought to the United States? (make inferences)

Read The New Colossus, p.4 of the Read-Aloud Anthology. Use the Activity on p. 138

- Have students find evidence in the poem that states how the poem helped make the Statue of Liberty a symbol of the United States’ commitment to welcoming immigrants. They will share their ideas with each other.

Assessment 25 minutes

Have students work in small groups to design a monument that symbolizes an ideal that is important to them. You might also wish to have them construct models based on their designs. Encourage volunteers to share their designs or models with the class.
Night Journey

by Theodore Roethke, 1941

Seeing the United States from an airplane is very different from seeing the country from a train. From a plane, mountains, lakes, and valleys look tiny and almost like toys. Through a train window, however, the geography of the land comes to life—especially when you take a ride with the poet Theodore Roethke (reth' kē, 1908-1963). Born in Michigan, Roethke became one of the leading poets in the United States. In Night Journey, the poem below, Roethke describes a midnight train ride across the United States. As you read this poem, picture in your mind what Roethke is describing from his train window. Notice the different types of geographical features he passes. How do Roethke's words make you feel the land and the train as well as see them?

Now as the train bears west
Its rhythm rocks the earth,
And from my Pullman berth
I stare into the night
While others take their rest.
Bridges of iron lace,
A suddenness of trees,
A lap of mountain mist

**bears:** heads

**Pullman berth:**
bed in a railroad car
All cross my line of sight,
Then a **bleak** wasted place,
And a lake below my knees.
Full on my neck I feel
The straining at a curve;
My muscles move with steel,
I wake in every nerve.
I watch a **beacon** swing
From dark to blazing bright;
We thunder through **ravines**
And **gullies** washed with light.
Beyond the mountain pass
Mist deepens on the **pane**;
We rush into a rain
That rattles double glass.
Wheels shake the **roadbed stone**, The **pistons** jerk and shove,
I stay up half the night
To see the land I love.

*Traveling by train is one of the faster ways to see the countryside. But you can also travel more slowly—by bicycle, by skateboard, or on foot. How do the feeling of movement and the look of the countryside change when you use a different form of transportation?*

The New Colossus

by Emma Lazarus, 1883

Emma Lazarus’s poem “The New Colossus” is engraved on a plaque inside the Statue of Liberty. The poem celebrates the spirit of acceptance and appreciation of diverse cultures that many feel is the most remarkable thing about our country. “The New Colossus” was written by Lazarus as a tribute to the Statue of Liberty. Designed by Frederic-Auguste Bartholdi, the statue was given to the United States in 1886 by France, as a symbol of the friendship between the two countries. Yet the poem, which is now almost as famous as the statue itself, did not attract much attention until the 1930s, when America became a haven for many people fleeing the horrors of World War II. What might the phrase “Mother of Exiles” mean?

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
“Keep, ancient lands, your storied pomp!” cries she
With silent lips. “Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door.”

The poet compares the Statue of Liberty to the Colossus of Rhodes, a huge monument known as one of the Seven Wonders of the World. The Colossus of Rhodes was built as a symbol of the power of the mighty Greek empire. What does the “new Colossus” stand for? Why does the poet contrast the two statues?

Our Natural Resources

Use the picture below to complete the activity. For help, refer to pages 12 to 15 in your textbook.

1. Paper is made from trees. Which natural resource did the boys use in making their airplanes?

2. Name two other objects in the picture that are made from this natural resource.

3. Which word describes a major threat to this natural resource? (Circle one)
   - ecosystems
   - pollution
   - soil

4. List three ways this natural resource benefits people.

5. Name four other kinds of natural resources found in the United States.

6. What is conservation?
Environment

Climate and vegetation are parts of our environment. The environment is all the surroundings in which people, plants, and animals live.

**NATURAL RESOURCES**

Natural resources can be **renewable or nonrenewable.** Renewable resources, such as trees, can be replaced. Nonrenewable resources, such as minerals, cannot be replaced. **Fossil fuels** such as coal, oil, and natural gas are also nonrenewable. They are formed from plants and animals.

Land Use and Natural Resources of the U.S.

**Map Skill**

1. In which states is iron found?
   1. Minnesota, Wisconsin, Alabama

2. What is a natural resource of Florida?
   2. fish, forest, and farmland
ECOSYSTEMS

Our environment is divided into many smaller special environments called **ecosystems**. An ecosystem is all the living and nonliving things in a certain area. Soil, water, tiny plants called algae (AL je), insects, fish, and frogs, are some of the things that make up the ecosystem of a pond. The six major kinds of ecosystems are croplands, forests, coasts and oceans, urban and suburban areas, arid and rangeland areas, and freshwater areas.

Ecosystems are in a biological balance. The living and non-living things in an ecosystem affect one another. For example, in a pond, many animals get their food from pond plants. The plants get nutrients from the pond and energy from the sun. Without the plants, the animals could not live there. Sometimes **pollution** can threaten this balance. Pollution is unclean matter.

**Diagram Skill**

1. What kinds of insects live in or near ponds? dragonfly, waterbug
2. Which plants are found in ponds? cattail, waterlily
Checklists
Write the page numbers and any other identifying features to identify those parts of your lessons that employ the following strategies.

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## Unit: Land and People of the United States

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