ELL Adaptation For
A River Through Time
The lifestyle of the Pima Indians was forever changed as a result of dam construction on the Gila River, as this lesson demonstrates.

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<th>Carol Warren</th>
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**SIOP Elements**

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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 students will demonstrate an understanding of prediction and sequence by arranging a series of familiar pictures in sequence and occasionally using key words and physical actions.

**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 the basic sequence of events and make relevant predictions about stories.
Intermediate: The student will identify stated cause and effect relationships in text.
**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 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.

**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 contain general supporting details.

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**Overview**

This activity will show how the Akimel O'odham have depended on the physical environment and the Gila River for their existence. It will also show that technological modifications in one place can lead to changes in other locations by examining the damming of the Gila River and its effect upon the lifestyle of the Akimel O'odham (Pima Indians).

**Key Vocabulary**

Pima Indians - A tribe of American Indians that live in Arizona

Gila River - A river that flows across Arizona

primary source - A photo, artifact, or document created at the time an event happened

dam - A structure built to hold back the water in a river

**Additional Materials Needed for ELL**

- Student Summary Worksheet (1 per student) and Answer Key
- Timeline (1 per student) and Answer Key
- Highlighters for students
- Blue, brown, and red crayons/colored pencils
- Vocabulary cards – as needed
- Drawing paper

**ELL Adaptation**

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**Procedures**

**Day 1**

1. Show students the Gila River on a map of Arizona or the Southwest. Point out the relative location of the river to where the students live. **(Preparation: Linking to background)**

2. Introduce the vocabulary words, using picture cards if needed. **(Scaffolding: Modeling)**

3. Explain or show with the picture cards that the Pima Indians lived in this area both long ago and today. They were farmers who raised crops such as corn, wheat, and beans with water from the river.

4. Explain that they will be reading some descriptions of the Pimas from people who visited them or lived with them. These descriptions are called primary sources. As a group, have students read the historical descriptions of the lifestyle of the Pimas and the Gila River environment in the primary source material. The teacher may want to read the primary source material to the students. **(Scaffolding: Guided practice)** The ELL student will highlight the vocabulary words as they appear in the primary source material. **(Application: Hands on)**

5. After each time period is read, have the class discuss what they learned about the Pimas and the Gila River in the primary sources read. Based on the vocabulary words highlighted and class discussion, have students mark the correct answer (yes or no) on the Student Summary worksheet for that time period.

   - water in river; corn, wheat, beans – yes or no

   This can be done in partners or as a group. **(Grouping: Partners, small groups)** Non-ELL
A River Through Time

students can record their summary on the Student Outline worksheet, if teacher wishes.
(Preparation: Strategies used)

6. Using their highlighted paper and their yes or no summaries, students will record their information on a timeline using three colors for a key. Blue will be drawn from letter to letter to show the river had water and the Pima Indians grew corn, wheat, and beans (yes to yes). Brown will be used to show the river had no water and the Indians could not grow corn, wheat, and beans (no to no). (Application: Hands on) Teacher can model with the first section of the timeline (A to B). (Scaffolding: Modeling)

7. The third color will be used to mark the vertical line on the timeline, the building of the dam that stopped the water. The words “dam built” is written below the vertical line. (Preparation: Adapting content)

Day 2
8. Review with students what they learned about the Pima Indians and the Gila River when they read the primary sources.

9. Using their timeline and information from the class review discussion, have students draw pictures and dictate/write statements summarizing what they learned about the effects of the damming of the Gila River on the lifestyle of the Pima Indians. The drawing should include three parts with phrases/sentences: the first showing that the Pimas grew crops by the river; the second showing or a dam was built on the river; and the last showing no water in the river and the Pimas without crops growing. (Preparation: Adapting content)

10. Have students write or dictate sentences stating what is in each picture.

Assessment

Mastery will be considered accurate drawings that show the sequence of events on the Gila River – the effects of damming the river on the lives of the Pimas. There should be words or a simple sentence in English that describe each drawing.