ELL Adaptation For

Desert Views - First Impressions: Travelers on the Gila Trail

Using primary source materials, students come to understand how early travelers viewed the Southwest.

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Grade Level: 4-5
Duration: 2 class periods

ELL Adaptation by: Carol Warren

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

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<td>Goal 2, Standard 2</td>
<td>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.</td>
<td>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.</td>
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Desert Views - First Impressions: Travelers on the Gila Trail

Overview

Students will read about and draw desert plants and animals as described by 19th century travelers crossing the American Southwest.

Key Vocabulary

Primary source - A photo, artifact, or document created at the time an event occurred
Gila Trail - A trail used in the 1800s to travel across southern Arizona
Desert - A dry landform area
Journal - A diary or writings made to remember things that happened

Additional Materials Needed for ELL

• highlighters
• student worksheet – Trail descriptions with pictures
• transparencies of student worksheet
• letter template

Procedures

Day 1
1. Show the map of the Gila Trail and discuss how travelers used this route to come into and through the desert in Arizona in the 1800s. Explain that in the 1800s people traveled in wagons or on foot. Share with students that they will be learning about people who traveled on the trail and what they thought of the desert that they traveled across.

2. Discuss the type of land they traversed and conditions under which they traveled (heat, dust, little food/water, and exhaustion) and that they were experiencing a new environment (Sonoran Desert.) If needed, show pictures of the Sonoran Desert. Ask students if they have ever traveled in the desert in the summer and ask some to share what it was like. Ask if people usually take walks in the desert in the summer? Why not? (Preparation: Linking to background)

3. Define the term “primary source” and identify this type of primary source as journals or diaries that were written as the travelers crossed the desert on the Gila Trail in the late 1800s. Ask students if they have ever written in a diary or wrote in a journal about things they have done. (Preparation: Linking to background) Introduce the primary source writers. You can use one or more of the sources as time permits.

4. Teacher will read aloud the route information about the traveler(s) provided in the additional files. Have students draw the traveler's route on the map of the American Southwest. (If you are using more than one traveler, have students make a key using a different color for each traveler.) Teacher can model this for students on the overhead map. (Scaffolding: Modeling)

5. As an example of the activity, use one of the descriptions of the saguaro cactus (there are 2). Read aloud the traveler's descriptions of the

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saguaro as you display it on the overhead. As you read, highlight any adjectives, nouns, or other words that describe the plant or animal. You want to highlight words that will aide the student in identifying the plant. Have students highlight the same words on their worksheet. Students will need help understanding the unusual words and manner of writing. Remind them of the writers’ situations at the time they wrote these descriptions and discuss why they wrote them. **(Scaffolding: Guided practice)**

6. Use the highlighted words in the description to determine which picture shows the plant being described. Have students work with a partner to decide which picture to circle. **(Scaffolding: Guided practice; Grouping: Partners)**

7. Repeat the process with a second description. Read the description aloud as before, explaining any unusual vocabulary and modeling the highlighting of descriptive words. **(Scaffolding: Modeling)**

8. After worksheets are finished, identify the plants or animals described (saguaro cactus, roadrunner, gila monster.) Compare items circled to pictures of the plants and animals.

9. Reread the primary source description again while viewing the photo/slide and discuss the travelers’ ways of describing it. **(Integrating Processes: Reading)**

**Day 2**

1. Review the meaning of a primary source and explain that one type of primary source that historians use is letters written in the past. Many overland travelers on the Gila Trail wrote letters home as they journeyed west.

2. Have students pretend to be a traveler on a wagon train on the Gila Trail in Arizona and write a letter home to a family member (parent, brother, or sister), describing a plant or animal as if they were seeing it for the first time. They should have 4 or more sentences/phrases about what they are describing. Use correct personal letter format. Model correct letter format before writing. **(Scaffolding: Modeling, guided practice)** Level 1 students may use the letter template as needed and dictate words that describe a picture of a plant or animal.

**Assessment**

Student letters can be assessed for the use of words that describe a plant or animal. They should have at least 4 words or phrases describing their plant or animal.