ELL Adaptation For
What Are All the Lights? U.S. Population
Students learn about population patterns by interpreting a map and writing about it.

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Grade Level: 6-8
Duration: 2 class periods

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| Integrating Processes         | Application  | Assessment    |
| Reading                       | Hands on     | Individual    |
| Writing                       | Meaningful   | Group         |
| Speaking                      | Linked to objectives | Written |
| Listening                     | Promotes engagement | Oral |

TESOL Standard(s)

Goal 2, Standard 2
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Arizona ELL I Reading Standard
Vocabulary: The student will acquire English language vocabulary and use it in relevant contexts.
Beginning: Identify a few common signs, symbols, labels and captions in the environment.
Intermediate: Identify many common signs, symbols, labels, and captions in the environment.

Arizona ELL III Reading Standard
Vocabulary: The student will acquire English language vocabulary and use it in relevant contexts.
Beginning: The student will comprehend content area words.
Intermediate: The student will comprehend content area words and find another way to say something.
**What Are All The Lights?**

**Arizona ELL I Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.
- **Beginning:** The student will respond with drawings of stories dramatized or contextualized by the teacher.
- **Intermediate:** The student will relate messages by drawing, by using imitative writing, by dictating to an adult, or by writing key, self-selected words.

**Arizona ELL III Writing Standard**

**Writing Applications:** The student will express in writing his or her own thinking and ideas.
- **Beginning:** The student will use the writing process to write short, single paragraph personal narratives or friendly letters distinguished by topics and ideas that are broad and simplistic.
- **Intermediate:** The student will use the writing process to create essays and formal communications of up to 2 paragraphs in various genres (expository, narrative, research) distinguished by identifiable main ideas that contains general supporting details.

**Overview**

Our country has an uneven population distribution. Using a nighttime map, students will examine where most of the people in the United States live based on the amount of lights visible at night around the country. They will recognize the geographic features that affect this settlement.

**Key Vocabulary**

- Desert – Large land that receives little rainfall
- Ocean – great body of saltwater that covers 2/3 of the earth
- River – A large body of fresh water that moves from higher to lower land
- Mountain – Land that rises much higher than the land around it
- Population – all the people in a country

**Additional Materials Needed for ELL**

- Student vocabulary worksheet
- Student cause and effect worksheet

**Procedures**

**SESSION ONE**

**Prerequisite knowledge:** Level III intermediate students should know how to write an expository essay. Other students will use a close activity.

1. Students will write the definition of their new vocabulary words and draw a picture of the words.


3. Have students describe the distribution of the U.S. population using the 2000 Population Distribution map. Conduct this as a class discussion to model for ELL students. 
   (Scaffolding: Modeling; Grouping: Whole class)

4. Using a bright color marker or a transparency overlay, have students locate and label the largest metropolitan areas. Model this with an overhead. Students can come up and circle the areas for the whole class. (Preparation: Strategies used; Application: Promotes engagement)

5. Have students circle the areas with the least density. (deserts and mountains—hard to farm and hard to live there) (interior regions-far from cities and transportation hubs) Assign your ELL students to work with another student for this activity. (Grouping: Partners)

6. Show students a physical map of the United States. Discuss and compare how the physical features correlate with areas of densely packed lights. (rivers, lakes, and oceans—transportation networks and a source of water) (coastal areas-immigrant arrivals and shipping/trade) (plains—good farmland) (metropolitan areas—more jobs, cultural activities, transportation hubs) Show the physical map on the overhead while discussing the above ideas. (Integrating Processes: Listening)

**ELL Adaptation**
7. Have students fill out the Cause and Effect Worksheet. Remind students that every action, event or effect has a cause. Discuss possible causes for population settlement. They should also be able to show relationships with geographic features and population. (An example would be: Cause = Good flat farmland  Effect = People settled there) See adapted ELL worksheet for this activity.

SESSON TWO

1. Review how to write an expository essay using the Expository Essay Instructions.

2. For your ELL 1 and beginning 3 students: Have students complete the cloze activity instead of number 3.

3. For you ELL 3 intermediate students: Have students write an essay discussing the reasons for low and high-density population. Have students include geographic features that might affect the distribution of people. (Integrating Processes: Writing)

Assessment

For ELL students who complete the cloze activity grade as follows: Each word is worth 20 points. Total points equal 100. You can also grade the vocabulary sheets for completion.

For ELL 3 student who complete the essay: The essay should include a variety of cause and effect relationships showing they understand why people tend to settle in certain areas. Points can be assigned to students who are correctly using the writing process: prewriting, drafting, revising, editing, and publishing. Score essay with the Six-Trait Writing Rubric for Content/Ideas and Organization. Students should receive a 3 or higher.

Sources

www.census.gov - go to “For Teachers”

The Nighttime Population Map is found at: www.census.gov/geo/www/mapGallery/2kopden.html where a high-resolution .pdf file can be downloaded.