

Differentiating Instruction for ELLs in Social Studies through Linguistic Accommodations

Lesson: The Great Depression

Student Expectations: 5.5A (issues and events of the Great Depression) USH 16.B (causes), USH 16C (effects)

Content Objective: The learner will identify the causes and effects of the Great Depression

Language Objective: I will read, express orally, and write about the causes and effects of the Great Depression

Lesson Components	Strategy Descriptions	Ideas for Linguistic Accommodations
<p>Engage: Pre-teaching Vocabulary</p>	<p>Picture Walk: Partner Activity in which students predict the meaning of pertinent vocabulary.</p> <ul style="list-style-type: none"> • Students conduct a gallery walk and try to match pictures with the descriptions by writing the letter for the pictures next to the description that best matches the pictures. • Provide students with a word bank. • Students then try to find the appropriate term for each correctly matched picture and description. 	<p>Beginner:</p> <p>Intermediate:</p> <p>Advanced:</p> <p>Advanced High:</p>
<p>Explore/ Explain: Explicit Instruction</p>	<p>Picture This: A K-W-L Protocol that allows students to analyze and image and ask questions to guide their discovery.</p> <ul style="list-style-type: none"> • Place participants in small groups. • Participants are provided only with a stimuli (graph, table, chart, cartoon, excerpt, etc.). • Students draw a K-W-L chart. <ul style="list-style-type: none"> ○ K: List what they know about the stimuli. This includes both prior knowledge and observation. ○ W: Students create questions that could be asked of the stimuli provided under the “want to know” section. ○ A QR-Code can also be incorporated for students who are struggling with the analysis. ○ L: Students attempt to analyze the stimuli and answer what they learned through careful analysis. <p>The teacher uses what the students learned through the discovery phase of the lesson to provide a clarifying lecture.</p>	<p>Beginner:</p> <p>Intermediate:</p> <p>Advanced:</p> <p>Advanced High:</p>
<p>Formative Assessment</p>	<p>Jigsaw Vocabulary: A way to extend understanding of vocabulary though a group jigsaw where each student shares a clue and the group tries to guess the term.</p> <p>Reference: https://www.teachingchannel.org/videos/middle-school-vocabulary-development</p>	<p>Beginner:</p> <p>Intermediate:</p> <p>Advanced:</p> <p>Advanced High:</p>
<p>Elaborate: Small-Group Discourse</p>	<p>Storyboard Sort: A non-linguistic representation activity in which the students sequence a storyboard in order to determine what happened during a story.</p> <ul style="list-style-type: none"> • Place students in groups of 2-3. • Arrange cards in sequential order to create a story. • Use sticky notes to record commentary explaining each card in your own words; does NOT have to be complete sentences. • Turn and talk to another group. Discuss similarities and differences in the arrangement of the cards and in the commentary of the story. • Read a short text or watch a video clip. • Use the information from the reading or video clip to resort cards. 	<p>Beginner:</p> <p>Intermediate:</p> <p>Advanced:</p> <p>Advanced High:</p>
<p>Evaluate: Writing</p>	<p>Paragraph Frames: Writing tool that helps ELLs structure their writing. There are variety of paragraph frames that can be used based on the processing skill the student is attempting to demonstrate.</p> <p style="text-align: center;"> <small>In the _____ (story, event, period of history, science experiment, math problem, etc), there are three important _____ (events, steps, directions, etc).</small> First, _____ _____ _____ Second, _____ _____ _____ Next, _____ _____ _____ In conclusion, _____ _____ _____ </p>	<p>Beginner:</p> <p>Intermediate:</p> <p>Advanced:</p> <p>Advanced High:</p>

