## ELL Adaptation For

**A River, Dead or Alive: Native Americans and European Colonists' Treatment of a River**

Students learn how two cultures differed in their uses of the Nashua River.

**Author**  
Jane Chambers

**Grade Level**  
4-5

**Duration**  
2 class periods

**ELL Adaptation by**  
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### SIOP Elements

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### TESOL Standard(s)

**Goal 2, Standard 3**

To use English to achieve academically in all content areas: Students will use appropriate learning strategies to construct and apply academic knowledge

### Arizona ELL I Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will respond to stories dramatized or read to him or her, using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.

**Intermediate:** The student will respond orally to stories dramatized or read to him or her by answering factual comprehension questions using short patterns of words and phrases.

### Arizona ELL III Reading Standard

**Comprehending Text:** The student will analyze text for expression, enjoyment, and response to other related content areas.

**Beginning:** The student will identify main ideas and key details of text.

**Intermediate:** The student will identify the main ideas, key words, and important details in text that requires some level of inference.
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Overview

The North American continent is a place of rich and abundant natural resources. The Native Americans, who were the first humans on the continent, had a very different philosophy than the European Colonists of how to live with and use these resources.

Key Vocabulary

Nashua River – River in Massachusetts that means ‘River with the pebbled Bottom’

Environment – The conditions surrounding ones living area

Adapt – To fit with or work with environment

Habitat – The natural environment that encompasses all of the elements a given species needs to survive: water, food, space and shelter

Pollution – The act or process of polluting something such as the wastes from factories going into the river and making it dirty

Descriptive words – Words that describe something to make it visual. Often uses words related to five senses: touch, sight, hearing, taste, smell

Procedures

Prior to teaching this lesson, review with the students the skill of determining cause and effect.

1. Divide the students into groups (depending on how many copies of the book are available).

Have the students follow along in the book, The River Ran Wild by Lynne Cherry as it is read aloud.

2. Stop after each page and discuss pictures and words surrounding the text. Record those words on the board and draw illustrations as needed. Emphasize how these words and pictures illustrate/explain the key vocabulary in the story.

(Preparation: Linking to background, linking to past learning)

3. Locate the Nashua River on a map of the New England Region. Note: maps included on the inside covers of the The River Ran Wild book.

4. Discuss with the class how the Native Americans used and lived with the Nashua River. Write the uses and the effects of these uses (both positive and negative) on a large piece of paper for the class to see. Each person then copies these uses and the effects of these uses on their individual Graphic Organizer for Native Americans.

(Scaffolding: Modeling, Comprehensible input; Integrated processes: Listening, reading, writing; Grouping: Whole group)

5. Discuss with the class how the European Colonists used and lived with the Nashua River. Write the uses and the effects of these uses (both positive and negative) on a large piece of paper for the class to see. Each person then copies these uses, their causes, and the effects of these uses on the Graphic Organizer for European Colonists.

(Scaffolding: Modeling, comprehensible input; Integrated processes: Listening, reading, writing)

6. Have groups illustrate different cause and effects on overhead sheets – splitting up the different ones. Share the illustrations and review the different cause and effects before moving on.

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(Scaffolding: Modeling; Application: Meaningful, linking to objectives)

7. Divide the class in half. Half of the students write an expository paragraph about how the Native Americans used the river. Give these instructions: "You are a Native American who lives on the Nashua River in the 1500's. Explain three ways that you use the river and the effects of these uses in a paragraph with a topic sentence, detail sentences, and a concluding sentence."

The other half of the class writes an expository paragraph about how the European Colonists used the river. The teacher gives these instructions: "You are a European Colonist who lives near the Nashua River in the 1600's. Explain three ways that you use the river and the effects of these uses in a paragraph with a topic sentence, detail sentences, and a concluding sentence." (Grouping: Individual)

Assessment

Assess the students' Graphic Organizers of both the uses and effects of those uses of the river by Native Americans and European Colonists. Points can be assigned to each category.

The Six Writing Traits can be used to grade the expository paragraphs with emphasis on the traits of Organization (i.e., topic sentence, detail sentences, and a concluding sentence) and ideas. (Assessment: Individual, written)