# ELL Adaptation For

## Maize to Maquiladoras: Movement from Mexico to Arizona

**Author:** Carol Warren  
**Grade Level:** 4  
**Duration:** 2 class periods

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### 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

**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 lesson will show how Arizona is and has been historically connected to Mexico through the movement of people, goods, and ideas.

**Key Vocabulary**

- Spanish - Things that relate to Spain and its culture
- Border - An imaginary line that separates two countries
- International - Having to do with more than two countries or crossing past a national boundary
- Prehistoric - Time before history was written
- Boundary - A line that separates one area of land from another
- Architecture - The design and construction of a building
- Religion - A person’s beliefs that have to do with faith
- Maize - a yellow corn called Indian corn

**Additional Materials Needed for ELL**

- Transparency of Historical Summaries
- Student worksheet 1 – Graphic organizer showing Arizona and Mexico
- Student worksheet 2 – Time eras template
- Highlighters
- Drawing paper
- Wall map or transparency of North America

**ELL Adaptation**

**Procedures**

**Day 1**

1. Show students a map of North America pointing out the location of the United States and Mexico. Trace the boundary between the two countries.

2. Point out the location of Arizona in the United States and how it shares a border with Mexico. Locate the students’ hometown on the map and point out its distance and proximity to the Mexican border. **(Preparation: Linking to background)**

3. Explain that throughout history people, goods, and ideas have moved across this modern-day boundary. Have students brainstorm any items they think may have come from Mexico. **(Preparation: Linking to background)** Share with students that in this lesson, they will learn about the many things that have moved from Mexico to Arizona.

4. Using the transparency of the Historical Summaries, read aloud the summaries discussing the movement of people, goods, and ideas for each historical period in Arizona history. Have the students identify and highlight items that moved on their copy of the summary as each one is read. **(Integrating Processes: Reading; Application: Hands on)** Show the class the map that corresponds with each time period.

5. Repeat this procedure for each historical era, explaining any vocabulary as needed. **(Scaffolding: Guided practice)**

6. Hand out the student worksheet/graphic organizer. Using their highlighted summaries, have students either draw pictures or write facts about movement between Mexico and Arizona during each historical era on their graphic organizer.
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They must have 4 different facts for each era and use a different sheet for each historical era. This can be done in partners or small groups. 

(Grouping: Partners, small groups)  ELL 1

Beginners could use the Time Era Worksheet template for their 4 facts. (Scaffolding: Guided practice)

Day 2
7. Have the class review the previous day’s lesson by showing the map transparencies for each historical era and discussing movement during that period. (Grouping: Whole group) Students may use their graphic organizers and highlighted historical summaries for the discussion. (Scaffolding: Guided practice)

8. Using their graphic organizers and information from the class review, have students draw pictures and dictate/write statements showing at least four of the important ideas or goods that moved from Mexico into Arizona. (Integrating Processes: Writing) The items should come from at least three different historical eras.

Assessment

Mastery will be considered accurate drawings that show at least four items that moved from Mexico into Arizona during three different historical eras. There should be words or a simple sentence in English that describe each drawing.