

Secondary ELD Lesson Template

Grade Level(s): 9/10

☒ Integrated ELD – ELA

☐ Designated ELD

Lesson Guiding Question: How might portraits and other visual images present two opposing perspectives of the same person?

Class Composition

Please record relevant student data below. Some categories may not be applicable to your class (these categories can be left blank). Most of this information can be found in MyData: <https://mydata.lausd.net>

General Student Data (1b1,1b3) - Record the number of students in each category

Students with Disabilities:

GATE Students:

Considering the data above, list the strategies you use to help every student gain access to academic content (i.e., differentiation strategies, grouping of students, IEP requirements, etc.). (1a2, 1b1)

English Learner Data (1b1)

English Learners:

Long Term English Learners:

Emerging
(CELDT 1-2)

Expanding
(CELDT 2-3)

Bridging
(CELDT 4-5)

Standard English Learners

Instructional Goals and Objectives (1a1)

(Part 1 of 3)

CA ELD Standard(s):

Part I – Interacting in Meaningful Ways

Grade 9/10, Part 1, #6: **Reading/viewing closely**

- Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words.
- Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., *creates the impression that, consequently*).

Part II – Learning About How English Works

Grade 9/10, Part II, #3: **Using verbs and verb phrases**

Use a variety of verbs in different tenses (e.g., past, present, future), aspects (e.g., simple, progressive, perfect), and mood (e.g., subjunctive) appropriate for the text type and discipline to create a variety of texts that describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view.

Content Standard(s):

CCSS-ELA SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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Content Objective(s):

Students will recognize how a visual image can portray a person in a positive or negative way and participate in academic discussions with a partner to build their claims regarding the perspective portrayed.

Language Objective(s):

Students will be able to explain inferences and conclusions drawn from viewing of multimedia using a variety of verbs such as *portray* and *depict* in detailed sentences during paired and whole group discussions.

Academic Language Development High Impact Practice Emphasized:

☐ Using Complex Text ☐ Fortifying Complex Output ☒ Fostering Complex Interactions

Key Vocabulary:

Portray Depict Slightly Recumbent image portrait

Instructional Materials, Technology and Resources (1d2)

- Powerpoint, "Sitting Bull Lesson"
- Conversation Analysis Tool (CAT)

Lesson Structure

1a2 Knowledge of Content Related Pedagogy / 1d1 Standards-Based Learning Activities

Instructional Sequence:

1. Using PowerPoint slideshow:
2. SHOW NAME "Sitting Bull" ONLY. Conduct group discussion asking the following prompt: *What does this name mean to you? Do you recognize it? What do you know about this person? (Hint-You may have learned about him in your history class.)* Note: Students study American History in 11th grade, and for that reason, may not be familiar with this name.
3. SHOW PICTURES. Explain, *Sitting Bull was a chief in the Sioux-Lakota nation (South Dakota). He was a spiritual leader of his people during a time of war (1870s) with the US Government. He fought against demands that the Native Americans follow US government laws and policies and against the government takeover of Native American land.*
4. *With your partner, you will choose 3 ideas to describe Sitting Bull, as depicted in these portraits.*



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5. MODEL:

Picture #1 portrays President Obama as a leader who is important, intellectual, dignified and respected.
Picture #2 depicts President Obama as serious and pensive (thoughtful), concerned and wise.
Picture #3 shows President Obama as a disrespected, silly (foolish) person and a loudmouth.
Picture #4 characterizes President Obama as a careless, risk-taking gambler.

Explain that you are using the academic words *portrays*, *depicts*, *shows*, and *characterizes*. Students should NOT use the words *looks* or *is* in their responses.



6. Partners develop 3 ideas and share whole group. Chart the descriptors they name.



7. Explain, If you are not familiar with Sitting Bull, you might hear the name and picture something like this! How do these images compare with the images of Sitting Bull that we just saw? (Use the words students shared to describe previous images and ask how they compare.) Explain, English-speaking white people probably had the same ideas when they heard the name Sitting Bull. The newspapers made fun of it by calling him "Slightly Recumbent Gentleman Cow." Explain the meaning of the word *recumbent*.



8. Explain, This poster is from 1880 and shows Sitting Bull, negotiating with the US Government. It comes from the first published US political satire magazine. It characterizes how many Americans regarded Sitting Bull at that time in history.

9. Conduct a whole-group discussion with these questions: What do you notice first? What catches your attention? What are some of the less obvious details? How does it make you feel? What does it make you think about?



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10. Fostering Complex Interactions

Explain, *Next you and a partner will discuss your opinions about how the artist depicts Sitting Bull. Partner A you will state your opinion. Partner B your job is to help your partner build their idea by asking questions. First I will give you an example, but I will talk about how the artist depicts the government in my model.*

11. Read the model with a partner.

12. Second model:

Idea: The picture creates the impression that the US Government wants to help the Indians.

Evidence: Uncle Sam is trying to give Sitting Bull some food.

Negotiate: I disagree that the picture creates the impression that the US Government wants to help the Indians, because the bowl is too small and the food is inappropriate.

How does the artist depict the government?

Partner A:
State your idea.

Partner B:
Ask for clarification.
• What do you mean by...?

Partner B:
What is your evidence?

Partner B:
Negotiate
• I agree because...
• I disagree because...

Partner A: I think the government is made to appear stingy.

Partner B: What do you mean by "stingy"?

Partner A: I mean not very giving or generous.

Partner B: What is your evidence?

Partner A: Uncle Sam is trying to feed a bull from a small bowl. It's not enough food.

Partner B: I agree that the government appears stingy because the bowl and spoon are too small and it's not even the right kind of food for a bull.

13. On a piece of paper, write two to three ideas to answer the question, "How does the artist depict Sitting Bull?" Display image and prompts to allow students to develop and discuss their ideas following the A-B Partners Discussion.

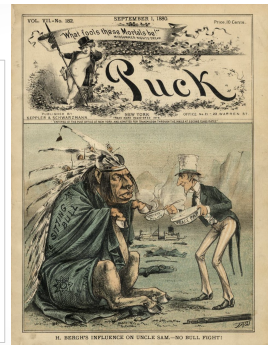
How does the artist depict Sitting Bull?

Partner A:
State your idea.

Partner B:
Ask for clarification.
• What do you mean by...?

Partner B:
What is your evidence?

Partner B:
Negotiate
• I agree that... because...
• I disagree that... because...



Assessment

1e2 Planning Assessment Criteria

Use formative assessments to determine the following:

To what extent are students demonstrating turn-taking skills in a conversation?

How might your students improve their use of academic language in conversation?

How effectively do students support their ideas with evidence?

Formative Assessments/Language Analysis Tools:

- Notes created during discussion
- Teacher observation of student conversations
- Conversation Analysis Tool (CAT)

How will you use this information to inform your next steps for instruction?