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EDBI 5304: Methods of Teaching ESL

Sheltered Content Unit Plan

Lesson Title/Topic	Grade	Subject
Founding Documents of the Republic of Texas	7	Social Studies
<p>Content Standards:</p> <p><i>§113.19. Social Studies, Grade 7, Beginning with School Year 2011-2012.</i></p> <p>(b) Knowledge and skills.</p> <p>(3) History. The student understands how individuals, events, and issues related to the Texas Revolution shaped the history of Texas. The student is expected to:</p> <p>(B) explain the roles played by significant individuals during the Texas Revolution, including George Childress, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan N. Seguín, and William B. Travis;</p> <p>(C) explain the issues surrounding significant events of the Texas Revolution, including the Battle of Gonzales, William B. Travis's letter "To the People of Texas and All Americans in the World," the siege of the Alamo and all the heroic defenders who gave their lives there, the Constitutional Convention of 1836, Fannin's surrender at Goliad, and the Battle of San Jacinto; and</p> <p>(D) explain how the establishment of the Republic of Texas brought civil, political, and religious freedom to Texas.</p> <p>(14) Government. The student understands the basic principles reflected in the Texas Constitution. The student is expected to:</p> <p>(A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights; and</p> <p>(B) compare the principles and concepts of the Texas Constitution to the U.S. Constitution, including the Texas and U.S. Bill of Rights.</p>		

Language Standards:

§74.4. English Language Proficiency Standards.

(c) **Cross-curricular second language acquisition** essential knowledge and skills.

(2) Cross-curricular second language acquisition/**listening**.

(C) learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions;

(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

(3) Cross-curricular second language acquisition/**speaking**.

(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;


(4) Cross-curricular second language acquisition/**reading**.




(D) use prereading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other prereading activities to enhance comprehension of written text;

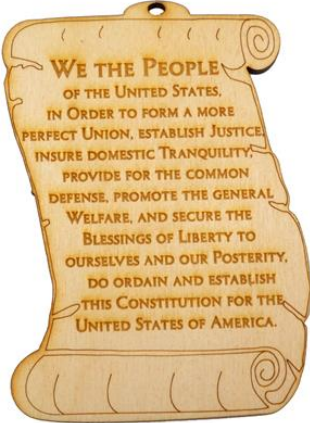
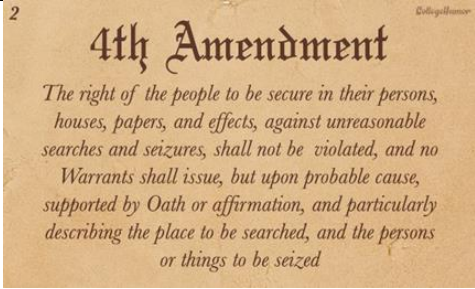
(5) Cross-curricular second language acquisition/**writing**.

(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary...

Key Vocabulary

Word	Student-Friendly Definition	Visual or Image	Sentence Example
Rights	Written statements that lists the basic freedoms of citizens.		As U.S. citizens and Texans, we all have protected rights.

<p>Convention</p>	<p>A large meeting of people who come together, usually for a long time, to talk about their shared work or to make decisions as a group.</p>		<p>A <i>convention</i> can be big and formal, like a <i>convention of states</i>, or just for fun, like a comic book <i>convention</i>.</p>
<p>Constitution</p>	<p>A written system of beliefs and laws by which a country, state, or organization is governed.</p>		<p>The <i>Constitution of the Republic of Texas</i> was based on the U.S. <i>Constitution</i>.</p>
<p>Republicanism</p>	<p>A form of government where candidates are selected to represent their fellow citizens.</p>		<p><i>Republicanism</i> is at the core of our representative democracy.</p>

<p>Preamble</p>	<p>A statement made at the beginning of a legal document that provides reasons for the parts that follow.</p>		<p>Both the U.S. and Republic of Texas Constitutions began with <i>preambles</i>.</p>
<p>Amendment</p>	<p>A formal change in, or addition to, the words or meaning of a law or legal document.</p>	<p>²</p> 	<p>The first ten <i>amendments</i> to the U.S. Constitution are called The Bill of Rights.</p>

Content Scaffolds/Resources for Comprehensible Input

- 1. Copy of the Constitution of the Republic of Texas:** See references list.
- 2. Copy of the Republic of Texas Declaration of Independence:** See references list.
- 3. Mock convention worksheet:** This will be an original document that I envision as a sort of graphic organizer that will help guide students in creating their own amendments for a “student bill of rights.” One section will identify the group members (3-4 students each). Another section will require students to craft a preamble. The last section will require students to actually write their proposed amendments.
- 4. Pocket Dictionary:** In Discussion Forum 4, we were tasked with exploring and critiquing an existing lesson plan for its potential effectiveness with ELs. I chose to evaluate a social studies lesson about landmasses. The author of the lesson provided me with the idea of creating a pocket dictionary, which my professor later reinforced in her feedback from my last assignment (see references list).

5. Video #1: This first video is really intended to be a scaffolding and bridging resource that covers some of the information that would have ostensibly been taught in the previous week’s lessons while briefly introducing some new concepts (see references list).

6. Guest Speaker with Manipulatives: The guest speaker could theoretically be provided by any of the state or local historical societies that engage in community outreach programs. For the purposes of this assignment, I’ve selected the Texas Historical Commission, which is based in Austin but sends historical interpreters all over the state. This would obviously be much more of a logistical chore in real life but one that, I think, should suffice for the purpose of the present assignment. I envision a guest speaker addressing the class. He would be dressed in period attire and share some manipulatives with the students, such as the stationary bag that he had attached to his saddle bag or maybe some correspondence from back home.

7. Video #2: This is a brief video describing the U.S. Constitution, Articles of Confederation, and Federalism. It will serve as a launching point from which the students will be able to compare and contrast U.S. federal documents with the Republic of Texas founding documents (see references list).

8. Compare & Contrast Worksheet: An original document (graphic organizer) that will allow students to compare and contrast the similarities and differences between the U.S. Constitution and the Republic of Texas Constitution.

9. Matching/Trivia: This will be a class-wide experience with students competing with one another in groups of 3-4 individuals each (the same groups used as part of the mock convention exercise). See references list for citation URL.

Day 1

<p>Content Objective: Describe the events leading up to and surrounding the Constitutional Convention of 1836 (who, what, when, where, why, how). Discuss concepts such as principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>Language Objective: Students will demonstrate, through pre-reading support</p>	<p>Building Background: Students will be provided a pre-reading support (see graphic organizer “Revolution and Founding Documents”) that contains a brief summary of the previous week’s lesson, while also introducing key vocabulary terms for this week’s lesson. Work will be performed as part of opening TPS (think, pair, share activity).</p> <p>Meaningful Activities: Pre-reading TPS exercise, lecture, creation of</p>	<p>Review/Assessments: (1) Formal/diagnostic: Pre-reading support graphic organizer, “Revolution and Founding Documents.” This will be collected at the end of class.</p> <p>(2) Formal/formative: Student vocabulary journals (diaries). TIS (the instructor shall) spot-check work while lecturing and moving about the classroom.</p>
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<p>activity (“Revolution and Founding Documents”), accurate note taking, mock convention documentation, and pocket dictionary annotations, the acquisition/listening of the following general and basic vocabulary words given during the lecture portion of the lesson: <u>convention</u>, <u>constitution</u>, and <u>rights</u>.</p>	<p>vocabulary journals (diaries), introduction to mock convention</p> <p>Vocabulary Activities: Unit pre-reading, read-aloud (lecture), and vocabulary journals (diaries).</p> <p>Language/Literacy Activity: Introduction to mock convention activity.</p> <p>Content Scaffolds:</p> <p>(1) Gestures will be an integral aspect of daily lectures.</p> <p>(2) Graphic organizers will be used to help convey and complete major ideas associated with the lesson plan.</p> <p>(3) ELs will create a small dictionary for reference throughout the lesson.</p> <p>Language Scaffolds: “Student Bill of Rights” worksheet and pocket diary.</p> <p>Summary of Instruction: TIS (the instructor shall) open the day with the TPS activity structured around the “Revolution and Founding Documents” graphic organizer, which will serve as both a review of the previous week’s lesson and a pre-reading support for the present week’s lesson. Students will next return to</p>	<p>(3) Informal/formative: TIS note student levels of participation in group activities during the formation of mock convention groups.</p> <p>NOTE: The “Student Bill of Rights” and mock convention activity is a four-day-long event that culminates in student-groups creating, developing, and debating about amendments that would hypothetically protect the rights of them and their fellow students. Per the applicable worksheet (with grading rubric), groups will consist of 3-4 students, assigned to specific positions, who will research and develop 3 amendments per groups. Ultimately, the class will only be able to adopt 3 rights, so the students will have to choose the most important or common amendments submitted by each group. The teacher and class will post and observe these rights for the remainder of the term.</p>
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	<p>their seats where they will individually create vocabulary diaries. Students will write key terms (per content objectives) in their diaries. They will enter definitions, during the lecture portion of the lesson, as a note-taking/vocabulary-building exercise. <u>TIS use gestures and modeling during lecture period to support EL comprehension</u> (see Content and Language Objectives). Final activity of the day will be the creation of mock convention groups, distributing of the “Student Bill of Rights” worksheet, and an explanation of the exercise (see Review/Assessment).</p>	
Day 2		
<p>Content Objective: Continue work from DAY 1 with a specific emphasis on the roles of George Childress and Lorenzo de Zavala in the drafting of founding documents.</p> <p>Language Objective: Students will demonstrate, through accurate note taking, mock convention documentation, and pocket dictionary annotations, the acquisition/listening of the following technical and academic vocabulary words given during the lecture and video portion of the lesson: <u>limited government</u>,</p>	<p>Meaningful Activities: Video presentation, lecture, vocabulary journal (diary) building, and continuation of mock convention activity.</p> <p>Vocabulary Activities: Read-aloud (lecture) and vocabulary journals (diaries).</p> <p>Language/Literacy Activity: Mock convention (continued).</p> <p>Content Scaffolds: (1) Gestures will be an integral aspect of daily lectures. (2) Video, “Feature History – Texas Revolution,” will be</p>	<p>Review/Assessments: (1) Formal/formative: Student vocabulary journals (diaries). TIS shall continue to spot-check work while lecturing and moving about the classroom.</p> <p>(2) Informal/formative: TIS note student levels of participation during group mock convention activity.</p>

<p><u>republicanism, amendments, and preamble.</u></p>	<p>incorporated into the day’s lesson.</p> <p>(3) ELs will continue to update personal reference dictionary.</p> <p>Language Scaffolds: Multimedia video (with subtitles), “Feature History – Texas Revolution,” “Student Bill of Rights” worksheet, and pocket diary.</p> <p>Summary of Instruction: TIS open the day with a multimedia video presentation (noted above). Next, TIS transition to the lecture period. <u>TIS use gestures and modeling during lecture period to support EL comprehension</u> (see Content and Language Objectives). Students, meanwhile, should be continuing to fill-out their vocabulary journals as part of the note-taking process. Finally, the students will reconvene into their mock convention groups and continue the activity as noted on the applicable worksheet. <u>TIS shall provide students with weblink for the Republic of Texas Declaration of Independence and the Constitution of the Republic of Texas.</u></p>	
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Day 3		
<p>Content Objective: Analyze the <i>Texas Declaration of Independence</i>.</p> <p>Language Objective: Students will demonstrate the acquisition/reading of pre-taught topic-related vocabulary (from DAYS 1 & 2) by completing the graphic organizer, “Parts of a Founding Document” (graphic organizer).</p>	<p>Meaningful Activities: Guest speaker, lecture, vocabulary journal (diary) referencing, “Parts of a Founding Document” (graphic organizer), and continuation of mock convention activity.</p> <p>Vocabulary Activities: Read-aloud (lecture), vocabulary journals (diaries), and “Parts of a Founding Document” graphic organizer.</p> <p>Language/Literacy Activity: Mock convention (continued).</p> <p>Content Scaffolds: (1) Gestures will be an integral aspect of daily lectures. (2) Guest speaker will use gestures and manipulatives. (4) “Parts of a Founding Document” (graphic organizer) will be used to help convey and complete major ideas associated with the lesson plan. (5) ELs will continue to consult personal reference dictionary throughout the day.</p> <p>Language Scaffolds: “Parts of a Founding Document” (graphic organizer), “Student</p>	<p>Review/Assessments: (1) Formal/formative: Student vocabulary journals (diaries). TIS shall continue to spot-check work while lecturing and moving about the classroom.</p> <p>(2) Formal/ formative: TIS collect graphic organizer assignments at end of class.</p> <p>(3) Informal/formative: TIS note student levels of participation during group mock convention activity.</p>

	<p>Bill of Rights” worksheet, and pocket diary.</p> <p>Summary of Instruction: TIS begin class by introducing guest speaker, who will speak for approximately 20 minutes, distribute a graphic organizer, move to a lecture, collect graphic organizer, and conclude the class with a continuation of the mock convention activity.</p>	
Day 4		
<p>Content Objective: Analyze the <i>Constitution of the Republic of Texas</i> (Preamble & Declaration of Rights only).</p> <p>Language Objective: Students will demonstrate the acquisition/writing of English by using their newly acquired vocabulary by crafting one or more constitutional amendments while performing group work during a mock convention.</p>	<p>Meaningful Activities: Quiz, video presentation, lecture, vocabulary journal (diary) referencing, and continuation of mock convention activity.</p> <p>Vocabulary Activities: Read-aloud (lecture) and vocabulary journals (diaries).</p> <p>Language/Literacy Activity: Mock convention (continued).</p> <p>Content Scaffolds: (1) Gestures will be an integral aspect of daily lectures. (2) Video, “The Constitution, Articles, and Federalism,” will be incorporated into the day’s lesson. (3) ELs will continue to consult personal reference dictionaries.</p>	<p>Review/Assessments: (1) Formal/formative: Individual quiz. (2) Formal/formative: Student vocabulary journals (diaries). TIS shall continue to spot-check work while lecturing and moving about the classroom. (3) Informal/formative: TIS note student levels of participation during group mock convention activity.</p>

	<p>Language Scaffolds: Multimedia video (with subtitles), “The Constitution, Articles, and Federalism” “Student Bill of Rights” worksheet, and pocket diary.</p> <p>Summary of Instruction: TIS shall open the day with an individual quiz (20 minutes), transition to video, follow with lecture, and conclude with continuation of mock convention activity.</p>	
Day 5		
<p>Content Objective: Compare and contrast founding documents to their U.S. counterparts.</p> <p>Language Objective: Students will demonstrate the acquisition/speaking of English by using their newly acquired vocabulary by (1) sharing with classmates their group’s amendments, (2) actively participating in the Compare & Contrast exercise, and (3) actively participating in the Group/Matching Trivia exercise.</p>	<p>Meaningful Activities: Compare and contrast exercise (with worksheet), matching/trivia game, and group presentations.</p> <p>Vocabulary Activities: Read-aloud (integral to compare and contrast exercise).</p> <p>Language/Literacy Activities: Mock convention student presentations, compare & contrast activity, and group matching/trivia game.</p> <p>Content Scaffolds: (1) Gestures will be an integral aspect of compare and contrast exercise/worksheet. (2) Matching/trivia game will capitalize upon preceding lessons. (5) ELs may continue to reference personal dictionary throughout the lesson.</p>	<p>Review/Assessments: (1) Formal/formative: Compare and Contrast worksheet. (2) Informal/formative: Matching/trivia game. (3) Formal/summative: Group presentations.</p>

	<p>Language Scaffolds: Pocket diary and Compare and Contrast worksheet.</p> <p>Summary of Instruction: TIS begin the class by distributing the Compare and Contrast worksheets. Next, TIS will pair off students for a TPS activity with the Compare and Contrast worksheets. This is intended to be an interactive lecture. Upon completion, students will break into mock convention groups and participate in matching/trivia game. Winning group will be permitted to present their mock bill of rights first. Groups will all be afforded time to make presentations. TIS grade presentations per the rubric. “Winning” amendments shall be revealed on following Monday.</p>	
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Content Scaffolds: Include all content scaffolds, including links to other resources or materials you have created yourself. You may attach additional files to your assignment, if necessary, or you may paste images, text, or links here.

- “Revolution and Founding Documents” (original document; see attached graphic organizer)
- Videos (sourced from YouTube; retrieved from <https://www.youtube.com/watch?v=bO7FQsCcbD8> and <https://www.youtube.com/watch?v=RwJsazGulCo>)
- Gestures and modeling (integral to daily lectures)
- “Student Bill of Rights” worksheet (for mock convention activity—includes grading rubric; see attached original document)

- Guest Speaker with Manipulatives: The guest speaker could theoretically be provided by any of the state or local historical societies that engage in community outreach programs. For the purposes of this assignment, I've selected the Texas Historical Commission, which is based in Austin but sends historical interpreters all over the state. This would obviously be much more of a logistical chore in real life but one that, I think, should suffice for the purpose of the present assignment. I envision a guest speaker addressing the class. He would be dressed in period attire and share some manipulatives with the students, such as the stationary bag that he had attached to his saddle bag or maybe some correspondence from back home. An example can be found here: <https://www.thc.texas.gov/content/educatorinterpreter-program-specialist-ii-9>
- "Parts of a Founding Document" (original document; see attached graphic organizer)
- Individual quiz
- Compare and Contrast worksheet (original document; see attached sheet)
- Matching/trivia game (see sample at <https://play.kahoot.it/v2/?quizId=361f496e-e3ff-4cc1-8e68-015aa2c1e9a3>; were this a real lesson plan, the quiz would be structured around the key terms highlighted in the content standards and the words provided in the key vocabulary section of this lesson plan)

Language Scaffolds: Include all language scaffolds, including links to other resources or materials you have created yourself. You may attach additional files to your assignment submission, if necessary, or you may paste images, text, or links here.

- "Revolution and Founding Documents" (original document; see attached graphic organizer)
- Student vocabulary journals/diaries (adopted from process outlined at <https://www.education.com/lesson-plan/all-about-landforms/>)
- "Student Bill of Rights" worksheet (for mock convention activity—includes grading rubric; see attached original document)
- "Parts of a Founding Document" (original document; see attached graphic organizer)
- Matching/trivia game (see sample at <https://play.kahoot.it/v2/?quizId=361f496e-e3ff-4cc1-8e68-015aa2c1e9a3>; were this a real lesson plan, the quiz would be structured around the key terms highlighted in the content standards and the words provided in the key vocabulary section of this lesson plan)

REFERENCES: List any references, including image references, in APA style.

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