ELL Adaptation For
Great Rivers of Great Civilizations
Students write about four rivers systems and their great civilizations.

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Grade Level: 6-8
Duration: 2 class periods

ELL Adaptation by: Diana Lee

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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 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.

**Arizona ELL I Writing Standard**

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

Beginning: The student will respond with drawings to 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.

Overview

River systems had a great impact on early civilizations. The Ancient Egyptians were able to predict the annual flooding of the Nile River, and they developed a farming economy based on it to become one of the world's first nations. The Fertile Crescent contained the Tigris and Euphrates Rivers. The inhabitants of India and China withstood the unpredictable flooding of the Indus River and the Huang He River, and their cultures have remained to this day.

Key Vocabulary

Minerals - Not living matter that happens naturally on earth
Canal - Man-made waterway
Tributaries – Water that flows into a larger body of water
Famine - Little or no food
Silt - Rich dirt
Fertile - Describes good dirt
Irrigation - System to bring water to plants
Surplus - More than you need
Herd - Move animals to find food
Flood - Covering land with water
Clues - Information that leads you to discovery

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.

Additional Materials Needed for ELL

- Vocabulary cards
- ELL Adaptation Information Sheet

Additional Details on ELL Strategies

Talk to the students about their content and language objectives before you begin and again as a part of the closure.

For ELL 1 learners model for them how to use the vocabulary cards to identify and highlight key words in the four paragraphs. The vocabulary cards may also be used as needed for the ELL 3.

Procedures

Prerequisite Knowledge: Students should have background knowledge on the following four major river systems and the ancient civilizations that developed: Nile, Tigris and Euphrates, Indus and Huang He. This is a culminating activity.

(Preparation: Links to past learning)

1. Distribute the Cradle of Civilization Information Sheet and the Cradle of Civilization Map Key.
2. Read the first paragraph on the information sheet with the class and guide students in highlighting clues that indicate the location of the river system. Refer to the map key using the clues model filling in the blank with the right river system. (Scaffolding: Guided practice)

3. Divide class into small groups and have them share reading the next paragraph, highlighting clues and filling in the blank the name of that river system. (Grouping options: Small groups)
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4. Now divide groups into partners and have them share reading the final two paragraphs, highlighting the clues and filling in the blank with the right river system. *(Integration of Processes: Reading, writing, speaking and listening)*

5. Check students work and give necessary feedback.

6. Have each student copy on their own paper as you draw four, (one forked) river illustrations on the board with their correct names and lead class in labeling the clues for each river. *(Application: Promotes engagement)*

7. Have partners use this information to choose which river system they would like to live in and together draft reasons why. Next, have partners discuss with each other why early civilizations might have thrived there and draft their reasons why. *(Application: Meaningful)*

8. Allow time for each partnership to report to the class on their river system, using their Information Worksheet and persuade the class why they think their river system was best suited for early civilizations. *(Application: Linked to objectives)*

**Assessment**

The work done in Procedure 7 can be scored using Ideas/Content on the Simplified 6-traits rubric with a 4 or higher being considered mastery

The blank map can be used to quiz students on the location of the four major river systems

The vocabulary cards can be used to test comprehension skills

**Extensions**

The work done in Procedure 7 can be extended into an essay format and scored using the 6-traits

The blank map can also be used to identify other geographical features surrounding the four major river systems

Students can create more vocabulary cards for words they choose

**Sources**

www.nationalgeographic.com

http://alliance.la.asu.edu/azga