
Chapter 6 At-a-Glance

Chapter 6 is the third of four subject-specific chapters that will address ways in which you can help your ELLs meet the standards that are an increasing factor in measuring the success of teaching and learning. Middle and high school teachers, as you know, are primarily focused on their subject areas, and these chapters are designed to supplement the more general information presented in Chapter 3. Also, for a much more detailed discussion of assessment strategies and resources, please refer to Chapter 8, “Assessment and Evaluation: How Can We Be Fair and Demanding?”

Some highlights of Chapter 6 include

- Examining the academic language of social studies
- Adopting a flexible, thematic-based curriculum
- Linking social studies concepts to prior knowledge
- Using cooperative learning strategies
- Linking instruction to assessment

The bulk of this chapter is adapted from “Preparing Secondary Education Teachers to Work with English Language Learners: Social Studies,” by Kris Anstrom, with contributions from Kathleen Steeves and Patricia DiCerbo (1999). The project was funded by the U.S. Department of Education, Office of Bilingual Education and Minority Language Affairs. The paper in its entirety is available at the National Clearinghouse for Bilingual Education at the George Washington University website at www.ncbe.gwu.edu.

A truly multicultural history curriculum allows teachers to build on the cultural and world knowledge of their English language learners through a gradual, flexible process of exploration.

—Kris Anstrom



CHAPTER 6:

Making Social Studies Comprehensible to the English Language Learner

Social Studies Content Standards

Social studies is the integrated study of social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (National Council for the Social Studies, 1994).

National standards for U.S. history bring together several areas of social studies, including world and U.S. history, geography, civics, and economics, under the umbrella of historical understanding. Each of these areas or “spheres of human activity” is addressed within ten eras encompassing the whole of American history from its pre-European beginnings to contemporary times. The national history standards emphasize that what is meant by historical understanding is much more than the passive absorption of facts, dates, names, and places. Rather, a broad understanding of history means that students can engage in historical thinking—the ability to think through cause-and-effect relationships, reach sound historical interpretations, and conduct historical inquiries and research leading to the knowledge on which informed decisions in contem-

porary life are based. The standards documents outline five areas in which students should develop such competence. These are

- Chronological thinking, which involves developing a clear sense of historical time
- Historical comprehension, including the ability to read historical narratives, identify basic elements of the narrative structure, and describe the past through the perspectives of those who were there
- Historical analysis and interpretation
- Historical research, which involves formulating historical questions, determining historical time and context, judging credibility and authority of sources, and constructing historical narratives or arguments
- Historical issues analysis and decision making, including the ability to identify problems, analyze points of view, and decide whether actions and decisions were good or bad (National Center for History in the Schools, 1994)

These standards should be expected of all students, and all students should be provided equal access to the educational opportunities necessary to achieve them.

Making Social Studies Content Accessible to English Language Learners

All students, including English language learners, should be given equal access to the educational opportunities necessary to meet the new history standards.

A good example of how content standards can incorporate what is known about exemplary instruction for English language learners comes from the national English Language Arts (ELA) standards. The guidelines encourage teachers to adopt instructional approaches that help make literary material more comprehensible to their ELL students, and to actively teach strategies that show students how to comprehend, interpret, evaluate and appreciate a range of texts (International Reading Association & National Council of Teachers of English, 1996). Demonstrating the use of graphic organizers, for example, is an effective way to help students visualize and classify content, characters, ideas, plot, or theme. Working with word clusters, semantic maps and webs, storyboards, Venn diagrams, and similar graphic organizers also allows students to express difficult ideas by reformulating abstract information into concrete form (Sasser, 1992). Moreover, teacher explanation and modeling of reading strategies encourages students to explicitly focus on the ways in which they draw meaning from a text and to use that knowledge across the curriculum.

The idea that ELA and other content standards should reflect knowledge of effective ELL instruction was a key recommendation of one of the early contributors to current national content standards, the Stanford Working Group on Federal Education Programs for Limited English Proficient Students (August, Hakuta, & Pompa, 1994). Their report suggested a comprehensive focus on the needs of ELLs and the importance of depicting the broad cultural and linguistic diversity, or multiculturalism, of this country. An overriding difficulty for standards developers, though, has been how best to incorporate multicultural content and exactly what multicultural issues to address. “Do we look at history and talk about all of the warts? Do we include women and minorities? Do we make them part of the history or side bars?” (K. Steeves, personal communication, February, 1997). Simply adding a “multicultural day” or ethnic food festival to the curriculum is not enough since it does not involve students in thinking deeply about the meaning of cultural and linguistic differences (Farr & Trumbull, 1997). A truly multicultural history curriculum allows teachers to build on the cultural and world knowledge of their English language learners through a gradual, flexible process of exploration.

Academic Language

Social studies requires very high literacy skills because much of the instruction comes through teacher lecture and textbook reading. Success in social studies also depends on accumulation of background knowledge. In general, each grade's curriculum builds on the previous year's. English language learners entering the school system for the first time rarely have the benefit of the previous year's knowledge. Social studies information also tends to be abstract and decontextualized. Unlike science classrooms, social studies classrooms do not usually make use of mediating tools such as manipulatives and hands-on experiments.

In examining the academic language of social studies, some language features are common to all classrooms, while other features are more specific to social studies (e.g. geographic locations, famous people, and events). In addition, social studies teachers engage in numerous language functions (e.g. giving directions, previewing, reviewing), and students are expected to complete a variety of language-related tasks (e.g. do research, write an essay, present an oral report).

Examination of textbooks used in middle school American history courses revealed common text structures. The books examined were found to contain insufficient glossaries, precipitating the need for students to consult dictionaries, teachers, and peers for definitions of new vocabulary. Most texts are written along a chronological pattern, while others use a cause-and-effect framework. Analyses of these texts, along with lesson presentations and assignments, showed that certain linguistic signals cue students to time references, cause and effect, and comparison and contrast in text structures and assignments. Such signals include verb tenses and conditions, expressions of time, rhetorical markers (e.g. temporal phrases, conjunctions), and causative words (e.g. as a result, so). Classroom observations showed that students who were taught to recognize these cues improved their reading and writing skills (Short, 1994). ELLs benefit from explicit instruction of these "signal words" and how they are used to convey meaning.

Words that Signal the Organizational Pattern—Social Studies

<p>Classification</p> <p>several, various many, numerous and, too, also one, another some, others still others furthermore first, second... 1, 2, 3... finally</p>	<p>Cause</p> <p>reason due to on account of leads to, led to since because</p>	<p>Effect</p> <p>outcome result as a result therefore thus so then in order to consequently hence for this reason finally</p>
<p>Sequence</p> <p>before initially previously how immediately presently next when first, second meanwhile formerly subsequently later after last ultimately finally</p>	<p>Comparison</p> <p>as similarly like as well as likewise in comparison both all by the same token furthermore</p>	<p>Contrast</p> <p>but on the other hand notwithstanding at the same time in spite of though conversely yet despite regardless however whereas nonetheless although on the contrary in contrast instead unlike rather for all that nevertheless even though</p>

Adapted by Maura Sedgeman, Dearborn Public Schools Bilingual Program, Dearborn, MI, and A Guidebook for Teaching Study Skills and Motivation, by Bernice Jensen Bragstad and Sharyn Mueller

Adopt a Flexible, Thematic-Based Curriculum

Thematically organized curricula have been found to work well with English language learners.

The use of thematic units as the predominant mode of organizing curriculum (Farr & Trumbull, 1997) is very effective with ELLs. The thematic approach is especially powerful in integrating instruction across disciplines since lessons can be designed to help students make connections and achieve a deeper understanding of a concept from several disciplinary views. *School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP*

Students, for example, describes one middle school's use of thematic instruction to unify social studies and language arts. Dr. Martin Luther King's "I Have a Dream" speech served as the focus for a unit on dreams and the ways in which they are realized. As part of the unit, students interviewed immigrants using questions developed in class, wrote essays about the immigrants' experiences, and investigated the immigrants' dreams concerning the U.S. (Berman et al., 1995).

Give Students Adequate Time to Learn Social Studies Content

Effective social studies curricula emphasize depth of coverage over breadth. Along with a multicultural, thematic perspective, an effective social studies curriculum would allow students the time to achieve a thorough understanding of key concepts. Curriculum in social studies, as in many other subject areas, depends on continuity, with content in any one course building upon content supposedly mastered in previous courses (Harklau, 1994). Most second-

ary English language learners have not had eight or nine years of instruction in U.S. elementary and middle schools, and their prior knowledge will be different from that of their peers. Furthermore, having to decipher unfamiliar vocabulary and linguistic constructions can impede anyone's ability to understand new concepts, but especially those students who are below grade level academically (King et al., 1992).

Link Social Studies Concepts to Prior Knowledge

Utilizing students' experiential knowledge is a key factor in successful curriculum development for English language learners.

One of the more encouraging approaches to social studies curriculum design starts with the assumption that the learner has little or no previous content knowledge and uses basic, familiar concepts to gradually develop related ideas into broader units of academic study. For example, prior to beginning study of the American Civil War, class discussion may center on students' personal experiences and problems with being different or on the notion that differences can lead to conflict. Extending this understanding into social, political, and economic differences among groups of people, and specifically between the North and the South prior to the Civil War, is the next logical step. Finally, the Civil War itself can be introduced within a context made rich by personal stories and broad-based content knowledge. In this way, teachers can utilize students' experiential knowledge by relating it to important social studies concepts and events. Similarly, a unit on westward movement in the U.S. developed within the context of larger patterns of migration and immigration can lead ELLs to explore how they fit into these patterns of movement as newcomers to the U.S. (King et al., 1992).

Using Oral Histories

Linking students' prior knowledge to the curriculum is, in fact, the emphasis of the oral history approach, with students' backgrounds and experiences forming the raw historical data from which a social studies curriculum can be built (Olmedo, 1993). Oral history projects help students understand that history is composed of stories in which they and their families have participated. Complex issues, such as religious persecution, tyranny of autocratic rulers, and the rights and responsibilities of self-governance, are more accessible when developed from students' backgrounds and experiences. Moreover, in working with data obtained from oral histories, students will be engaging in many of the historical thinking skills outlined in the U.S. history standards, such as chronological thinking, reading historical narratives, describing the past through the perspectives of those who were there, and historical analysis and interpretation. In addition, oral histories serve as an avenue through which students can strengthen their own emerging language skills. Interviewing and presenting information to classmates can improve oral proficiency, while translating and transcribing oral interviews into English develops literacy. Using an oral history approach also serves to promote parental involvement in student learning, native language use in meeting instructional goals, validation of the student's culture and experience, and enhancement of self-esteem—all critical factors in the academic achievement of English language learners (Olmedo, 1993). The nine steps illustrate this incremental approach.

Steps in Implementing an Oral History Approach

1. Identify which social studies concepts to teach. Some common concepts taken from the National Council for the Social Studies Task Force on Scope and Sequence (1989) include the following: dependence and interdependence, the interaction of human beings and their environment, resource development and use, scarcity, migration, acculturation, the impact of economic or technological changes on societies, and issues of war causes and results.
2. Develop questions or an interview guide jointly with students that can be used to interview family members, neighbors, or someone in the ethnic community.
3. Translate or assist students in translating interview questions into the students' native languages.
4. Provide training and practice in using tape recorders and in conducting interviews.
5. Invite a guest speaker from the community to be interviewed by the class as a practice activity.
6. Have students select an interviewee.
7. Assign students or small groups the tasks of interviewing, transcribing or summarizing the [interview] tape, and sharing knowledge gained with the class.
8. Create a list of themes from the students' interviews, and use them along with portions of the text or other classroom materials to reinforce social studies concepts.
9. Finally, have students compare and contrast the experiences of their interviewees with information learned from reading historical biographies, excerpts from texts, and other source materials (Olmedo, 1993).

Accommodate a Variety of Learning Styles

Another important strategy for social studies teachers working with English language learners is the use of visuals and realia that transcend language barriers and support individual learning styles. Prints and picture sets relating to specific themes are useful for conveying information and inducing critical thinking (King et al., 1992). Historical artifacts can be used to assess prior knowledge and encourage questions, both of which are integral to the inquiry process. Artifacts, such as costumes, tools, photographs, record books, wills, written documents, and other objects, encourage students to begin thinking about their own family history and to consider artifacts their own families may possess. Bringing in artifacts from home also motivates students to use higher-order thinking skills to make sense of data and to generalize about a particular historical period. Once students view history from a more personal perspective and as a subject relevant to their own lives, they can begin to build concepts of what a particular era means.

Use Cooperative Learning Strategies

(See more on “Cooperative Learning” in Chapter 3, page 50).

Cooperative learning strategies highlight ELLs’ strengths while targeting their weaknesses. Interactive, cooperative learning offers ELLs the opportunity to communicate their thoughts and ideas in a supportive and non-threatening environment and to receive instruction from their peers that is individually tailored to their language ability and academic needs. Working in cooperative learning groups also increases the variety of ways information can be presented and related to what is already known. Furthermore, active listening and speaking in cooperative settings provides a rich language environment for both comprehensible input and practice in speaking that students cannot get in a more traditional classroom environment (Olsen, 1992). It is important, though, to prevent cooperative learning from degenerating into groups where the best students do all the work and ELLs are observers rather than participants (McPartland & Braddock II, 1993). The vignette is an example of a social studies cooperative learning activity structured so that

all students must participate and different points of view are developed.

Within a social studies classroom, communication in small groups can assume many forms, one of which is role playing, a widely used strategy for fostering the development of communication skills. Students might be asked to assume certain historical perspectives and to problem-solve from those perspectives. For example, groups could function as American Indian tribal councils in order to examine a political issue facing that council during a particular historical period. As with more structured cooperative learning activities, role-plays allow students the opportunity to practice a variety of communication skills, such as reporting a group decision or presenting findings to the class (K. Steeves, personal communication, February, 1997).

Social Studies Cooperative Learning Activity: Creative Controversy

Students are divided into home teams and given two maps and two readings that give different answers to the question, “Who discovered America?” Depending on ability levels (language and knowledge), students might master their parts individually, in pairs, or in temporary expert groups of students from all the home teams who have the same map or reading. If expert teams are homogeneous for language, the native language can be used; if heterogeneous, more proficient English speakers can explain and clarify for the less fluent. Upon returning to home teams, each student must argue for his/her explanation of who discovered America. The cooperative learning structure roundtable can be used to ensure that all team members offer their information. In a roundtable, there is one piece of paper and one pen for each group. Each student makes a contribution in writing then passes the paper and pen to the next student. This activity can also be done orally (Olsen, 1992).

Plus/Minus/Interesting (PMI) Cooperative Learning Activity

The objective of PMI is to teach thinking skills. This activity teaches students that decisions should be

made after considering good, bad, and interesting points, rather than immediate emotions. Student groups are presented with a choice or decision for which they must do a PMI, that is, come up with

the plus points, minus points, and the interesting points or issues to be considered. This can be followed up with a persuasive essay or speech.

Running a PMI Lesson

- Present an easy practice issue to the class. Do a brief PMI together on this issue so that they will understand the process.
- Present the issue that the students will discuss in depth. As an example, let's use the issue, "We should have school six days a week." Break the students into small groups and assign each member a cooperative task (described below). Have the writer record answers on newsprint. Allow 7–10 minutes.

Example of PMI on the topic of "We should have school six days a week":

Plus

More money
More hours to learn
Less TV
See friends more

Minus

Teacher burnout
Student burnout
Less family time

Interesting

More parental participation
Would students learn more?
More supervision

- Post groups' answers on board. Have each reporter present his/her group's ideas. Or have groups read ideas one at a time, and if other groups have the same idea, they cross it off their page. If a group has an idea that no one else thought of, they give themselves a point.
- Discuss the importance of using this thinking skill. As a follow-up, students can do a PMI independently on another issue, or they can develop a persuasive essay or speech on the topic discussed that day.

Cooperative Tasks

To ensure that each group member participates, assign a task to each one.

- Writer—person who records group's ideas on paper
- Reporter—person who shares ideas orally with class
- Messenger—person who asks the teacher any questions the group may have

By the third cooperative activity, the students know exactly what to do. At the end of each activity, time should be allotted for discussing how well each group cooperated and what can be improved next time.

(PMI is adapted from CoRT Thinking, by Edward de Bono)

A/B Activities: Getting Information from Your Partner

- You and your partner have the same chart with different information missing on each chart.
- Find the blanks on your chart, and ask your partner for the information to put in the blanks.
- For location, ask “where” questions; for population, ask “how many” questions; for acquired, ask “when” questions; for present status, ask “what” questions.
- When you get information from your partner, write in the blank on your paper.
- Your partner will ask you different questions about your chart. Take turns asking questions and writing down information.
- Don’t look at each other’s papers!!

United States Overseas Territories and Possessions				
Name	Location	Population	Acquired	Present Status
Alaska	Pacific	412,000		State (1959)
Midway Islands	Pacific	2,300	1867	Possession
Hawaii	Pacific	981,000	1898	
Guam	Pacific	106,000	1898	Territory
Philippines	Pacific		1898	Independent (1946)
Puerto Rico	Caribbean	3,197,000		Commonwealth
Wake Island		300	1899	
American Samoa	Pacific		1899	Territory
Canal Zone	Panama	42,000	1903	U.S./Panama Control
Virgin Islands	Caribbean		1916	Territory
Northern Mariana Islands	Pacific	16,680	1947	Commonwealth (1982)
Marshall & Caroline Islands	Pacific	116,555	1947	U.S. Trust (UN) Territory of the Pacific Islands

Figure 6-3A (developed by Judy Winn-Bell Olsen)

A/B Activities: Getting Information from Your Partner

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United States Overseas Territories and Possessions				
Name	Location	Population	Acquired	Present Status
Alaska	Pacific		1867	State (1959)
Midway Islands		2,300	1867	Possession
Hawaii	Pacific		1898	State (1959)
Guam	Pacific	106,000	1898	
Philippines	Pacific	50,310,000	1898	Independent (1946)
Puerto Rico		3,197,000	1898	
Wake Island	Pacific	300	1899	Possession
American Samoa	Pacific	32,000		Territory
Canal Zone	Panama	42,000	1903	U.S./Panama Control
Virgin Islands		96,000	1916	Territory
Northern Mariana Islands	Pacific	16,680		Commonwealth (1982)
Marshall & Caroline Islands	Pacific	116,555	1947	U.S. Trust (UN) Territory of the Pacific Islands

Figure 6-3B (developed by Judy Winn-Bell Olsen)

Dramatization / Role-Playing Activity

Role plays are an effective way to present essential background information that will help ELLs comprehend new material. The following sample activity illustrates how a role play can be set up to dramatize the main points of a lesson on the rules of lawful search and seizure.

Due Process—Search and Seizure (Grades 11 and 12)

Overview: The students will observe first hand a simulation of what the New Jersey vs. T.L.O. (1985) court case was about.

Purpose: To allow students the chance to see how the case developed and how it may affect them today.

Objectives: Students will be able to

- Identify the events leading to the court case on New Jersey vs. T.L.O.
- Identify the conflicting issues in the case.
- Explain the decision of the U.S. Supreme Court as it relates to the case.

Activities:

Part One: As the students are entering the classroom, you come up to a student and start accusing her of having cheated on a previous test. You grab her purse and dump out the contents. There you find a cheat sheet for your test, a controlled substance, and a number of other items. You take that student down to the office immediately so justice might be served. (That student is the only one who is in on the fake scenario.)

Part Two: Upon returning to class, you begin to discuss the T.L.O. case.

- Explain the events that lead up to the case.
- Identify the individuals in the case.
- Allow students to identify rights on both sides of the case.
- Ask the students to express their feelings about the case and also about what happened in class at the beginning of the hour. Encourage students from other countries to share their own experiences.
- Have the accused student return to class.

- On the board, have students list why the search was legal or not.
- Have students determine how the Supreme Court ruled and why.
- Give the students the Court's ruling and why they ruled the way they did.

Part Three: Have students get in groups of three and write a dramatization of a case involving search and seizure.

1. The dramatization should be clear and easy to follow.
2. The dramatization should be three to four minutes in length.
3. Each group will have a discussion leader help the class identify the:
 - a. Events
 - b. Conflicting Issues
 - c. Possible Decisions

* *As a teacher, you may want to share real court cases (and their decisions) that are similar to those of the students.'*

Resources/Materials Needed

- A prepared student to role play the accused part
- Case background on the New Jersey vs. T.L.O. case
- Guidelines for what you want the groups to do
- Basic background on other cases that students may dramatize

Tying it all Together

This method is a great way to allow students to have first hand experience with the issue of search and seizure but not be the victim. It also provides the opportunity for students who may have lived in other countries to draw on their personal experiences and feelings. Immigrant students often have very different perspectives because the system of laws and enforcement of laws may vary markedly from country to country. It may require some background on the teacher's part to relate cases to the students' dramatizations. Or the teacher could just assign a case to each group and have them base their dramatization on it.

Instructional Strategies for Social Studies Teachers

1. Supplement the reading material with films, globes, maps, charts, realia, etc.
2. Be alert to language, concepts, and values which may be unclear in written materials because of cultural differences.
3. Assist students in developing individual card files of needed terms specific to history, geography, and government.
4. Demonstrate to students how to use a table of contents, index, and glossary. Give them the needed terms, such as page, section, paragraph, chapter, part, appendix, etc.
5. Maintain a resource book of historical and geographical information about the country and history of each student.
6. Show students ways in which to use a time line.
7. Provide students with biographies of famous people from a wide variety of cultural groups.
8. Explicitly teach the words that signal sequence—*in the first place, next, then, following, before, etc.*
9. Collect fiction books that are in simplified English. Many fiction works contain a wealth of factual material.
10. Check with the publisher to find out if your textbook has a Spanish language version. This will be a helpful resource for your limited English proficient students who are literate in their native language.
11. Tape your lecture so that the emergent English learner can listen to it more than once.

Excerpted from Teaching Reading to Non-English Speakers by E. Thonis

Linking Instruction to Assessment

Putting in place an effective program of instruction requires the kinds of authentic and meaningful instruction discussed here, along with equally authentic and meaningful assessment. Assessment that requires students to perform academic tasks similar to those originally used to teach the material, such as the oral history projects, team tasks, and role plays described earlier, provide an effective alternative to standardized, multiple-choice tests, which tend to underestimate ELLs' knowledge of academic content. An additional advantage of using authentic assessment is that it allows teachers and students the opportunity to track academic achievement throughout the school year. When a number of activities or tasks are combined, they are typically organized in a portfolio, with teachers and students periodically discussing which samples of student work to include and how well students are progressing (Chamot, 1993).

Along with authenticity, a good assessment plan for ELL students has all or most of the following attributes:

- Tests for content knowledge geared to language proficiency
- Assesses students' content knowledge and abilities in the native language as well as in English (if possible)
- Uses a diversity of measures, such as portfolios, observations, anecdotal records, interviews, checklists, and criterion-referenced tests to measure content knowledge and skills
- Ensures teacher awareness of the purpose of the assessment, such as whether the test is intended to measure verbal or writing skills, language proficiency, or content knowledge
- Takes into account students' backgrounds, including their educational experiences and parents' literacy (August & Pease-Alvarez, 1996)
- Adds context to assessment tasks with familiar visual prompts, questions for small group discussion and individual writing, and activities that mirror learning processes with which students are familiar
- Includes administration procedures to match classroom instructional practices, e.g., cooperative small groups, individual conferences, and assessment in the language of instruction
- Allows extra time to complete or respond to assessment tasks
- Makes other accommodations, such as permitting students to use dictionaries or word lists (Navarrete & Gustkee, 1996)

Examples of Alternative Assessments:

Rubric Pocahontas—The Video Compared with the Book in a Paper

In order to receive a letter or number grade, you must fulfill the following requirements:

A or 4.0	B or 3.0	C or 2.0	D or 1.0	F
<ul style="list-style-type: none"> <input type="checkbox"/> Title at top <input type="checkbox"/> Name, date, and period on product <input type="checkbox"/> In ink or typed on computer <input type="checkbox"/> Strong topic sentence <input type="checkbox"/> 3–4 examples of differences to support your topic sentence <input type="checkbox"/> Few errors in spelling, grammar, punctuation (1–2) <input type="checkbox"/> Strong concluding sentence or a good ending <input type="checkbox"/> Facts correct from the book and video <input type="checkbox"/> On time with web and rough drafts stapled under final copy 	<ul style="list-style-type: none"> <input type="checkbox"/> Title at top <input type="checkbox"/> Name, date, and period on product <input type="checkbox"/> In ink <input type="checkbox"/> Good topic sentence <input type="checkbox"/> 2–3 examples of differences to support your topic sentence <input type="checkbox"/> Errors in grammar 3–4; doesn't interfere with meaning <input type="checkbox"/> Concluding sentence restates topic sentence <input type="checkbox"/> Facts correct <input type="checkbox"/> On time with web, rough drafts under final copy 	<ul style="list-style-type: none"> <input type="checkbox"/> Has a title <input type="checkbox"/> Has your name, date and period <input type="checkbox"/> In ink or pencil <input type="checkbox"/> Has 2 examples and discussed the topic <input type="checkbox"/> 4–5 errors present <input type="checkbox"/> Not clear in purpose 	<ul style="list-style-type: none"> <input type="checkbox"/> No title <input type="checkbox"/> Name on paper <input type="checkbox"/> 3–4 sentences <input type="checkbox"/> 5–6 errors present <input type="checkbox"/> No conclusion <input type="checkbox"/> No clear purpose; just a few ideas 	<ul style="list-style-type: none"> <input type="checkbox"/> Paper not attempted

Booklet on an Indian Tribe

The Project: Choose a Native American tribe, and create a book about that tribe.

Why: To learn more about one Indian tribe. To use the library, information we have talked about, computer technology, books, and handouts.

Materials: 8x14 construction paper, pens, markers, glue, books, computers, and atlases.

The report must contain each of the criteria listed below. Check off one before going on to the next one.

Yes or No	Section	Criteria
	Cover	Name of tribe, meaning of name and draw a symbol of the tribe.
	Page 1	Map of the U.S. with area where this tribe lived shaded. Show states they lived in and mark major rivers, mountains, or plains.
	Page 2	Natural resources. List crops, animals hunted, major food sources.
	Page 3	Type of shelter or housing used by this tribe. Draw a picture.
	Page 4	List and draw crafts or weapons this tribe used or made.
	Page 5	What jobs did men do? What jobs did women do?
	Page 6	Name a famous leader or person of this tribe. When did he or she live? What problem did he or she face? Or what good thing did he or she do or discover?
	Page 7	Tell about the religion this tribe had. Tell about any special ceremonies they had. Which god did they pray to?

Sample Activity: The First Americans

Name: _____

Date: _____

The First Americans, pp. 28–29 Paragraph Summaries

Next to each summary, write the paragraph number that the summary describes.

The Native Americans or American Indians walked because they were hunting animals or looking for plants to eat. After thousands of years, they lived over all North and South America.

There were many different Native American cultures in North America because the land has many different environments.

In this chapter, we will learn how diverse people came to the Americas from Asia, Europe, and Africa. We will learn why they left their homelands.

The first people were nomads who hunted large animals with stone tools.

By the year 1400, there were over 500 different Native American groups that represented 10,000,000 people. Next, we will study two different groups.

The first Americans migrated from Asia across land in the Bering Strait more than 20,000 years ago.

After the climate became warmer and many large animals died, the people hunted smaller animals, fished, and ate plants. Some people became farmers.

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