



SAMPLE

*Embedding the ELPS With E's:*  
**HIGH SCHOOL SOCIAL STUDIES**



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# Explore

*The purpose of the Explore phase is to provide the reader an opportunity to become directly involved with a lesson developed to make the academic content and language accessible to English language learners.*



## Explore Reader Activity 1: Lesson Scavenger Hunt

Become familiar with the lesson components while completing the scavenger hunt for the lesson that follows.

### Scavenger Hunt

Lesson Feature	Page(s)	Purpose
Content Objective		
Lesson Vocabulary		
Highly Effective Instructional Strategies		
English Language Proficiency Standards		
Materials		
Advance Preparation		
Mode(s) of Instruction		
Scaffolding Questions		
Tips		

### Lesson Implications

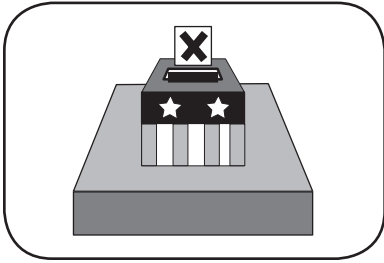
After examining the lesson features and each phase of the lesson, reflect on the following questions, which speak to long-term ramifications for instruction:

- How do the tools and strategies embedded in the lesson make content comprehensible for ELLs?
- Which of the tools and strategies embedded in the lesson would be helpful for non-ELLs?
- How does the 5E model impact students and teachers?
- How do the ELPS cross-curricular second language acquisition strategies align with content objectives?
- What is the value of utilizing high-yield instructional strategies with ELLs?

Instructional Plan at a Glance

	<i>Title of Activity</i>	<i>Mode of Instruction</i>	<i>Materials</i>
Engage	Student simulation	Independent  Groups of two to four students  Whole-class discussion	<ul style="list-style-type: none"> <li>• Dictionary in students' native language(s)</li> <li>• Ballot box (empty shoebox with a hole cut out of the lid)</li> <li>• Ballot (1 per eligible voter)</li> <li>• Chart paper</li> <li>• Four corner signs</li> <li>• Sticky notes</li> </ul>
	Visual Analysis Organizer	Groups of three students	<ul style="list-style-type: none"> <li>• Dictionary in students' native language(s)</li> <li>• Chart paper, butcher paper, or poster board</li> <li>• Markers, map pencils, or crayons</li> <li>• Question strips (1 per group)</li> <li>• 10–12 graphics of various political events showing examples of voting, protesting, boycotting, rioting, government officials signing bills into law, college students, civil rights marches, suffragettes, and polling booths (provide current, historical, and multicultural graphics) (1 set per group)</li> <li>• Optional: If time and resources permit, allow students to search the Internet for graphics to represent their answers.</li> <li>• If students locate their own graphics, scissors and glue or tape should be made available.</li> <li>• Student instructions (1 per student or group)</li> <li>• Visual Analysis Organizer (1 per group)</li> <li>• Slide show of graphics demonstrating the issues associated with people exercising their political rights</li> </ul>
Explore	Gallery walk 20th-Century Amendments	Same groups	<ul style="list-style-type: none"> <li>• Graphics from the Explore phase</li> <li>• Placards (1 set per group)</li> <li>• Suffrage Amendments (1 per student)</li> <li>• Student journal/notebook (optional)</li> <li>• Video</li> </ul>
	Amendment Summary	New groups of four students	<ul style="list-style-type: none"> <li>• Textbook or other alternative text</li> <li>• Placards of the original text of the 19th, 24th, and 26th Amendments</li> </ul>
Explain	Evaluate	Independent for select response  New groups of three students for the performance assessment	
Elaborate			
Evaluate			



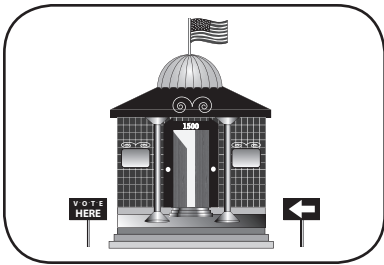


**Vote** \_\_\_\_\_ /Vote/

Definition: To make a choice.

Synonym: Choose

Sentence: In 2008 Barack Obama received 53% of the popular **vote** to become President of the United States of America.

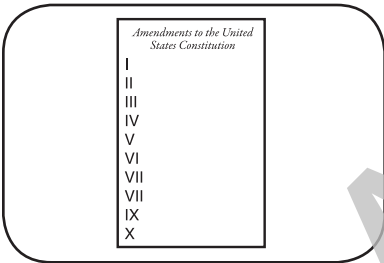


**Political Rights** \_\_\_\_\_ /Po/li/ti/cal/ /Rights/

Definition: Privileges as a human being or citizen to participate in government.

Synonym: Unalienable rights

Sentence: The women who participated in the suffrage movement felt their **political rights** were being suppressed.

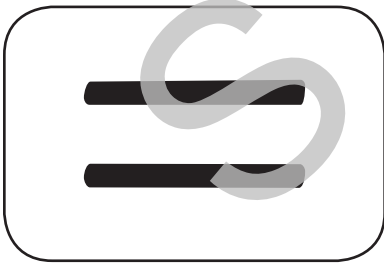


**Amendment** \_\_\_\_\_ /A/mend/ment/

Definition: A change to a written work.

Synonym: Change, adjustment, modification, revision

Sentence: There are 27 **Amendments** to the United States Constitution.



**Equality** \_\_\_\_\_ /E/qua/li/ty/

Definition: The state of being the same or equal.

Synonym: Fairness, sameness

Sentence: The French motto is liberty, **equality**, fraternity.

# Sample Lesson 3: Causes of the French Revolution

**Lesson Vocabulary**

- estates
- First Estate
- Second Estate
- Third Estate
- bourgeoisie
- Estates-General

## Content Objective

Identify the causes of the French Revolution.

### Lesson Scaffolding at a Glance

	<i>Highly Effective Instructional Strategies</i>	<i>English Language Proficiency Standards</i>
<b>Engage</b>	<p><b>Identifying Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>Use the comparing process with visuals of the French social classes to understand the economic discrepancies that contributed to the French Revolution.</li> </ul> <p><b>Cues, Questions, and Advance Organizers</b></p> <ul style="list-style-type: none"> <li>Questions: Ask questions about what students see in the pictures and how they are different and similar.</li> <li>Advance Organizers: The KWL chart helps students identify their prior knowledge and connect it to newly acquired knowledge.</li> </ul> <p><b>Cooperative Learning</b></p> <ul style="list-style-type: none"> <li>Encourage ELLs to work within heterogeneous groups in order to increase their proficiency in the four domains of listening, speaking, reading, and writing as they complete the student activity.</li> </ul> <p><b>Setting Objectives</b></p> <ul style="list-style-type: none"> <li>Telling students what to expect to learn in the next phase of the lesson will focus their attention on the intended learning outcome.</li> </ul>	<p>c1C Use prior knowledge and experiences to understand meanings in English.</p> <p>c1F Use accessible language and learn new and essential language in the process.</p> <p>c2E Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language.</p> <p>c2I Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.</p> <p>c3E Share information in cooperative learning interactions.</p> <p>c3J Respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</p>