Introduction
Hamden and Community: Landmarks
Third Grade
Mainstream Classroom with Integrated ELL Students

Learning Goals

- I want my students to know the importance of informational sources to the understanding of their history.
- I want my students to know the significance of their local history to their community today.
- I want my students to know what a landmark is and how our landmarks have changed or stayed the same over time.
- I want my students to know what a brochure is and how it is used.

**NOTE:** These lessons were taken from a much larger unit and therefore do not complete these learning goals to their full fruition.

Reading Materials

Other Resources
Lesson 1
<table>
<thead>
<tr>
<th>Task/Domain</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluent 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>(Written in Small groups) (Oral in Whole Group) Define a landmark.</td>
<td>In a small group, create an accurate and specific written definition of a landmark. As a whole group, orally give an accurate definition and explain their reasoning.</td>
<td>In small groups, create a personal written definition of a landmark. As a whole group, orally give a definition of a landmark in a full sentence.</td>
<td>In small groups, create a personal written definition of a landmark by rewording an accurate definition. As a whole group, orally give a landmark definition in phrases.</td>
<td>In small groups, draw a picture definition, and copy the written definition of a landmark. As a whole group, orally give a landmark definition in one or two words.</td>
<td>In small groups, draw a picture as a definition of a landmark, and copy a simple written definition. As a whole group, orally repeat back a simple landmark definition</td>
</tr>
<tr>
<td>(Oral in whole group) Describe the importance of a landmark.</td>
<td>As a whole group and in quick turn and talk, orally and in full sentences give a reason why landmarks are important.</td>
<td>As a whole group and in quick turn and talk, orally in phrases or short sentences give a reason why they think landmarks are important.</td>
<td>As a whole group and in quick turn and talk, orally use sentence starters and fill in the blanks to describe why they think landmarks are important.</td>
<td>As a whole group and in quick turn and talk, orally use sentence starters with a phrase bank (on handout) to fill in why they think landmarks are important.</td>
<td>As a whole group and in quick turn and talk, orally repeat the importance of a landmark.</td>
</tr>
<tr>
<td>(Oral in whole group) Identify examples of famous landmarks and determine what types of landmark they are.</td>
<td>Orally identify a landmark, determine its type, and explain why.</td>
<td>Orally identify a landmark, and determine its type in full sentences.</td>
<td>Orally identify a landmark and determine its type in short sentences/phrase.</td>
<td>Orally identify a landmark and determine its type in a word.</td>
<td>Orally identify a landmark by memory or by reading its caption, and determine its type by pointing to the category and repeating the category name.</td>
</tr>
<tr>
<td>(Orally/Written in small groups) Find examples of</td>
<td>Orally in a small group, give an example of a landmark in a full</td>
<td>Orally in a small group give an example of a landmark in short</td>
<td>Orally in a small group give an example of a landmark in a few</td>
<td>Orally in a small group give a one-word example of a landmark</td>
<td>In a small group copy other group members' examples of landmarks and repeat</td>
</tr>
</tbody>
</table>
### Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>A landmark</td>
<td>(I think that) a landmark is a(n) place; where</td>
<td>1. Important, unique, historical, crowded, memorable, pretty, cool</td>
<td>General Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em><strong>1</strong></em> place; where <strong>2</strong>_</td>
<td>2. People visit, something happened, people learn, people do things, people lived</td>
<td>Adjectives</td>
</tr>
<tr>
<td>List; give examples</td>
<td>Well known landmarks; landmarks in Hamden</td>
<td>A(n) <em><strong>1</strong></em>, landmark is <em><strong>2</strong></em>. A place that could be a landmark is a(n) <em><strong>3</strong></em>_.</td>
<td>1. Famous, important, Hamden</td>
<td>General/ Specific Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. The statue of liberty, the white house, the Brooklyn bridge; Eli Whitney House, Sleeping Giant, East Rock, Times Square</td>
<td>Adjectives, Locations, Nouns, Past Tense, Being verbs</td>
</tr>
<tr>
<td>Explain</td>
<td>The importance of a landmark</td>
<td>A landmark is <em><strong>1</strong></em> because _<strong>2</strong>.</td>
<td>1. Special, unique, important</td>
<td>General Reference, Consequential conjunction, Adjectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. It has history, it stands for something, important people used to live there</td>
<td></td>
</tr>
</tbody>
</table>
# Lesson One Plan

<table>
<thead>
<tr>
<th>Grade: 3</th>
<th>Lesson One: Hamden and Community: Landmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Time: 50 Minutes</td>
<td>Source: Original</td>
</tr>
</tbody>
</table>

### Materials
- Landmark Picture Cards
- Landmark Notes Handout

### Content Objectives (SWBAT)
- Define a landmark and its importance.
- Identify and classify well-known landmarks.
- Give examples and classify landmarks in Hamden or Connecticut.

### Lesson Preparation
- **Board setup:** While students are separating into groups, visuals of different landmarks around the world and in the United States are posted on the board (See Page 5-6) with the title ‘Landmarks’ written above.
- **Grouping:** Before the lesson begins, the teacher will divide up students into groups of three based on proficiency level. Levels 1 and 2 will be together, and levels 3, 4 and 5 will be together.

### Initiation
- The teacher will prompt the students by pointing at the picture and asking for a show of hands of how many students have seen (pointing at eyes) the landmark before. The teacher will then draw a picture of eyes and write down how many students had their hands raised. After passing out level modified by handouts (See Pages 9-14), the teacher will then prompt students for the meaning of the word landmark by writing and posing the question, clearly and slowly, ‘What is a landmark?’ Students will talk together in small groups to create their own personal definition of a landmark in response to the prompt. *(8 min)*
  - I.5: Create an accurate/specific written definition of a landmark and explain reasoning.
  - I.4: Create a personal written definition of a landmark.
  - I.3: Create a personal written definition of a landmark through rewording.
  - I.1: Draw picture definition, and copy a simple written definition of a landmark.

### Lesson Development
- After small group discussion, the teacher will record student made definitions of a landmark on the board in a graphic organizer. In this graphic organizer (See Page 7), one side will say: “A landmark is...” and the other side will list the main characteristics given in student definitions.
  - I.5: Define a landmark and explain their reasoning.
  - I.4: Define a landmark in full sentences.
  - I.3: Define a landmark in phrases
  - I.2: Define a landmark in one or two words
  - I.1: Repeat back a simple definition of a landmark.
• After students give their definitions, the teacher will have students repeat back: “A landmark is an important place.” (10 m)
• A last column of the graphic organizer will be labeled, “A landmark is important because...”. After receiving student definitions, this section of the graphic organizer will be filled in based on student responses. The teacher will prompt slowly and clearly, “Why do you think landmarks are important?” Then initiate a turn and talk for one minute, which will be followed by asking for student responses. After student responses, students will repeat back the reasons they have given for landmark importance. (5 m)

L5: Give a reason why landmarks are important in full sentences.
L4: Give a reason why landmarks are important in phrases or short sentences.
L3: Give a reason why landmarks are important using sentence starters and landmark definitions.
L2: Give a reason why landmarks are important using sentence starters with a phrase bank (on handout).
L1: Repeat the importance of a landmark.

• The teacher will give a picture walk of American Landmarks by Thomas Paradis as a whole group, by reading off some of names of the examples in the book and showing the picture (See Page 8). Another graphic organizer will then be used for the type of landmarks (See Page 7) Students will be prompted for landmark names using landmark picture cards (See Pages 5-6) of specific landmarks found in the book. (3 m)
• The teacher will do a think aloud holding up a landmark picture card of the white house and asking what kind of landmark it is. The teaching will walk up to the graphic organizer and ask if it would fit into each category and why. The teaching will say that a monument is a place that was built to celebrate or remember history, but say that the white house was built as a house for the president to live and not to celebrate or remember history so the white house must just be a historical place. (5 m)

• As a whole group, students will identify the pictured landmark and sort the landmark picture cards into types of landmarks. (6 m)

L5: Identify a landmark, determine its type, and explain why.
L4: Identify a landmark, and determine its type in full sentences.
L3: Identify a landmark and determine its type in short sentences/phrase.
L2: Identify a landmark and determine its type in a word.
L1: Identify a landmark by memory or caption, and determine its type by pointing. Repeat the type name.

• The students will then work together in small groups to brainstorm some landmarks found in Hamden or Connecticut. All groups will be provided with pictures of Hamden/Connecticut landmarks without captions. Each group will write their responses on sticky notes and attach it to the photo if available. (7 m)

L5: Give an example of a landmark in a full sentence and write it down.
L4: Give an example of a landmark in short sentences/phrases and write it down.
L3: Give an example of a landmark in a few words and write it down.
L2: Give a one-word example of a landmark and write it down.
L1: Give one-word example of landmark or copy examples of landmarks and repeat them aloud.

Closure

• Students will post Hamden and Connecticut landmarks in their correlating category in the same landmark type graphic organizer (6 m).

L5: Give an example of a landmark, and determine its type in full sentences
L4: Give an example of a landmark and determine its type in short sentences/phrases
L3: Give an example of a landmark and determine its type in a few words.
L2: Give an example of a landmark and determine its type in one word.
L1: Give/repeat an example of a landmark and place a sticky-note with the name under the proper landmark
These landmark cards will be used as a word wall after this lesson.

<table>
<thead>
<tr>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Landmark Notes Organizer (filled out throughout class)</td>
</tr>
<tr>
<td>Class Observations</td>
</tr>
</tbody>
</table>

**Landmark Picture Definition Cards (Start)**

<table>
<thead>
<tr>
<th>Arizona, United States</th>
<th>Paris, France</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Canyon</td>
<td>Eiffel Tower</td>
</tr>
<tr>
<td>Washington D.C, United States</td>
<td>China</td>
</tr>
<tr>
<td>The White House</td>
<td>The Great Wall of China</td>
</tr>
</tbody>
</table>
New York, United States

The Statue of Liberty

Pisa, Italy

Leaning Tower of Pisa

South Dakota, United States

Mount. Rushmore

Giza, Egypt

The Pyramids in Egypt

Landmark Picture Definition Cards (End)
# Hamden and Community: Landmarks

*Red = initial information on board  
*Blue = Student responses

## Defining a Landmark Graphic Organizer (1)

<table>
<thead>
<tr>
<th>A landmark is...</th>
<th>Important</th>
<th>Unique</th>
<th>Historical</th>
<th>Crowded</th>
<th>Memorable</th>
<th>Pretty</th>
<th>Cool</th>
</tr>
</thead>
<tbody>
<tr>
<td>An important place</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A place where:
- People visit
- Something happened
- People learn
- People do things
- People lived

<table>
<thead>
<tr>
<th>A landmark is important because...</th>
<th>It has history,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It stands for something,</td>
</tr>
<tr>
<td></td>
<td>Important people used to live there</td>
</tr>
<tr>
<td></td>
<td>It makes a place unique/special</td>
</tr>
</tbody>
</table>

## Landmark Examples Graphic Organizer (2)

### Landmark Types

<table>
<thead>
<tr>
<th>Monument</th>
<th>Parks</th>
<th>Other Historical Places</th>
</tr>
</thead>
</table>

#### Monument
(Something made to remember or celebrate a history)
- (Landmark Photo Cards)
- (Landmark Photos)
- (Sticky Notes)

#### Parks
- (Landmark Photo Cards)
- (Landmark Photos)
- (Sticky Notes)

#### Other Historical Places
- (Landmark Photo Cards)
- (Landmark Photos)
- (Sticky Notes)
The Illustrated Encyclopedia of American Landmarks by Thomas Paradis

State Capitol
Raleigh, North Carolina

Wheeling Suspension Bridge
Wheeling, West Virginia

Sandy Hook Light
Sandy Hook, NJ

Brooklyn Bridge
New York, NY

The government high point placed on the Washington Monument is the base of the light. The lamp and reflector are west of the tower and the light is nearly 700 feet above sea level. The beam is visible for almost 30 miles on a clear night. A steplight is located near the tower.

The Suspension Bridge is now a relic, since the Erie Canal was completed in 1825. The bridge was built in 1855 and was dismantled in 1862. The bridge was replaced by a new one in 1859.

The bridge is the second longest suspension bridge in the world. The bridge is 184 feet wide and 500 feet high. The bridge is located at the southern end of the island.

The bridge was the first suspension bridge to be built in the United States. The bridge was built by John Stewart. The bridge was completed in 1847.
### Landmarks
*(Levels 5/4)*

<table>
<thead>
<tr>
<th>What is a landmark?</th>
<th>My class says:</th>
<th>Why are landmarks important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Definition:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Landmark Types

<table>
<thead>
<tr>
<th>Monuments</th>
<th>Parks</th>
<th>Other Historical Places</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(A statue, building, or other structure made to remember or celebrate a famous person or event.)</em></td>
<td><em>Examples:</em></td>
<td><em>Examples:</em></td>
</tr>
<tr>
<td><em>Examples:</em></td>
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</tr>
</tbody>
</table>

*In Hamden/Connecticut*                         *In Hamden/Connecticut*     *In Hamden/Connecticut*
**Landmarks**
(Level 3)

A landmark is... a noticeable place of historical importance

*Rewrite the definition in your own words.*

<table>
<thead>
<tr>
<th>My Definition:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

My class says:

A landmark is important because...

<table>
<thead>
<tr>
<th>My class says:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Landmark Types**

<table>
<thead>
<tr>
<th>Monuments (A statue, building, or other thing made to remember or celebrate history.)</th>
<th>Parks</th>
<th>Other Historical Places</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>•</td>
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</tbody>
</table>

In Hamden/Connecticut

<table>
<thead>
<tr>
<th>In Hamden/Connecticut</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
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<tr>
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</table>

In Hamden/Connecticut

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<td>•</td>
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<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
</tbody>
</table>

Other Historical Places

<table>
<thead>
<tr>
<th>Other Historical Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
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<table>
<thead>
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<tbody>
<tr>
<td>Examples:</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
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<tr>
<td>•</td>
</tr>
</tbody>
</table>
Landmarks

Phrase Bank

- It has history
- Important people lived there
- It stands for something
- It makes a place special

Rewrite the definition:
A landmark is... a noticeable place of historical importance

My class says:
A landmark is...

- 
- 
- 

Draw a picture of a landmark

A landmark is important because...

- 
- 
-
(Level 2 Cont.)

**Landmark Type**

<table>
<thead>
<tr>
<th>Monuments (A statue, building, or other thing that is made to remember history)</th>
<th>Parks</th>
<th>Other Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a landmark is ____________</td>
<td>An example of a landmark is ____________</td>
<td>An example of a landmark is ____________</td>
</tr>
<tr>
<td>is a park.</td>
<td>is a park.</td>
<td>is another historical place.</td>
</tr>
<tr>
<td>is a monument.</td>
<td>is a monument.</td>
<td>is another historical place.</td>
</tr>
<tr>
<td>An example of a landmark...in Hamden is ____________...in Connecticut is ____________</td>
<td>An example of a landmark...in Hamden is ____________...in Connecticut is ____________</td>
<td>An example of a landmark...in Hamden is ____________...in Connecticut is ____________</td>
</tr>
<tr>
<td>is a monument.</td>
<td>is a park.</td>
<td>is another historical place.</td>
</tr>
<tr>
<td>is a monument.</td>
<td>is a park.</td>
<td>is another historical place.</td>
</tr>
</tbody>
</table>
Landmarks

(Level 1)

Phrase Bank

- It has history
- Important people lived there
- It stands for something
- It makes a place special

Write:
A landmark is... an important place.

My class says:

A landmark is...

- 
- 
- 
- 

Draw a landmark

A landmark is important because...

- 
- 
- 
-
### Landmark Type

<table>
<thead>
<tr>
<th>Monuments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A statue, building, or other thing that is made to remember history)</td>
</tr>
<tr>
<td>Mount Rushmore is a monument.</td>
</tr>
<tr>
<td>is a monument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a landmark is a park.</td>
</tr>
<tr>
<td>Central Park is a park.</td>
</tr>
<tr>
<td>is a park.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a landmark is The White House.</td>
</tr>
<tr>
<td>The White House is another historical place.</td>
</tr>
<tr>
<td>is another historical place.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monuments</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a monument is a monument.</td>
</tr>
<tr>
<td>...in Hamden is The East Rock Civil War Monument.</td>
</tr>
<tr>
<td>...in Connecticut is The Groton Battle Monument is a monument.</td>
</tr>
<tr>
<td>is a monument.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parks</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a park is a park.</td>
</tr>
<tr>
<td>...in Hamden is Sleeping Giant.</td>
</tr>
<tr>
<td>...in Connecticut is Hammonasset.</td>
</tr>
<tr>
<td>is a park.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>An example of a another historical place is a another historical place.</td>
</tr>
<tr>
<td>...in Hamden is Eli Whitney House.</td>
</tr>
<tr>
<td>...in Connecticut is The Mark Twain House.</td>
</tr>
<tr>
<td>is another historical place.</td>
</tr>
<tr>
<td>is another historical place.</td>
</tr>
</tbody>
</table>
Lesson One: Rational Narrative

I have made a vast amount of modifications throughout lesson one. In a classroom with ELLs, the teacher must use the content as a vehicle for language modeling and acquisition so that students with lower English proficiency may thrive as well. Almost the entirety of the lesson has been modified or reordered in some way, so that only the skeleton of the lesson was maintained. Additionally, the original lesson was only a lesson summary and left out much of the regular details that a lesson with unsheltered, but effective teaching would include.

In this first lesson, in order to contextualize the lesson, I went as far as to completely reorder it so that negotiating the meaning of the word landmark starts from the beginning of the lesson. By placing this at the beginning, it gives students the opportunity to develop their vocabulary, and if done properly, build and activate background knowledge. In lesson one, I prompted students visually with landmark picture/definition cards to ask if any of them had seen particular famous landmarks, asked them to raise their hand, and then wrote down how many had seen it. This allows students to place the information they will learn in the proper schema, which exist no matter what language they may speak. Later, I modeled sorting types of landmarks using a think aloud, visuals of landmarks, and a graphic organizer. This modeling is essential for language acquisition.

In order to make text comprehensible, graphic organizers were used numerous times to answer important questions such as the meaning, examples, and the importance of landmarks. Additionally, each student received a modified handout of these graphic organizers accommodating to their language proficiency,
which they fill out throughout the lesson in order to give them the tools they need to write and discuss in groups.

Talk was made comprehensible through a variety of strategies. Although a teacher should always be conscious of their clarity and speed, when an important phrase or question was given, the teacher is told to pace their speech. For example, when the teacher is asked to define a landmark as ‘An important place,’ they are asked to pace their speech. Main ideas are framed through the use of the previously described graphic organizers, which allow students to fulfill each objective in a clear and structured manner. After group work is done, the teacher always checks for understanding by asking students about the questions they just answered. Checking understanding, and the use of one graphic organizer are probably two of the few tools used in the original lesson.

In order to give students a voice, different expectations provided through varying question techniques are given based on language proficiency, although they all fulfill the same objective. In order to overcome the lack of common language, students are given sentence starters through instructional conversation in order to model the written and oral language. When a big question is asked the teacher uses a sentence starter like ‘Landmarks are important because...’ A large portion group work is also used, which is only included once in the original lesson. This lesson uses a variety of turn-and-talks and small groups to let students talk together before they interact directly with the teacher and the class.

Through these accommodations, I believe I have been able to accommodate the varying levels of English language proficiency found in mainstream classroom.
Lesson 2
<table>
<thead>
<tr>
<th>Content Objectives (SWBAT)</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Define Research</td>
<td>1) In small groups, students will orally define and identify synonyms for research. As a whole group, students will orally define or identify synonyms for research.</td>
</tr>
<tr>
<td>2) Collect important information in a nonfiction text</td>
<td>2) As a whole group, students will orally identify who, what, when, where, why in full sentences, and write down their information.</td>
</tr>
<tr>
<td>3) Summarize information from a nonfiction text</td>
<td>3) Independently, in full sentences combine important information to create a written summary. In pairs, students will read their summary aloud.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task/Domain</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluent 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>Small Groups (Oral)</td>
<td>In small groups, in</td>
<td>In small groups, in</td>
<td>In small groups, in</td>
<td>In small groups, orally</td>
<td></td>
</tr>
<tr>
<td>Whole Group (Oral)</td>
<td>full sentences orally</td>
<td>full sentences in short</td>
<td>full sentences, in a</td>
<td>define research in L1 and</td>
<td></td>
</tr>
<tr>
<td>Define Research</td>
<td>define research and</td>
<td>sentences orally define</td>
<td>few words, orally</td>
<td>identify related words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>identify related words.</td>
<td>research and identify</td>
<td>define research and</td>
<td>in English and identify</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>related words.</td>
<td>identify related words.</td>
<td>related words in English.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a whole group, identify</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>related words in L1 or L2</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>using a dictionary.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a whole group, identify</td>
<td></td>
</tr>
<tr>
<td>Whole Group (Oral/Written)</td>
<td>As a whole group,</td>
<td>As a whole group,</td>
<td>As a whole group,</td>
<td>As a whole group, orally</td>
<td></td>
</tr>
<tr>
<td>Collect important</td>
<td>students will orally</td>
<td>students will orally</td>
<td>students will orally</td>
<td>repeat the: who, what,</td>
<td></td>
</tr>
<tr>
<td>information in a</td>
<td>identify who, what,</td>
<td>identify who, what,</td>
<td>identify who, what,</td>
<td>when, where, why</td>
<td></td>
</tr>
<tr>
<td>nonfiction text</td>
<td>when, where, why</td>
<td>when, where, why</td>
<td>when, where, why</td>
<td>answers and copy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>full sentences,</td>
<td>in short sentences,</td>
<td>in phrases and copy</td>
<td>down important information</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and write down their</td>
<td>and write down their</td>
<td>the information from the</td>
<td>with teacher assistance.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>information</td>
<td>information</td>
<td>text.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18
| Independent (Written) Small Groups (Reading) | Independently, in full sentences combine important information to create a written summary. In pairs, students will read their summary aloud. | Independently, in short sentences combine important information to create a written summary. In pairs, students will read their summary aloud. | Independently, combine important information to create a written summary using a phrase bank. In pairs, students will read their summary aloud. | Independently, combine important information to create a written summary using fill in the blanks. In pairs, students will read their summary aloud if possible or have the student follow with their finger as the teacher reads to them. |

---

**Functional Language Chart**

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Research</td>
<td>Research is when you _<strong><strong><strong>1</strong></strong></strong> so that you can _<strong><strong><strong>2</strong></strong></strong>. Another word for research is _<strong><strong><strong>1</strong></strong></strong>.</td>
<td>1. Search, investigate, read, look for information, explore. 2. Learn, do a project, teach, be educated, understand.</td>
<td>General Reference Being verbs Cause Action verbs</td>
</tr>
<tr>
<td>Collect &amp; Summarize</td>
<td>Information using: who, what, when, where, why Important information</td>
<td>Lake Compounce is <em><strong><strong><strong>1</strong></strong></strong></em>_ in <em><strong><strong><strong>2</strong></strong></strong></em>_ that was ___<strong><strong>3_______4</strong></strong>! Everyone should visit Lake Compounce because it ___<strong><strong>5</strong></strong>.</td>
<td>1. An amusement park, a water park, a theme park. 2. New England, Connecticut 3. Built, made 3. In 1846, 165 years ago 4. Has millions of dollars invested in rides and attractions, has so many rides, has the largest water park in Connecticut</td>
<td>General &amp; Specific Reference Being Verbs Past Tense Persuasion</td>
</tr>
</tbody>
</table>
# Lesson Two Plan

**Grade:** 3  
**Lesson Two:** Hamden and Community: Research  
**Estimated Time:** 45 Minutes  
**Source:** Original

## Materials
- Good Research Poster
- Research Question Slides
- Take-Home Text
- Modified Handouts

## Content Objectives (SWBAT)
- Define research.
- Collect important information in a nonfiction text.
- Summarize information from a nonfiction text.

## Lesson Preparation
- **Board setup:** The *Good Research* (See Page 22) poster will be posted on the board or in a visible part of the classroom.
- **Grouping:** Students will be grouped based on level of English proficiency. Group Type A: Level 1 & Level 2; Group Type B: Level 3 & Level 4; Group Type C: Level 5 & Level 5.

## Initiation
- While the following explanation is given, the teacher will point and make gestures in correlation to corresponding portions of the *Good Research* Poster while pacing speech. The teacher will explain that as a final project the students will be creating a brochure on the landmarks in their town/state. In order to do so, they need to be able to do good research. Good research can be done with book/online research. *(3 m)*
- The class will then create a word web (See Page 23) on the word research. The teacher will prompt students to talk together in groups about what research is and what other words they think of when they think of research. The translation(s) of the word research should already be posted on the word web. *(4 m)*

Level 5: Define research in full sentences and identify related words.
Level 4: Define research in short sentences and identify related words.
Level 3: Define research in a few words and identify related words
Level 2: Define research in L1 and identify related words in English
Level 1: Define research in L1, and identify related words in English using a dictionary.

- After a few minutes of group discussion, the class will complete the word web together with student responses. *(5 m)*

Level 5: Define research in full sentences or identify related words.
Level 4: Define research in short sentences or identify related words.
Level 3: Define research by identifying related words.
Level 2: Define research by identifying related words in L1 or L2 using a dictionary/student interpreter.
Level 1: Define research by identifying related words in L1 or L2 using a dictionary/student interpreter, or repeating class examples.

Lesson Development

- The teacher will go back to the Good Research poster and use gestures and pointing to explain that a researcher is simply someone who does research. From the word web, we know that to be good researchers we need to search, investigate etc. through reading on books and computers. However, in order to find this information, good researchers ask themselves questions: who, what, when, where, and why (5 W’s).
- Using the slides (See Pages 24-30), the teacher will go through finding each of the answers to these investigative questions with student interaction. The prior class, Level 1 students received a copy with important information in bold (See Page 32) and Level 2 students received a copy of the text (See Page 31). First, the teacher will ask students to think for whom we are talking about and then read the text aloud. The teacher will then model that the “who” that the text is talking about is Lake Compounce and ask students to write it down on their handout (See Pages 33-36). The teacher will then ask the students to think about what Lake Compounce is as she reads the text aloud again. For the some of the remaining questions, the teacher will prompt students in the class to answer. (10 m)

Level 5: Identify the 5 W’s in full sentences, and write down this information
Level 4: Identify the 5 W’s in sort sentences, and write down this information.
Level 3: Identify the 5 W’s in phrases and copy the information from the text.
Level 2: Identify the 5 W’s in a few words and copy the information from the text.
Level 1: Repeat the 5 W’s answers and copy down important information with teacher assistance.
- Students will answer the last W, why, in groups. (3 m)
- After students have filled in the answer to why. The teacher will ask the students to combine all of their information together into a summary. Students levels 1-3 will receive a modified handout (See Pages 37-39) while levels 4-5 will write their responses on the back of their paper/separate sheet of paper. (15 m)

Level 5: Combine important information to create a written summary in full sentences.
Level 4: Combine important information to create a written summary in short sentences.
Level 3: Combine important information to create a written summary using a phrase bank.
Level 2: Combine important information to create a written summary using fill-in-the-blanks
Level 1: Combine important information to create a written summary using fill-in-the-blanks and hints below the blanks.

Closure

- Students will share some of their summaries aloud with a partner of any level. (8 m)

Levels 2-5: Read their summary aloud to a partner
Level 1: Read their summary aloud if possible or have the student follow with their finger as the teacher reads to them.
- The teacher will provide summary feedback available the next day.

Formative Assessment

Observations
Student handouts
Student Summaries
Good Research Poster

Good Researchers

Researchers Ask:

Who?
What?
When?
Where?
Why?

Researchers Do:

Computer Research
Book Research
Brochure (Research Project)
What is research?

Research

La investigación

Searching
Looking
Investigation
Exploration

How we do research?

Books
Reading
Internet

Red=Initial Writing
Blue=Student responses

Lesson Two: Good Research
Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to "Boulder Dash", which has been voted the world's #1 wooden roller coaster, as well as Connecticut's largest water park. At "The Lake," there are more rides, attractions, dining options, and FUN than anyone can experience in just one day...whether you're young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you'll see what we mean.
Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to “Boulder Dash”, which has been voted the world’s #1 wooden roller coaster, as well as Connecticut’s largest water park. At “The Lake,” there are more rides, attractions, dining options, and FUN than anyone can experience in just one day...whether you’re young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you’ll see what we mean.
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Finding Important Information

The colored words answer:

Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to "Boulder Dash", which has been voted the world's #1 wooden roller coaster, as well as Connecticut's largest water park. At "The Lake," there are more rides, attractions, dining options, and FUN than anyone can experience in just one day...whether you're young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you'll see what we mean.
The colored words answer:

Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to "Boulder Dash", which has been voted the world's #1 wooden roller coaster, as well as Connecticut's largest water park. At "The Lake," there are more rides, attractions, dining options, and FUN than anyone can experience in just one day...whether you're young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you'll see what we mean.
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Among other famous attractions, Lake Compounce is home to “Boulder Dash”, which has been voted the world’s #1 wooden roller coaster, as well as Connecticut’s largest water park. At “The Lake,” there are more rides, attractions, dining options, and FUN than anyone can experience in just one day...whether you’re young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut!

Take a tour here on our website and you’ll see what we mean.
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Copy the important Information:

Who?

What?

When?

Where?

Why?

Why go there?
Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to “Boulder Dash”, which has been voted the world’s #1 wooden roller coaster, as well as Connecticut’s largest water park. At “The Lake,” there are more rides, attractions, dining options, and FUN than anyone can experience in just one day...whether you’re young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you’ll see what we mean.

Copy the important Information:

Who?

What?

When?

Where?

Why?

Why go there?
Handout One: Level 2

Finding Important Information

Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to "Boulder Dash", which has been voted the world's #1 wooden roller coaster, as well as Connecticut's largest water park. At "The Lake," there are more rides, attractions, dining options, and FUN than anyone can experience in just one day... whether you're young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you'll see what we mean.

Copy the important Information:

Who?

What?

When?

Where?

Why?

Why go there?
Finding Important Information

Lake Compounce, is New England's Family Theme Park. It is the oldest, continuously-operating amusement park in North America, having its beginning more than 165 years ago in 1846! The park has had millions invested in rides and attractions during the recent years, and today it is more beautiful than ever. Among other famous attractions, Lake Compounce is home to “Boulder Dash”, which has been voted the world's #1 wooden roller coaster, as well as Connecticut's largest water park. At “The Lake,” there are more rides, attractions, dining options, and FUN than anyone can experience in just one day... whether you're young or just young at heart. There is no doubt that Lake Compounce is one of the most fun places to visit in Connecticut! Take a tour here on our website and you'll see what we mean.

Copy the important Information:

Who?

What?

When?

Where?

Why?

Why go there?
Handout Two: Level 3

Name: ____________________________
Date: ____________________________

LAKE COMPOUNCE SUMMARY

Directions: Use the phrases below to help create a summary:

Phrase bank:
Who/What: ______ is a _________.
Where: It is located in _________.
When: It was built in _________.
Why: Everyone should visit ________ because ________ and ________.

My Summary:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

37
LAKE COMPOUNCE SUMMARY

Directions: Use the fill-in-the-blanks to create a summary:

Lake Compounce is a ________________________________ .

It is located in ______________________ and was built over _____________ years ago in _____________. Everyone should visit Lake Compounce because it

________________________________________________________, and

________________________________________________________.
Handout Two: Level 1

Name: ____________________________
Date: ______________

LAKE COMPOUNCE SUMMARY

Directions: Use the fill-in-the-blanks (_______) to create a summary:

_________________________ is a ________________________________.

(Who) (What)

It is located in ______________________ and was built over ____________ years

(Where) (When: Number)

ago in _____________. Everyone should visit Lake Compounce because it

(When: Year)

________________________________________, and

(Why)

________________________________________.

(Why)
Lesson Two: Narrative Rational

Similar to the previous lesson, lesson two was changed drastically to accommodate the varying levels of ELLs in the classroom. However, unlike lesson one, even the skeleton of this lesson has changed. I realized that in order to fulfill some overarching learning goals and provide opportunities for deeper thinking, my objectives needed to alter from identify and describe to define, collect, and summarize; which obviously changed the main ideas of much of the lesson.

I contextualized the lesson in various ways including developing a shared history through the use of the Good Research poster, which provides a visual of what students are to do as researchers. When this poster is explained, gestures are made and speech is paced so that students can connect images to the words they hear. Additionally, after students saw this poster, they were able to use it as reference when filling in the word web about research. These activities also frame the main idea of being able to perform good research.

In order to make text comprehensible, level one and two students are able to bring home a copy of the next day’s reading in order to prepare themselves a bit for the subject. When this text is used in class, information is color coded so students have an easier time identifying information in what can be a jumble of words for ELLs and the teacher models how students identify important information several times. The previously mentioned text is used again to create a summary, which emphasizes even more understanding by amplifying the number of activities per text.
In order to practice instructional conversations and model language, students are also given modified handouts to create a summary. Depending on level, these may include sentence starters, fill-in-the-blanks or word banks. In addition, small groups are utilized to have students discuss research and pairs are used so that students have an opportunity to share their summary with someone who can critique it from the perspective of a peer without the pressure of an entire class. Reading their summary aloud also allows students to get an opportunity to read aloud, which does not occur frequently for an ELLs. Once the lesson has finished, the teacher will also respond to the student’s voice by offering feedback before the students start their own research.

I believe, that despite the various language proficiencies of ELLs in the mainstream classroom, that through these modifications they will gain an understanding of the act of performing research and will be given the voice they need to summarize important information.
Lesson 3
<table>
<thead>
<tr>
<th>Content Objectives (SWBAT)</th>
<th>Language Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Discuss and identify the purpose of a brochure</td>
<td>1) In small groups, students will orally discuss knowledge of brochures. As a whole group, students will orally fill in a brochure concept map.</td>
</tr>
<tr>
<td>2) Criticize brochure examples by identifying good and bad visual characteristics</td>
<td>2) In small groups and later as a whole group, students will orally identify good and bad characteristics of brochures and write them down in their chart.</td>
</tr>
<tr>
<td>3) Design a landmark brochure</td>
<td>3) In pairs, students will copy their important information summaries by typing them on a computer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task/Domain</th>
<th>Fluent Bridging Level 5</th>
<th>Expanding Fluent Level 4</th>
<th>Speech Emerging Level 3</th>
<th>Early Production Level 2</th>
<th>Preproduction Level 1</th>
</tr>
</thead>
</table>
| Small Group (Oral) Whole Group (Oral) Discuss and identify the purpose of a brochure | In small groups, orally discuss knowledge of brochures using prompting questions. As a whole group, students will orally fill in the concept map using complete sentences. | In small groups, orally discuss knowledge of brochures using prompting questions. As a whole group, students will orally fill in the concept map using complete sentences. | In small groups, orally discuss knowledge of brochures using modified prompting questions, sentence starters and a phrase bank. As a whole group, students will orally fill in the concept map with prompting from “or questions”.

Small Groups, then Whole Group (Oral/Written) Criticize brochure examples by identifying good and bad visual characteristics | In small groups and afterwards as a whole group, orally identify good and bad characteristics of their brochure in short sentences and write them down in their chart. | In small groups and afterwards as a whole group, orally identify good and bad characteristics of their brochure using phrases and write them down in their chart. | In small groups and afterwards as a whole group, orally identify good and bad characteristics of their brochure using a word bank and write them down in their chart. | In small groups and afterwards as a whole group, orally identify or point to good and bad characteristics of their brochure using picture labels and copy their responses in their chart. |
| Pairs (Reading/Written) | Design a landmark brochure | In pairs, copy their important information summaries by typing it with few grammatical errors. | In pairs, copy their important information summaries by typing it with few grammatical errors. | In pairs, copy their important information summaries by typing it with some partner assistance. | In pairs, copy their important information summaries by typing it with some partner assistance. |

### Functional Language Chart

<table>
<thead>
<tr>
<th>Function</th>
<th>Situation</th>
<th>Expressions</th>
<th>Vocabulary</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss</td>
<td>Purpose of brochures</td>
<td>You can find brochures in <em><strong>1</strong></em>_. People read brochures to <em><strong>2</strong></em>_. People make brochures to <em><strong>3</strong></em>_.</td>
<td>1. A library, car dealership, town hall, restaurant, a travel agency, an airport, a museum 2. Learn, do a project, teach, be educated, understand something, get more information 3. To inform, to convince people to come somewhere, to convince people to buy something, to show people how to do something</td>
<td>General Reference Location Being verbs Cause Infinitive verbs</td>
</tr>
<tr>
<td>Criticize</td>
<td>Characteristics of brochures</td>
<td>I think this brochure is <em><strong>1</strong></em>_ because <em><strong>2</strong></em>_. A <em><strong>1</strong></em>_ characteristic of a brochure is <em><strong>2</strong></em>_.</td>
<td>1. Good/bad 2. There is too much/little writing, the words are too big/small, there aren’t enough pictures, the title blend in, it is boring, it is unorganized, there is no main idea, its ugly, they wrote a good amount, it looks nice, they use nice colors, they use pictures, the titles stand out, the subject is clear</td>
<td>General Reference Evaluative Lexis Being Verbs Thinking verbs Adjectives Consequential conjunction</td>
</tr>
</tbody>
</table>
Lesson Three Plan

Grade: 3  Lesson Three: Hamden and Community: Brochures
Estimated Time: 30 Minutes  Source: Original

Materials
Good Research Poster
Example Brochures
Brochure rubric handout

Content Objectives (SWBAT)
- Discuss and identify the purpose of a brochure
- Criticize brochure examples by identifying good and bad visual characteristics
- Design a landmark brochure

Lesson Preparation
Board Setup: Good Research poster
Grouping: Students will be grouped with those of the same English proficiency level.

Initiation
- The teacher will use the good research poster (See Page 22) already available in the classroom to trigger background knowledge by connecting back to the prior lesson on research. Using gestures and paced speech, the teacher will explain students have already preformed research, which is the first step in what researchers do. But once researchers find their information, they create a research project. As a class we will be creating brochures.
- The teacher will then pass out the same brochure example to each table (See Pages 46-47) and prompt students to talk in small groups about what they know about brochures already. Additionally, the teacher will pass out a questions sheet (See Pages 48-49) to each group to trigger student discussion.

Level 5 & 4: Discuss prior knowledge of brochures using prompting questions.
Level 3: Discuss prior knowledge of brochures using modified prompting questions
Level 2: Discuss prior knowledge of brochures using modified prompting questions and sentence starters.
Level 1: Discuss prior knowledge of brochures using modified prompting questions, sentence starters, and a phrase bank.
- The teacher will then fill in the concept map with the students previous (See Page 52) functional phrase cards should be places inside chart as applicable (See Pages 50-51).
Level 4 & 5: Fill in the concept map using complete sentences.
Level 3: Fill in the concept map using phrases.
Level 2: Fill in the concept map with prompting from “or questions”. (For example: Would you find a brochure in a town hall or at the supermarket?)
Level 1: Fill in the concept map with prompting from yes or no questions (For example: Can you learn from reading a brochure?)

Lesson Development
- The teacher will draw a blank t-chart (See Page 58) on the board and hand out poor example brochures by level (See Pages 53-57).
• The teacher will ask the students to identify one thing they think is good (Draw a smiley face and write good about the left side of the chart) and one thing they think is bad (Draw a frowning face and write bad about the right side of the chart) about their group’s brochure. Tell the students to make a t-chart in their notebooks and discuss as a group.

Level 5: Identify good and bad characteristics and write them down in their chart.
Level 4: Identify good and bad characteristics in short sentences and write them down in their chart.
Level 3: Identify good and bad characteristics using phrases and write them down in their chart.
Level 2: Identify good and bad characteristics using a word bank and write them down in their chart.
Level 1: Identify or point to good and bad characteristics using picture labels and copy responses in their chart.

• As a whole group, prompt students from each group to share some good and bad characteristics of their brochure. After each response, the teacher will bring the brochure to the front of the classroom and go into more detail on student responses while writing the characteristics on the chart. In or to negotiate meaning, when a positive characteristic is given the teacher will write the opposite of the characteristic on the negative side. When a negative characteristic is given, the teacher will write the positive version of it on the opposite side.
  o For example: A bad brochure has no visuals/pictures, so a good brochure has pictures.

Level 5: Identify good and bad characteristics and write them down in their chart.
Level 4: Identify good and bad characteristics in short sentences and write them down in their chart.
Level 3: Identify good and bad characteristics using phrases and write them down in their chart.
Level 2: Identify good and bad characteristics using a word bank and write them down in their chart.
Level 1: Identify or point to good and bad characteristics using a picture label and copy responses in their chart.

**Closure**

• Students will begin creating their brochures in groups with the information they have already found, and will have a few days to work on them. Each student will receive a good brochure rubric (See Page 59) to assist them in this process. Student will create brochures in pairs with the following suggested groupings in order to offer peer assistance.
  o Group Type A: Level 5 & Level 3; Group Type B: Level 4 & Level 1;
  Group Type C: Level 4 & Level 2; Group Type D: Level 5 & Level 2
  (with shared L1)

Level 5 & 4: Copy their important information summaries by typing it with few grammatical errors.
Level 3: Copy their important information summaries by typing it with several grammatical errors.
Level 2 & 1: Copy their important information summaries by typing it with some partner assistance.

**Formative Assessment**
Student t-charts
Student brochures
Brochure Realia

Hamden:
A Historic City

Eli Whitney Museum
An Historic Site:
Whitneyville 1825

In 1827, William Giles Munson drafted a now famous portrait of Whitneyville, the manufacturing village that Eli Whitney had developed for 25 years. Whitney died in 1825. Munson's painting records buildings Whitney had built or had planned. Painters, journalists and presidents visited Whitneyville. It was an accessible and popular sampler of change that was sprouting next to rivers all over New England.

Originally settled by Puritans as part of the town of New Haven, Hamden was purchased by William Christopher Reilly and the Reverend John Davenport in 1638 from the local Quinnipiac Native American tribe. It remained a part of New Haven until 1786 when 1,400 local residents incorporated the area as a separate town, naming it after the English statesman John Hampden.

Hamden is a town in New Haven County, Connecticut, United States. The town's nickname is "The Land of the Sleeping Giant."

Hamden, CT (06514, 06517, 06518)!
Brochure Realia Cont.

**East Rock**

For city dwellers who can't make it to the mountains, East Rock Park brings a mountain to the city. Recognizable by its sheer 350-ft. western face and the white granite Civil War monument that rises from it, the eponymous rock is by far the most conspicuous landmark in the park, which also encompasses the humbler summits of Indian Head and Snake Rock.

**Sleeping Giant State Park**

Sleeping Giant? How about a sleeping giant squid without its long tentacles? Sleeping Giant State Park in Hamden, CT gets its name due to the hilly profile that resembles a giant man...a giant squid. I'm thinking Sleeping Giant Squid State Park but that's neither here nor there since I'm sure I'm in the minority with that one. The facts are that Sleeping Giant State Park sports miles of trails to hike, convenience to get to them, excellent trail maintenance, with a tall stone tower capping off the park affording some cool views of the surrounding area. The skyline of New Haven and the Long Island Sound are clearly visible from the tower and especially so on a crystal clear day with no haze on the horizon.

**Come visit**

"The Land of the Sleeping Giant"

So if you're hoping for some adventure, some history, or some family fun...come join us in Hamden, Connecticut!

We promise the giant is friendly!
Level 4/5 Discussion Prompts

Discuss:
Where do we find brochures?
Why would someone make a brochure?
Why would someone read a brochure?

Level 3 Discussion Prompts

Phrase Bank
Library To convince to inform
As a guide restaurant to get information
To learn town hall

Discuss:
1.) Where do we find brochures?
2.) Why would someone make a brochure?
3.) Why would someone read a brochure?

Level 2 Discussion Prompts

Phrase Bank
Library To convince to inform
As a guide restaurant to get information
To learn town hall

Discuss:
1.) Where do we find brochures?
"We can find brochures in a ________ ."

2.) Why do you think people make brochures?
"I think people make brochures ________ ."

3.) Why do you think people read brochures?
"People read brochures ________ ."
Level 1 Discussion Prompts

Discuss:

1.) Where do we find brochures?
   "We can find brochures in a ________.”

2.) Why do you think people make brochures?
   "I think people make brochures ________.”

3.) Why do you think people read brochures?
   "People read brochures ________.”

Phrase Bank

<table>
<thead>
<tr>
<th>Library</th>
<th>Town hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Library Image]</td>
<td>![Town Hall Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>As a guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Restaurant Image]</td>
<td>![As a guide Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To get information</th>
<th>To convince</th>
</tr>
</thead>
<tbody>
<tr>
<td>![To get information Image]</td>
<td>![To convince Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To inform</th>
<th>To learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>![To inform Image]</td>
<td>![To learn Image]</td>
</tr>
</tbody>
</table>
Brochures: Functional Phrase Cards

LIBRARY

TOWN HALL

RESTAURANT

AS A GUIDE
**Brochure Concept Map**

*In addition to student responses, Functional Phrase Cards should be places in the applicable sections when available.
Red=Initial Writing
Blue=Student Responses

We can find brochures in...

- Libraries
- Town Hall
- Restaurants

I think people **make** brochures...

to convince others to buy something/go somewhere

to inform others

I think people **read** brochures...

To get information

To learn

To guide them in unfamiliar places
Level 3: Brochure Characteristics Example
Level 1: Brochure Characteristics Examples

I think the _______ Words  Pictures are _______ Bad example  Good Example of a brochure because it is (there are) __________.
Good/Bad Brochure Characteristics Graphic Organizer

Arrows indicate where connections can be made between good/bad characteristics to negotiate meaning.

Red = Initial Writing  
Blue = Student Responses

<table>
<thead>
<tr>
<th>Good</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Summarizes information well</td>
<td>- Too many words</td>
</tr>
<tr>
<td>- Word size is easy to read</td>
<td>- Words too big</td>
</tr>
<tr>
<td>- Fun-looking</td>
<td>- Words too small</td>
</tr>
<tr>
<td>- Colorful</td>
<td>- Boring-looking</td>
</tr>
<tr>
<td>- Has pictures</td>
<td>- Not enough pictures</td>
</tr>
<tr>
<td>- Is focused on one topic</td>
<td>- Titles don’t stand out</td>
</tr>
<tr>
<td>- Is organized</td>
<td>- Too much stuff</td>
</tr>
<tr>
<td></td>
<td>- Unorganized</td>
</tr>
</tbody>
</table>
Good Brochure Checklist!

1. My topic is clear
   - **Title** Brochure □
     Examples: *Landmarks in Hamden*, *Connecticut Landmarks*
   - Three Landmarks: □ □ □

2. My brochure is organized
   a. Three **Headings**: □ □ □
   b. Three Pictures  □ □ □
   c. Three **Descriptions** □ □ □

3. My brochure does not have grammar errors
   - I spelled my words correctly. □
   - I used periods (.) at the end of my sentences. □

4. My brochure is interesting
   d. Make your brochure unique! □
      *For Example: (Add color, change font, underline)*
Hamden and Community: Landmarks

Lesson Three: Good Brochures

Out of the three lessons, lesson three remained most faithful to the original lesson plan. Like the modified version, the original lesson three contained realia of brochures and a compare and contrast graphic organizer. Nevertheless, a plethora of modifications were added to make speaking, reading, and writing attainable for ELLs of varying levels.

As in lesson two, I used the good research poster to frame main ideas while using gestures and paced speech. This poster as well as the several brochures used as realia allow students to negotiate meaning of what exactly a brochure could be. I also contextualize the lesson by creating opportunities to negotiate meaning by using word opposites in the brochure characteristic phrase banks.

I also make the brochure text comprehensible by giving different proficiency levels different brochures and language modification such as phrase banks and sentence starters, which also serve to model the language. These modifications for output are also present of the discussion prompts, which modify the questions based on level as well. Additionally, brochure characteristics were made more comprehensible through a t-chart, which was used to compare are contrast good and bad characteristics of brochures.

In this lesson, students are expected to perform the higher order thinking skill of criticizing, and are challenged to produce extended academic talk while in groups. These groups are used several times in order to negotiate meaning, use students as researchers and give ELLs opportunities to interact with their peers in a less pressuring environment.

Through the modification of this lesson, I believe that interactions will be made comprehensible for the varying levels of English Proficiency, and that all levels of ELLs will be given an opportunity and the tools to engage in classroom talk.
Checklists
Hamden and Community: Landmarks
Grammar and Functions Checklists

<table>
<thead>
<tr>
<th>Grammar</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Reference</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Adjectives</td>
<td>1, 3</td>
</tr>
<tr>
<td>Verb Phrases</td>
<td>1</td>
</tr>
<tr>
<td>Being Verbs</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Specific Reference</td>
<td>1, 2</td>
</tr>
<tr>
<td>Locations</td>
<td>1, 3</td>
</tr>
<tr>
<td>Nouns</td>
<td>1</td>
</tr>
<tr>
<td>Past Tense</td>
<td>1</td>
</tr>
<tr>
<td>Generalization</td>
<td>1</td>
</tr>
<tr>
<td>Consequential Conjunction</td>
<td>1, 3</td>
</tr>
<tr>
<td>Cause</td>
<td>2, 3</td>
</tr>
<tr>
<td>Action Verbs</td>
<td>2</td>
</tr>
<tr>
<td>Past Tense</td>
<td>2</td>
</tr>
<tr>
<td>Persuasion</td>
<td>2</td>
</tr>
<tr>
<td>Infinitive Verbs</td>
<td>3</td>
</tr>
<tr>
<td>Evaluative Lexis</td>
<td>3</td>
</tr>
<tr>
<td>Thinking Verbs</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Function</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>1, 2</td>
</tr>
<tr>
<td>List/ Give examples/ Identify</td>
<td>1, 3</td>
</tr>
<tr>
<td>Explain</td>
<td>1</td>
</tr>
<tr>
<td>Collect Information</td>
<td>2</td>
</tr>
<tr>
<td>Summarize</td>
<td>2</td>
</tr>
<tr>
<td>Discuss</td>
<td>2</td>
</tr>
<tr>
<td>Criticize</td>
<td>3</td>
</tr>
<tr>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>SHELTERED STRATEGIES</td>
<td>Lesson 1</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>I. Contextualize Lesson</td>
<td></td>
</tr>
<tr>
<td>I. A. Build and Activate Background Knowledge</td>
<td>3</td>
</tr>
<tr>
<td>I.B. Develop Vocabulary</td>
<td>3</td>
</tr>
<tr>
<td>I. C. Use extensive Visuals, Realia, Manipulatives, &amp; Gestures</td>
<td>3, 4</td>
</tr>
<tr>
<td>I. D. Model (Instructions, Processes)</td>
<td>4</td>
</tr>
<tr>
<td>I. E. Create Opportunities To Negotiate Meaning</td>
<td>3</td>
</tr>
<tr>
<td>II. Make Text Comprehensible</td>
<td></td>
</tr>
<tr>
<td>II.A. Intentional Use of Graphic Organizers</td>
<td>3, 4</td>
</tr>
<tr>
<td>II.B. Modify Written Text</td>
<td>9-13</td>
</tr>
<tr>
<td>II.C. Amplify Number of Activities per Text</td>
<td></td>
</tr>
<tr>
<td>III. Make Talk Comprehensible</td>
<td></td>
</tr>
<tr>
<td>III.A. Pace Teacher’s Speech</td>
<td>3, 4</td>
</tr>
<tr>
<td>III.B. Use of Listening Guides</td>
<td>10-15</td>
</tr>
<tr>
<td>III.C. Use of Word Walls</td>
<td>4</td>
</tr>
<tr>
<td>III.D. Frame Main Ideas</td>
<td>3, 4</td>
</tr>
<tr>
<td>III.E.. Check for Understanding</td>
<td>3, 4</td>
</tr>
<tr>
<td>IV. Change Traditional Classroom Talk</td>
<td></td>
</tr>
<tr>
<td>IV.A. Use Teacher Question and Response Strategies</td>
<td>3, 4</td>
</tr>
<tr>
<td>IV.B. Practice Instructional Conversations</td>
<td>3</td>
</tr>
<tr>
<td>V. Engage at Appropriate Language Proficiency Levels</td>
<td></td>
</tr>
<tr>
<td>V.A. Vary Question Techniques based on Student’s Language Proficiency level – in conversations, activities, and assessments</td>
<td>3, 4</td>
</tr>
<tr>
<td>VI. Give Students Voice</td>
<td></td>
</tr>
<tr>
<td>VI. A. Challenge students to produce extended academic talk</td>
<td>3</td>
</tr>
<tr>
<td>VI. B. Model Language for Oral and Written Production</td>
<td>3, 4</td>
</tr>
<tr>
<td>VI. C. Use Group/Pr. Work to Elicit Student Talk; Students as Researchers</td>
<td>3, 4</td>
</tr>
<tr>
<td>VI. D. Respond to Student’s Voice – Writing and Error Correction</td>
<td>4</td>
</tr>
</tbody>
</table>
Original Lessons
Lesson One: Landmark Background

Students will be able to:

- Define a landmark and its importance.
- List well known landmarks as examples.
- Give examples of Landmarks in Hamden.

Summary: In this introductory lesson, the teacher will initiate the lesson by prompting students for the meaning of the word landmark and its importance (5 m). During these prompts, the teacher will post picture of famous familiar landmarks on the board as examples (i.e. Eiffel Tower, Statue of Liberty) (5 m). After reading American Landmarks by Thomas Paradis (10 m), the students will continue the discussion by restating some examples they saw in the text and trying to create their own definition of a landmark (7 m). The students will work together in pairs to brainstorm about some landmarks in Hamden (5 m). The class will combine and discuss their answers on the whiteboard. (8 m)

Formative Assessment: Informal discussion on the meaning of and importance of landmarks, and giving examples of landmarks.


Source: Original

Estimated Time: 45 minutes
Lesson Two: Good Research

Students will be able to:

Content Objectives:

- Locate the title and summary of a webpage.
- Describe how to gather information from various sources (i.e. Text, Internet)

Summary: In the lesson, students will learn how to perform good research. The teacher will start by explaining that students will have to perform research for a final research project on the city of Hamden (8 m). The teacher will use the projector to show some attributes of the webpages students will be using for their research of Hamden. They will prompt students to find and determine what different parts of the webpages are (12 m). The teacher will emphasize that names of places often stand out in some way (bolded, larger, colored), and how to identify the informational text (below the picture, ‘overview’, ‘history’). Students will also be prompted on how these relate to informational texts and text features in books. Students will then be given a formative assessment (10 m).

Formative Assessment: Exit slip: two printed webpages where students will place a star next to the informational text, & circle the name of the place.

Source: Original

Estimated Time: 30 minutes
Lesson Three: Brochure Characteristics

Students will be able to:

Content Objectives:

- Identify good and bad characteristics of brochures
- Explain why these features should be included or excluded from a brochure

Summary: Show the class a brochure and ask for a show of hand as to who has seen one (5 m). Prompt the students with questions about the purpose of brochures and what questions they have (10 m). Hand out example brochures and ask the students to identify one thing they think is good and one thing they think is bad about their brochure in a chart (10 m). Make a class chart of good and bad brochure characteristics (10 m). Make a point to emphasize grammar errors, pictures, bold titles, too long paragraphs, doesn’t make sense (5 m)

Formative Assessment: Characteristic discussion; exit slip: put some things down that you do and don’t think you should include in your brochure and why

Additional Materials: Brochure Examples

Source: Original

Total Time: 40 minutes

Supporting Material 1:
THE ILLUSTRATED ENCYCLOPEDIA OF AMERICAN LANDMARKS by Thomas Paradis Page Examples

STATE CAPITOL
RALFLE, NORTH CAROLINA

In August 1792, the general assembly of the North Carolina legislature was the first to vote in favor of a state-sponsored project to construct a new state capitol building. The building was designed to accommodate the growing needs of the state and to reflect the architectural styles of the time. The construction was completed in 1835, and the building has since undergone several renovations. Today, the State Capitol of North Carolina is a historic site and a popular tourist destination.

WHEELING SUSPENSION BRIDGE
WHEELING, WEST VIRGINIA

The Wheeling Suspension Bridge is a historic suspension bridge that was built in 1870. It is the oldest suspension bridge in the United States and the third-oldest suspension bridge in the world. The bridge was built to connect Wheeling Island and the city of Wheeling over the Ohio River. It was designed by Thomas Macombs and is known for its elegant design and practical engineering.

SANDY BAY LIGHT
SANDY BAY, NJ

The Sandy Hook Light is an active lighthouse located on Sandy Hook in New Jersey. It was built in 1829 and is the oldest lighthouse in the United States. The lighthouse is a popular attraction for tourists and is a symbol of the rich maritime history of the area.

BROOKLYN BRIDGE
NEW YORK, NY

The Brooklyn Bridge is an iconic suspension bridge that spans the East River in New York City. It was completed in 1883 and is considered a masterpiece of engineering. The bridge was designed by John Augustus Roebling and is known for its elegant structure and Art Nouveau style.

THE UNISEX

The Unisex is a modern design that incorporates elements of traditional and contemporary architecture. It features a unique combination of materials and a sleek, minimalist aesthetic. The Unisex is a popular choice for those looking for a cutting-edge design that is both functional and visually appealing.

THE UNIVERSITY

The University is a unique building that combines elements of traditional and modern architecture. It features a unique structure that is both functional and visually striking. The University is a popular choice for those looking for a design that is both innovative and timeless.

THE EVOLUTION

The Evolution is a unique design that incorporates elements of traditional and modern architecture. It features a unique structure that is both functional and visually striking. The Evolution is a popular choice for those looking for a design that is both innovative and timeless.

THE BUSINESS

The Business is a modern design that incorporates elements of traditional and contemporary architecture. It features a unique combination of materials and a sleek, minimalist aesthetic. The Business is a popular choice for those looking for a cutting-edge design that is both functional and visually appealing.

THE ASSEMBLY

The Assembly is a unique building that combines elements of traditional and modern architecture. It features a unique structure that is both functional and visually striking. The Assembly is a popular choice for those looking for a design that is both innovative and timeless.

THE LEARNING

The Learning is a modern design that incorporates elements of traditional and contemporary architecture. It features a unique combination of materials and a sleek, minimalist aesthetic. The Learning is a popular choice for those looking for a cutting-edge design that is both functional and visually appealing.

THE RESIDENTIAL

The Residential is a unique building that combines elements of traditional and modern architecture. It features a unique structure that is both functional and visually striking. The Residential is a popular choice for those looking for a design that is both innovative and timeless.
Supporting Material 2a:
Formative Assessment Webpage Example One

The Barn

The Eli Whitney Barn, built in 1818, was the centerpiece of the Whitney farm. It was the focus of agricultural activities which supplied the boarding house kitchen and provided shelter for the draft animals used at the farm. Whitney's friend Silliman considered it "a model of convenience and even taste and beauty" and further described the unique features of its design.

It is perfectly characteristic of Mr. Whitney that his attention was directed to the mangers for his cattle, and to their fastenings. The latter are so contrived, by means of a small weight at the end of the hanger that an animal could always move his head with perfect facility, but could not shake off the rope or to become entangled in it, nor could he easily abide his hay. The fastenings of the doors, as well as all the other appendages and accommodations, are equally ingenious.

Thad Whitney took an active role in the design and construction of the non-Amory buildings on his estate thus well established. The need for housing to accommodate his workforce was obvious given the distance of the Amory Farms from the other suitable lodging. The form was necessary to provide food for the unmarried workers and probably substantiated the gardens of the married women living on Amory Street.

2012 Whitney Barn Day

music, art, exploring and dance

3 – 5 pm
- A contra dance with Bill Fischer and Molly Kohl.
- Making Oats
- A tour of the Artists in Residence studio.
- Music/Reader Debates
- Quilting demonstration & display by Willow Ann Stitt

4 pm
- Walk of the RMS grounds – Tom Hudak
- Music for Young Ears - Robert Meehan

5 pm
- A community picnic (bring your own)
- Music by The Heath Sisters, Alice Arion-Horwood & Robert Meehan

7 – 9 pm
- A contra Dance with Bill Fischer and the Fiddleheads

Bill Fischer: contra dance caller, Music Director
Eliza McLeish: Executor
Dana Cloys: For more information, 203.777.1853: dp@eliwhitney.org

The celebration will honor our partners in a year of restoration:

The State of CT, Dept of Economic & Community Development
Representative Peter Villano, Cam Staples; Senator Joe Ciccolo, Senator Martin Looney
The Town of Hamden
Cherry Architects, Nathan Coffin, project manager
The CT Trust for Historic Preservation
Susan Clarmad, project director
On Wing restoration: JA Rosa, principal restoration contractor and Brian Casey, Contractor
Eagle Scout Projects: Cameron Simpson, Ben Dorgan

Pictures

Click images to enlarge

Back to Top

Home - The Museum - An Historic Site


Supporting Material 3:
Good Brochure Example

**East Rock**

For city dwellers who can't make it to the mountains, East Rock Park brings a mountain to the city. Recognizable by its sheer 350-ft. western face and the white granite Civil War monument that rises from it, the eponymous rock is by far the most conspicuous landmark in the park, which also encompasses the humbler summits of Indian Head and Snake Rock.

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**Eli Whitney Museum**

An Historic Site: Whitneyville 1825

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