

Lesson Plan Template

Instructions: This lesson plan template provides a space for you to plan lessons around the Education Connections model of Sheltered Instruction (SI), which includes four strands—*define, modify, cultivate, apply*. (See page 4 of this document for more information on the four strands). Fill out the information about your lesson plan in the space provided in the left-hand column, *Lesson Information and Activities*. While you plan, list which strand(s) relates to this portion of your planning in the right-hand column, *SI Strand(s)*, along with any notes about how the strand can be implemented effectively in this lesson.

Lesson Information and Activities							SI Strand(s)														
<p>Lesson Title: Analyzing a Video Clip & Reading Excerpt from a Historical Text</p> <p>Content Area: English/Language Arts (ELA) Grade Level(s): 9-11</p> <p>Unit Description: This lesson is designed to help educators support English language learners (ELLs) in the context of an English/Language Arts lesson. The students will explore the historical context of the reading passage by watching and discussing a video about the history of racism:</p> <ul style="list-style-type: none"> • History of Race: https://www.youtube.com/watch?v=VBGVY6A38as&index=11&list=PL3C2A795C6A8FCDA2 • Why Are All the Black Kids Sitting Together in the Cafeteria?: https://www.youtube.com/watch?v=FY4wKoPDjls <p>Students will also review academic vocabulary, read and analyze a complex text, and respond to a writing prompt using a graphic organizer prior to writing an essay. This lesson was intended for intermediate and advanced ELLs that are learning English as an additional language.</p> <p>Length of lesson: 45 to 60 minutes Number of ELs: 15 to 25 students</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">Proficiency Levels</td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> <td style="width: 15%;"></td> </tr> <tr> <td>ELs (numbers and/or names)</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Classroom Setting: English/Language Arts (ELA) Classroom</p> <p>Program Model: Sheltered Instruction ELA Class for English Language Learners</p> <p>Other relevant student information: Lesson designed for English language learners with Intermediate and Advanced proficiency levels</p>							Proficiency Levels							ELs (numbers and/or names)							<p>Define</p>
Proficiency Levels																					
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Lesson Information and Activities		SI Strand(s)				
<u>Standards and Objectives</u>		Define				
1	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Language Objectives</th> <th style="text-align: left;">English language proficiency standards</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Participate in an academic discussion about the central theme and topic of a video and reading passage.</p> </td> <td style="vertical-align: top;"> <p><u>WIDA Standards:</u></p> <ul style="list-style-type: none"> • Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts • Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies <p><u>California ELD Standards:</u></p> <ul style="list-style-type: none"> • Grades 9-10: ELD.PI.A <ul style="list-style-type: none"> ○ 1-Exchanging information and ideas with others through oral collaborative discussion on a range of social and academic topics ○ 3-Offering and justifying opinions, negotiating with and persuading others • Grades 9-10: ELD.P1.B <ul style="list-style-type: none"> ○ 5-Listen actively to spoken English in a range of academic contexts • Grades 9-10: ELD.PII <ul style="list-style-type: none"> ○ 6-Connecting Ideas ○ 7-Condensing Ideas </td> </tr> </tbody> </table>	Language Objectives	English language proficiency standards	<p>Participate in an academic discussion about the central theme and topic of a video and reading passage.</p>	<p><u>WIDA Standards:</u></p> <ul style="list-style-type: none"> • Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts • Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies <p><u>California ELD Standards:</u></p> <ul style="list-style-type: none"> • Grades 9-10: ELD.PI.A <ul style="list-style-type: none"> ○ 1-Exchanging information and ideas with others through oral collaborative discussion on a range of social and academic topics ○ 3-Offering and justifying opinions, negotiating with and persuading others • Grades 9-10: ELD.P1.B <ul style="list-style-type: none"> ○ 5-Listen actively to spoken English in a range of academic contexts • Grades 9-10: ELD.PII <ul style="list-style-type: none"> ○ 6-Connecting Ideas ○ 7-Condensing Ideas 	
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2	<p>Analyze a video clip about a topic of discussion.</p> <p>WIDA Standards:</p> <ul style="list-style-type: none"> • Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts • Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies <p>California ELD Standards:</p> <ul style="list-style-type: none"> • Grades 9-10: ELD.PI.A <ul style="list-style-type: none"> ○ 1-Exchanging information and ideas with others through oral collaborative discussion on a range of social and academic topics ○ 3-Offering and justifying opinions, negotiating with and persuading others • Grades 9-10: ELD.P1.B <ul style="list-style-type: none"> ○ 5-Listen actively to spoken English in a range of academic contexts • Grades 9-10: ELD.PII <ul style="list-style-type: none"> ○ 6-Connecting Ideas ○ 7-Condensing Ideas 	

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3	<p>Analyze a reading passage and support claims with evidence in writing.</p>	<p>WIDA Standards:</p> <ul style="list-style-type: none"> • Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts • Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies <p>California ELD Standards:</p> <ul style="list-style-type: none"> • Grades 9-10: ELD.PI.A <ul style="list-style-type: none"> ○ 1-Exchanging information and ideas with others through oral collaborative discussion on a range of social and academic topics ○ 3-Offering and justifying opinions, negotiating with and persuading others • Grades 9-10: ELD.P1.B <ul style="list-style-type: none"> ○ 5-Listen actively to spoken English in a range of academic contexts ○ 6-Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language • Grades 9-10: ELD.PII <ul style="list-style-type: none"> ○ 6-Connecting Ideas ○ 7-Condensing Ideas
	Content Objectives	Content Standards
1	<p>Analyze and make inferences about the historical context that impacted experiences and events in a video and short story.</p>	<p>CCSS Reading: Key Ideas and Details</p> <ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Lesson Information and Activities		SI Strand(s)
2	<p>Cite evidence from the video clip and reading passage to support your claims.</p> <p><u>CCSS Writing: Text Types and Purposes</u></p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 	

Incorporating all four language domains

Identify how each of the language demands of the tasks are related to each language domain.

	Written	Oral
Receptive	Reading <ul style="list-style-type: none"> Students will read and analyze an excerpt from <i>The American: Prejudice about Color</i>. 	Listening <ul style="list-style-type: none"> Students will watch and listen to a video clip about historical practices in America around race (e.g., Eugenics or Racism).
Productive	Writing <ul style="list-style-type: none"> Students will describe how racism affected actions and experiences based on information shared in a reading excerpt or a video clip. 	Speaking <ul style="list-style-type: none"> Students will pose and respond to questions about a video clip about Eugenics. Students will pose and respond to questions about the reading excerpt.

Key language for students (words and phrases, grammatical structures, sentence types, structure and amount of speech/text, organization of ideas, genre, etc.)

General academic language	Language specific to the content area
Academic vocabulary based on the analysis of excerpt of the reading passage and video clip: <ul style="list-style-type: none"> <i>Racism (e.g., race, racist)</i> <i>History of America</i> <i>Slavery (e.g., slave, enslave)</i> <i>Injustice (e.g., just, justice,)</i> <i>Prejudice (e.g., judge, prejudice)</i> Academic vocabulary based on the literacy CCSS that should be introduced to students: <ul style="list-style-type: none"> <i>Analyze</i> <i>Evidence</i> <i>Read</i> <i>Excerpt</i> <i>Discuss</i> <i>Academic language</i> 	Academic vocabulary based on the standards that should be introduced are: <ul style="list-style-type: none"> <i>Central Theme</i> <i>Argument</i> <i>Inference</i> <i>Claims</i> <i>Cite evidence from text</i> Academic vocabulary based on the reading passage that should be introduced to students: <ul style="list-style-type: none"> <i>Marriage (e.g., marry, married)</i> <i>Obligatory (e.g., obligate, oblige)</i> <i>Consummate</i> <i>Mature</i> <i>Deliberation Complexion</i> <i>Persecution (e.g., persecute, persecutor)</i> <i>Caste</i> <i>Viceregents</i> <i>Characters in Greek mythology</i>

Key characteristics of teacher talk (ways to make the content comprehensible for all students, ways to model key language, etc.)

The teacher should explicitly introduce key vocabulary to students prior to watching the video or reading the excerpt. The teacher should also model using the identified academic language for students and have students practice using the vocabulary related to the reading passage and video clips (see sample questions and response frames).

How the lesson will incorporate bilingualism/students' native languages as resources

**Define
Cultivate**

This resource does not include bilingual instructional resources.

Materials and Texts

Name	Genre (e.g., narrative)	Level	Connection to Sts (What will this mean to them? How can you make it even more meaningful?)
<i>History of Race</i> https://www.youtube.com/watch?v=VBGVY6A38as&index=11&list=PL3C2A795C6A8FCDA2	Documentary Video	9-12	This video will help students deepen their understanding of how race impacts beliefs.
<i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> https://www.youtube.com/watch?v=FY4wKoPDjls	Documentary Video	9-12	This video will help students understand how African American students view themselves and are viewed by others.
<i>The American: Prejudice about Color</i>	Narrative	9-12	This narrative shared the perspective of a black man who has fallen in love with a white woman in America in the mid-1850s.

Supplementary Materials and Realia

- Video about Race in the Caribbean: <https://www.youtube.com/watch?v=6RIG4b3LV9o>
- Video about Racism in the Americas: <https://www.youtube.com/watch?v=1Squbc7jIH4>
- Racial & Equity Tools:
 - Community Builder: <http://www.racialequitytools.org/glossary#>
 - Video Clips: <http://www.racialequitytools.org/module/overview/racial-equity-learning-modules>
- Mid-Atlantic Equity Center: <https://maec.org/resources/>
- Teaching Tolerance: <http://www.tolerance.org/supplement/being-culturally-responsive>

<p>Estimated Time: 45-60 minutes</p> <p>Language Domains: <input checked="" type="checkbox"/>Reading <input checked="" type="checkbox"/>Writing <input checked="" type="checkbox"/>Listening <input checked="" type="checkbox"/>Speaking</p> <p>Grouping: <input type="checkbox"/> Independent Work <input checked="" type="checkbox"/> Pair <input type="checkbox"/> Small Group <input checked="" type="checkbox"/> Whole class</p> <p>Reason for grouping: <input type="checkbox"/> First language <input checked="" type="checkbox"/> English proficiency <input type="checkbox"/> Reading level <input checked="" type="checkbox"/> Content understanding <input type="checkbox"/> Interest <input type="checkbox"/> Other:</p> <p>Preview: Connections to past learning or the larger unit sequence</p> <p><u>Connecting Learning to a Historical Context:</u> Teachers will need to introduce the concept of race to students. This conceptualization of race varies in many different cultures, so different examples that align to the cultural backgrounds of the students in class should be incorporated. For example, if there are Indian students in class, the teacher can make connections to the caste system in the Indian culture. If there are Latino students in the class, the teacher might explore the stratifications of race that exist between peoples from European, African, and Native American backgrounds in Latin America and the Caribbean.</p> <p>Presentation: Primary activity steps associated with lesson implementation Differentiation, scaffolding, modifications, strategies employed, interaction activities, materials integrated that function to shelter language and content for EL students</p> <p><u>Framing the Learning:</u> Teachers can use pictures and experiences that are familiar to the students to introduce or explain key concepts related to the central theme of the reading passage or the video clip. In addition, students might participate in a close reading of the passage in smaller chunks over a series of lessons to develop a deeper understanding of the historical context or the author’s use of language.</p> <p>Students will also need to spend some time interacting with the derivatives of key vocabulary. For example, they need to develop an understanding of how the meaning of “obligate” changes as prefixes and suffixes connect to the root to form different parts of speech (e.g., obligate-v.; obligation-n.; and obligatory-adj.).</p> <p>Also, students need to explore the historical context of race and should have the opportunity to make connections to current beliefs and actions that relate to race, as demonstrated through their own experience and current events (e.g., news clips, newspapers, magazines, events in schools). Teachers should plan how students will interact with the target vocabulary in the context of sentences. In addition, students should practice using this language in meaningful interactions with others, modeled by the teacher and peers.</p> <p><u>Building Background Knowledge:</u> The students will also need to gain a deeper knowledge of the history of race in the United States and across the Americas. They will need to understand how race impacts the socioeconomic status of different</p>	<p>Modify Apply Cultivate</p>
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groups of people. In addition, the teacher may have students interview their parents in their home language to gain a better understanding of how their experiences connect to their beliefs and cultural practices around race. For example they might ask:

- *What different cultures and racial groups do you remember in your home country?*
- *What was life like for the different groups of people in your home country?*
- *How did the culture and laws of that time shape the lives of these groups of people?*

Applying Content and Language:

During these series of lessons, the students should have the opportunity to watch the videos and discuss their analyses using structured questions and language frames. In addition, students should read the reading passage and discuss their analyses after participating in a close reading of *The American: Prejudice about Color*. The student interaction should focus on having students:

- *Summarize their thinking about prejudice and race*
- *Analyze the impact that the historical context has on the people's actions*
- *Make claims about the author's purpose and beliefs*
- *Cite evidence from the text to support their thinking*
- *Elaborate and clarify their perspectives*
- *Build on or challenge the ideas during discussions about the text*

The students can use the graphic organizer (provided on p.?) to plan their discussion or listen and capture ideas shared during discussions. The teacher should **model** how to use the graphic organizer for students. Participate in a guided practice activity with students using the graphic organizer for a one of the concepts in the video. Then have students **use the graphic organizers** provided or determine which graphic organizers best meet their needs and reflect the thinking skills that they will be working with during lessons. It is important that teachers use the gradual release model (e.g., I do, we do, you do) to help them move towards independence over time.

Once students have read and discussed the videos and reading passage, students can also use these graphic organizers to prepare to write about ideas. Students can write to compare how the concept of race is portrayed in the video and reading passage. They can outline similarities and differences after the teacher has modeled writing about the similarities and differences between the concept of race in the Caribbean and Latin America.

Assessment: activities for formative and summative assessment during and after primary lesson activities. How does assessment account for the language demands embedded in core content for ELs?

The teacher should gather anecdotal notes during the collaborative conversations and analyze the completed graphic organizers to monitor students' use of academic language about the reading passage and video clips. The teacher can also analyze the academic language (e.g., use of the vocabulary, grammatical structures, and discourse) that students use in their writing. Teachers can also use the *Partnership for Assessments for Readiness for College and Careers (PARCC) Performance Level Descriptors* (<http://www.parcconline.org/ela-plds>) and/or the *Academic Language Conversations Skills* by Jeff Zwier (<https://jeffzwiers.org/tools>) or reference other rubrics from the Smarter Balance Consortium.

Lesson Plan Template

<p>The teacher can vary the complexity of the questions and response frames for students at different proficiency levels. In addition, the teacher can provide scaffolds to begin the writing prompt for students at lower proficiency levels or provide paragraph language frames for students. The teacher should have also explicitly taught key vocabulary that aligns to the standards and the reading passage to build background learning for students.</p>	
<p>How are parents, families, and the community invited into or associated with the content, delivery, or extension of this lesson?</p> <p>The students are encouraged to engage parents in discussions about the concept of race to better understand how different cultures conceptualize race in different parts of the world (e.g., Spanish-speaking Caribbean and Latin America).</p> <p>In addition, the school can consider creating an international festival to celebrate the art, food, dance, and music from around the world (e.g., African influence on the Caribbean and Latin America). Students can also complete a project to create a documentary about the cultural influences of Africa on the way of life and cultural practices in various countries around the world.</p>	<p>Cultivate</p>

The American: Prejudice about Color by Allen (1853)

Miss King returned to her father's house in October, 1852. I visited the family in December following. Then and there we discussed the subject of marriage more fully between ourselves; and deeming it a duty obligatory upon us, by an intelligent regard for our future happiness, to survey, before consummating an engagement even, the whole field of difficulties, embarrassments, trials, insults and persecutions, which we should have to enter on account of our diversity of complexion, and to satisfy ourselves fully as to our ability to endure what we might expect to encounter; we concluded to separate unengaged, and, in due season, each to write to the other what might be the results of more mature deliberation. This may seem unromantic to the reader; nevertheless, it was prudent on our part.

After remaining in Fulton a week, I left for Boston. Several letters then passed between us, and in January last, our engagement was fixed. I will not speak of myself, but on the part of Miss King, this was certainly a bold step. It displayed a moral heroism which no one can comprehend who has not been in America, and who does not understand the diabolical workings of prejudice against color. Whatever a man may be in his own person,—though he should have the eloquence, talents, and character of Paul and Apollos, and the Angel Gabriel combined,—though he should be wealthy,—and though, in personal appearance, he should be as fair as the fairest Anglo-Saxon, yet, if he have but one drop of the blood of the African flowing in his veins, no white young lady can ally herself to him in matrimony, without bringing upon her the anathemas of the community, with scarcely an exception, and rendering herself an almost total outcast, not only from the society in which she formerly moved, but from society in general.

Such is American Caste,—the most cruel under the sun. And such it is, notwithstanding the claims set up by the American people, that they are Heaven's Vicegerents, to teach to men, and to nations as well, the legitimate ideas of Christian Democracy.

To digress a moment... This Caste-spirit of America sometimes illustrates itself in rather ridiculous ways.

Reference to Free Public Released Text: <http://www.gutenberg.org/files/17875/17875-h/17875-h.htm>

Discussion Questions for the Videos:

Viewing Response Questions	Language Frames for Collaborative Discussions
1. How were the historical practices of eugenics influenced by the historical context?	1. The historical practices of eugenics were influenced by... <ul style="list-style-type: none"> • During this time period, there was a lot of... • During this time period, white people believed...
2. Explain why eugenics is morally right or wrong. <ul style="list-style-type: none"> • <i>Elaborate and Clarify: Can you tell me more about why it is morally...?</i> • <i>Support Ideas with Examples: What is an example from the video to support your ideas?</i> • <i>Build on/Challenge: What might be another point of view?</i> 	2. I believe that eugenics is morally... <ul style="list-style-type: none"> • <i>If eugenics was allowed, people would...and many families would...</i> • <i>In the video, the narrator said...</i> • <i>Another point of view about eugenics is...</i>
3. Does race impact how you are treated by your peers at school? <ul style="list-style-type: none"> • <i>Elaborate and Clarify: Can you tell me more about this?</i> • <i>Support Ideas with Examples: What is an example from the video?</i> • <i>Build on/Challenge: What might be other points of view?</i> 	3. I think that race impacts how I am treated by my peers because... <ul style="list-style-type: none"> • <i>In other words, I feel that...</i> • <i>One example from the video of how race impacts teenagers is...</i> • <i>Another point of view about how race impacts teenagers might be...</i>

Discussion Questions for the Reading Passage:

Reading Response Questions	Language Frames for Students
1. How does race impact the relationship of Miss King and her beloved? Cite evidence from the text to support your claim.	1. Race impacts the relationship of Miss King and her beloved because... <ul style="list-style-type: none"> • To demonstrate this, ... • This is true because in the text it says....
2. What is the author’s perspective about how the “American Caste” influences marriage?	2. According to the author, the “American Caste” means that... because.....
3. How does the historical context impact whether these two people decide to marry?	3. In this time period, the historical context is that ... <ul style="list-style-type: none"> • According to the text, ... • I know that this is true because in the text it states....
4. What does the author mean by “obligatory” and “mature deliberation”?	4. The author means.... <ul style="list-style-type: none"> • Obligatory means.... I know this because in the text it says.... • Mature deliberation means...In the text it states...

**Lesson Plan
Template**

Video Graphic Organizer

Key Ideas	Questions	Language Frames
Opinions from Partner #1		Opinions from Partner #2

**Lesson Plan
Template**

Reading Passage Graphic Organizer

Claim about Historical Context	Supporting Evidence from the Text

Education Connections' Four Strands of Sheltered Instruction

Sheltered Instruction is an approach that makes academic content, as well as language development, more accessible for EL students. The Education Connections activities are based on **Four Strands** of Sheltered Instruction. They are: Define, Modify, Cultivate, Apply.

Define

- **Develop, define, refine, communicate, and assess *content objectives* for every lesson**
- **Develop, define, refine, communicate, and assess *language objectives* for every lesson**
- **Ensure objectives derive from, and are aligned with, English language proficiency (ELP), as well as content standards**

Modify

- **Differentiate instruction through lesson adaptation and instructional modifications**
- **Scaffold instruction in response to students' individualized language and content learning needs**
- **Identify the language demands and domains embedded in lessons and explicitly address language use and needs for both teaching and learning**

Cultivate

- **Explicitly identify and acknowledge the **cultural competence, human capital, knowledge, experiences, and resources students bring to the classroom****
- **Invite parental and/or familial involvement in the school and classroom and make connections that extend beyond the core curriculum**
- **Support native language maintenance, additive bilingualism, and biliteracy development**

Apply

- **Directly promote language use through interaction with peers, teachers, as well as the core content**
- **Encourage and facilitate language use in both English, as well as students' home languages**
- **Develop and implement activities that require use of all four language domains**