ELL Adaptation For

Don’t Just Escape A Problem, Shape A Solution: An NBA Star’s Efforts to Fight Ethnic Hatred

Students write their opinions on how to fight ethnic hatred after reading about Vlade Divac

<table>
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<tr>
<th>Author</th>
<th>Barbara Martin</th>
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<tbody>
<tr>
<td>Grade Level</td>
<td>6-8</td>
</tr>
<tr>
<td>Duration</td>
<td>1-2 class periods</td>
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**SIOP Elements**

<table>
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<th>Scaffolding</th>
<th>Grouping Option</th>
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<td>Adapting content</td>
<td>Modeling</td>
<td>Whole class</td>
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<tr>
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<td>Guided practice</td>
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<tr>
<td>Linking to past learning</td>
<td>Independent practice</td>
<td>Partners</td>
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<tr>
<td>Strategies used</td>
<td>Comprehensive input</td>
<td>Independent</td>
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<td>Individual</td>
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<td>Speaking</td>
<td>Linked to objectives</td>
<td>Written</td>
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<td>Listening</td>
<td>Promotes engagement</td>
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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 students will respond orally to stories dramatized or read to him or her by answering factual comprehension questions.

**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.
**Overview**

Students will determine the events that led to the formation of Group 7, Vlade Divac’s organization to aid child victims of war. Students will recognize how one person is able to identify a problem and make a positive impact on the world.

**Key Vocabulary**

- Frustration - feeling of insecurity and dissatisfaction
- Ethnic - group of people who share common customs and language
- Hatred - a feeling of dislike or prejudice that demands action
- Inhumanity - being cruel or unkind
- Violence - physical force causing some injury to someone or thing
- Yugoslavia – A former country of Eastern Europe that borders the Adriatic Sea
- Misunderstanding - failing to understand

**Additional Details on ELL Strategies**

Strategies to use with the Twelve Important Sentences

- Find each sentence in the text and complete organizer
- Chant or recite the sentences (teacher models first)
- Draw or illustrate each sentence (individually or partners)
- Match each sentence to its “student generated” drawing
- Use as starters for Cornell Note taking format
- Use to complete a T-chart organizer (right side) details (left side)
- Think Pair share: Choose a sentence and relate it to something personal to you
- Act out or dramatize each of the sentences
- Determine whether each sentence is a fact or an opinion
- Paraphrase each sentence into simpler language
- Have students write or copy the definitions on the vocabulary cards.

**Procedures**

Day 1:

ELL Adaptation
Don't Just Escape A Problem

1. Have the students find the Twelve Important Sentences in the story and write the page, paragraph, and line numbers. (Preparation: Adapting Content; Scaffolding: Comprehensive Input; Integrating Processes: Reading)
2. Divide the students in small groups or pairs and have them draw pictures of at least 4 of the sentences per group. Make sure all twelve sentences have pictures. (Grouping: Small group, partners)
3. Have students individually answer the true/false questions. (Scaffolding: Independent practice)
4. Have students work in pairs to answer the Questions on the “Don’t Just Escape a Problem, Shape a Solution: On NBA Star’s efforts to fight Ethnic Hatred” Handout (Grouping: Partners)
5. See Additional Details on ELL strategies to do if time allows.

Day 2
1. Display the “Concept Web Ethnic Hatred” written in the center. Brainstorm the concept of ethnic hatred with the students. (Preparation: Linking to background)
2. Using the “How to Solve Ethnic Hatred Graphic Organizer,” list solutions to the problem of ethnic hatred. (Preparation: Strategies used)
3. Model the paragraph frame, “Ethnic Hatred and How Do You Solve It” with the

Assessment

How is the assessment modified for ELL students? Students will utilize the paragraph frames and graphic organizers to write their paragraphs.

What will be the mastery criteria for the assessment?
10 out of 12 on the True or False Statements.
10 out of 12 on the Twelve Important Sentences.

Extensions

1. Have students write a four paragraph essay:
Paragraph One – Introduction
Paragraph Two – Your opinions on racism/ethnic hatred.
Paragraph Three – Possible solutions
Paragraph Four – Conclusion
2. Have students choose one sentence from the article and tie it in.
3. Have students tie in their own experience and/or current issues of racism.