ELL Adaptation For

Take Me to the River: The Mojave Indians and the Colorado River

By reading an article from the Heard Museum, students learn about the effects of the Hoover Dam on the Mojave Indians.

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<th>Author</th>
<th>Sara Jenkins</th>
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<tr>
<td>Grade Level</td>
<td>4-5</td>
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<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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ELL Adaptation by Sara Jenkins

<table>
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<th>SIOP Elements</th>
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<td>Preparation Adapting content</td>
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Grouping Option
- Whole class
- Small groups
- Partners
- Independent

Integrating Processes
- Reading
- Writing
- Speaking
- Listening

Application
- Hands on
- Meaningful
- Linked to objectives
- Promotes engagement

Assessment
- Individual
- Group
- Written
- Oral

TESOL Standard(s)

ESL: English for Content
EFC-A. Create, read and interpret visual information relating to science, social studies and math.
A4. Create charts to organize information.
A4. Create visuals to present information.

Arizona ELL I Reading Standard
Comprehending Text: The student will analyze text for expression, enjoyment, and response to other related content areas. It may be necessary for beginning ELL to do this lesson in a small group with an assistant.
Beginning: The student will respond to stories dramatized or read to him or her.

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.
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using a variety of physical actions (e.g., matching objects, pointing to an answer), and by drawing pictures.

**Intermediate:** The students 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 I Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.

**Beginning:** Respond with drawings to stories dramatized or contextualized by the teacher.

**Intermediate:** Relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

**Overview**

Students will learn how the Mojave Indians live along the Colorado River, and see how the building of a dam can impact one's culture and way of life.

**Key Vocabulary**

Silt – A sedimentary material between sand and clay

Mesquite – A small spiny tree or shrub native to hot, dry regions

Dam – A wall that holds back water

Diet – The usual food or drink of a person or animal

Deposit – To settle

Trade - People buying and selling items

Irrigated – To Supply Water

Diabetes – A metabolic disorder

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

**Arizona ELL III Writing Standard**

**Writing Applications:** The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks.

**Beginning:** Select appropriate sources (e.g., dictionary, thesaurus, encyclopedia) for a specific research purpose.

**Intermediate:** Collect information and organize notes on a given topic from a variety of appropriate sources (e.g., dictionary, thesaurus, encyclopedia, atlas, almanac, textbook, telephone directory, or newspaper), using independent learning strategies (e.g., graphic organizers).

**Additional Materials Needed for ELL**

- Adapted Reading: The Ahamacave or Mohave
- Vocabulary Graphic Organizer
- Before and After T chart and answer key
- Assessment and answer key

**Procedures**

Introduction
1. Write the lesson objectives on the board. Ask a student to read the objectives. Have a word bank with the key vocabulary words listed.

2. Ask if anyone knows what a dam is and what it does. (Preparation: Linking Background) Mention that there are many in Arizona, but perhaps the most famous one is Hoover Dam. Show the transparency of the Important Dams in Arizona map.

2. Show a picture of Hoover Dam.

3. Have students locate the Colorado River on a wall map, if available, and then on the Arizona Indian Reservations map. On an overhead of this

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map, have students trace the river from the mountains to the Sea of Cortes.

4. Ask students how a dam might change people living along that river.

5. Use the vocabulary list to identify each picture. Choral read the words with the group (Grouping: Whole Group) followed by calling on a few students at random to read (Scaffolding: Guided Practice). (Integration of Reading, Writing, and Listening), (Application: Meaningful, Linked to Objectives, Promotes engagement).

Read the Article

6. Distribute the article to each student. Read it aloud, emphasizing important details by using a highlighter and noting the picture clues. (Grouping: Whole Group) (Scaffolding: Comprehensible Input)

7. Complete the vocabulary chart. Model how to do the first word then have students work in pairs to complete the words. (Scaffolding: Modeling) Make sure they each have a copy. (Grouping: Partners)

8. Discuss the article, then have students complete the T chart noting the lifestyles of the Mohave people before and after the building of Hoover Dam. (Scaffolding: Comprehensible Input)

Assessment

See the original assessments. The teacher may decide to read the assessments aloud and have the ELLs respond orally or by using the pictures.