

Secondary ELD Lesson Template

Grade Level(s): 9/10

Integrated ELD – ELA

Designated ELD

Lesson Guiding Question:

What is the central idea of the text, and how do we know?

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 2 of 3)			
<p>CA ELD Standard(s):</p> <p>Part I – Interacting in Meaningful Ways Grade 9/10, Part 1, #6: Reading/viewing closely</p> <ul style="list-style-type: none"> a) 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. b) 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., <i>creates the impression that, consequently</i>). <p>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.</p> <p>Content Standard(s): RI 10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI 10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). SL 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</p>			

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and expressing their own clearly and persuasively.

- c. 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.
- d. 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.

Content Objective(s):

Students will be able to discern the central idea of a grade level text and discuss how the language and structure of the text create that message both explicitly and implicitly.

Language Objective(s):

Students will be able to explain inferences and conclusions drawn from close reading of a grade-level text using a variety of verbs and adverbials in a whole group discussion and in writing.

Academic Language Development High Impact Practice Emphasized:

Using Complex Text Fortifying Complex Output Fostering Complex Interactions

Key Vocabulary:

Perspective Organized

Instructional Materials, Technology and Resources (1d2)

- Powerpoint, "Sitting Bull Lesson"
- Copies of excerpt from *Son of the Morning Star: Custer and the Little Bighorn*
- Class set of highlighters in two different colors
- Sentence Strips
- Oral Output Analysis Tool (OOAT)
- Reading Analysis Tool (RAT)
- Language Learned from Text Analysis Tool (LLFTAT)

Lesson Structure

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

Instructional Sequence:

Using PowerPoint slideshow:

1. Using Complex Text

EXPLAIN: *Now we are going to read a short text about Sitting Bull and two different perspectives, or points of view, about his name. I would like for you to read along as I read out loud.*

2. *Now I am going to read it a second time. As I read, listen for and underline a sentence that you think comes close to stating the central idea, big idea or CLAIM of this text.*

Ask for volunteers to read the sentences they identified. Guide discussion to the first and last full sentences of the text by asking questions like, *What is the topic of this text? What is it really about? Whose points of view are*

Sitting Bull. Sitting Bull.

In English this name sounds a little absurd, and to whites of the nineteenth century it was still more so; they alluded to him as Slightly Recumbent Gentleman Cow.

Exact Translation from the Sioux is impossible, but his name may be better understood if one realizes how plains Indians respected and honored the bull buffalo.

Writers considered this animal to be exceptionally stupid. Col. Dodge states without equivocation that the buffalo is the dullest creature of which he has any knowledge. A herd of buffalo would graze complacently while every member was shot down. He himself shot two cows and thirteen calves while the survivors grazed and watched. He and others in his party had to shout and wave their hats to drive the herd away so the dead animals could be butchered.

Indians, however, regarded buffalo as the wisest and most powerful of creatures, nearest to the omnipresent Spirit. Furthermore if one says in English that somebody is sitting it means he is seated, balanced on the haunches; but the Sioux expression has an additional sense, not equivalent to but approximating the English words *situate* and *locate* and *reside*.

Thus from an Indian point of view, the name Sitting Bull signified a wise and powerful being who had taken up residence among them.

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explained in this text? Accept all reasonable answers.

3. Students will work in pairs to highlight sentences as described on the slide. Model with the first two sentences. Discuss highlighted sentences. Re-read the entire text one sentence at a time asking students to identify the perspective of each one. The slide shows a model of how the sentences might look if both perspectives were highlighted on the same page.

Ask, So now what are your thoughts about the main idea or claim of this text? Have your ideas changed at all? (Students may come to the conclusion that there are two main ideas. They may also begin to see that the text is really about cultural differences and lack of understanding that contributed to a conflict.)

Highlight your text.

- Partner A: Highlight the sentences that explain the perspective of the English-speaking white people.
- Partner B: Highlight the sentences that explain the perspective of the Indians.
- When you finish, compare your papers. If you have a difference of opinion, negotiate with your partner until you come to an agreement.

Claim–Clarify–Support - Negotiate

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Exact Translation from the Sioux is impossible, but his name may be better understood if one realizes how plain Indians respected and honored the bull buffalo.

Whites considered this animal to be exceptionally stupid. Col. Dodge states without equivocation that the buffalo is the dullest creature of which he has any knowledge. A herd of buffalo would graze complacently while every member was shot down. He himself shot two cows and thirteen calves while the survivors grazed and watched. He and others in his party had to shout and wave their hats to drive the herd away so the dead animals could be butchered.

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4. Facilitate a whole group discussion for close reading. Encourage students to answer using multiple complete sentences and to support their ideas with evidence from the text, prompting for more complete answers if necessary. Use questions like the ones below:

- How many perspectives or points of view are explained in this text?
- What is the effect of the author repeating the name in the first line?
- Which word or words could be used to explain the Whites' opinion of Sitting Bull? (*absurd, stupid, dull, complacent*) What are some synonyms for those words?
- Which word or words could be used to explain the Indians' opinion of Sitting Bull? (*respected, honored, wise, powerful*) What are some synonyms for those words?
- What reasons does the author give for the Whites' interpretation of the name?
- What explanation does the author give for the Indians' understanding of the name?
- Why do you think it was important for the author to

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- include the part about ____ What if it were not there?
- Based on what you know about American history, what other reasons do you think might explain why the Whites and the Indians had such different perspectives about the name?
- What word or words does the author use to indicate a change of perspective? (*but, however*)
- Even though the author doesn't state it directly, what can we infer about ____?
- So then what do you think now about the author's claim or the main idea of this text? What is this text really about? (*They don't really understand each other.*)
- How does the text help you to know that?

5. Students will return to pairs to co-develop one sentence that states the central idea of the text, using ideas generated in the group discussion, but in the students' own words. Collect and post the sentence strips so that all can see them.

Guide the class through a process of elimination to remove identical or nearly identical sentences, keeping the ones the students consider the best statements of the central idea. Then reduce the number of statements even further by combining ideas and rewriting the sentences until the class has agreed on one common statement of the central idea of the text. (Save all sentence strips, including discarded ones, for the next part of the lesson.)

Scaffold: If students need support to write a sentence stating the central idea, consider having them create a T-chart like the one on the slide to organize their ideas and create multiple simple sentences. Then have them combine sentences using the vocabulary from the second slide.

Whites' Opinions	Indians' Opinions
Absurd	Respected
Ridiculous	Distinguished

Use these ideas to create statements in your own words that identify a claim made by the author of this text.

Whites' Opinions	Indians' Opinions
Absurd	Respected
Ridiculous	Distinguished

Use these ideas to create one statement that identifies the central idea of this text.

Use words that show contrast:	Use words that show cause and effect:
<ul style="list-style-type: none"> • However • Whereas • Contrary to • On the other hand • Unlike • While • Although 	<ul style="list-style-type: none"> • Therefore • As a result • Consequently • Due to • Thus

Assessment

1e2 Planning Assessment Criteria

Use formative assessments to determine the following:

To what extent are students able to summarize all of the big ideas into a coherent gist of the selection?

How might your students improve their use of academic language for text analysis?

How effectively do students support their ideas with evidence?

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Formative Assessments/Language Analysis Tools:

- Sentence Strips
- Oral Output Analysis Tool (OOAT)
- Reading Analysis Tool (RAT), Dimension 3
- Language Learned from Text Analysis Tool (LLTFTAT)

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