

Discipline: History

Standard Category: United States History

Lesson Focus: Famous individuals in U.S. History

PA Standard(s):	Related TESOL Standard(s):
8.3.12A: Identify and evaluate the political and cultural contributions of individuals and groups to United States history from 1890 to Present.	Goal 2: To use English to achieve academically in all content areas. Standard 1: Students will use English to interact in the classroom.

Key Objectives in Accordance with TESOL Level:

Pre-Conversational/ Beginning	Intermediate	Advanced
Students will be able to: <ul style="list-style-type: none">• Show basic understanding of vocabulary; identify names and faces of American historical people.	Students will be able to: <ul style="list-style-type: none">• Contribute to gathering and presenting factual information about an historical person while showing comprehension of the vocabulary and material presented in activity.	Students will be able to: <ul style="list-style-type: none">• Fully participate in gathering and presenting information on an historical person. Correctly use new vocabulary and idioms encountered in the activity.

Materials:

1. Pictures of important people in US History
2. List of basic vocabulary words from textbook unit
3. Index cards with the name of an important person from the era under study
4. Interview setting: 2 chairs in front of room
5. News Segment setting: Table or desk facing the class; means to hang pictures behind “the anchor”; microphone type object
6. Blank timeline in the front of the class
7. An end-of-activity comprehension test according to your overall lesson

Procedures:

1. Choose an era under study and list all the important people that played a role in that era (e.g. WWI, WWII, the 50s, the 60s and the civil rights movement, etc.)

Suggested

Level:

High School

Lesson Focus:

Famous individuals in U.S. History

Teaching

Strategies:

Pair work

Interviewing

Presentations

Note-taking

Assessment

Strategies:

Recall – identify

End-of-activity comprehension test

ELL Connection: List 10–20 vocabulary words essential to understanding the material. The glossary may be above their heads, look for the basic words other than the glossary if there is one. They can look up the glossary words, too, if possible. Provide the PRESENT forms of all verbs on the listing and put the PAST form in parenthesis. (Past verb forms aren't always found in foreign language dictionaries. Indicate the past tense to the student by pointing your hand behind your shoulder; or drawing a timeline indicating today's date and past time in general.

2. Put these individual names on index cards.
3. Pair Work – Assign partners. Give each pair one index card.
ELL Connection: Pairs with beginning ELL students should do the news segment option – that's why there is an option. The interview would be too difficult for the student and frustrating to the regular student. Keep in mind the ELL student should be with a student who DOES NOT speak the native language. The ELL student will rely on the regular student to locate and provide that information. Have the partner assist in explaining or demonstrating the meaning of key words.
4. Have each pair research and evaluate the political or cultural contributions of the individuals.
5. Tell the students they must prepare a news segment about the famous person OR prepare to conduct an interview in front of the class. In the interview, one of them is the famous person, the other a reporter.
*ELL Connection: The beginning student may be in the **SILENT PERIOD** and may not wish to speak, but s/he may be willing to draw or write a simple phrase to indicate an event. S/he should be the "backstage crew" for the news segment; holding up pictures or changing them during the segment.*
6. Allow class time to do research and practice the presentation.
7. Require a written script from each pair.
8. Have a picture of each famous person AND encourage the students to come dressed as the person for the interviewing.
ELL Connection: Props and pictures add realia for the ELL student.
9. Require the students to take notes from other interviews because you will test them on the information provided in all these interviews and news segments.
ELL Connection: Have the ELL students at this level check their notes with you or a classmate. They can easily miss important points while writing down other notes. Go over them to make sure they have the essential information required for this unit and the assessment.
10. Create a class timeline at the end of the activity as a wrap-up review.

ELL Connection: A timeline takes an abstract concept to concrete form making it easier for the ELL students to grasp chronological order while struggling with language issues.

Assessment:

Use the regular end-of-the-activity test to assess their knowledge of all the material presented. Include fill-in, short answer, and/or multiple-choice questions.

Beginners

While the others are taking a written test to check for comprehension, have the ELL meet with you individually at your desk.

- Ask ELL to come up and **point to** a picture of the person you name or describe. For example, if you are doing a unit on the civil rights movement, ask the student to **point to** Rosa Parks OR **point to** the person who started the Peace Corps. Have them point to the timeline and indicate when an event happened. This stimulus-response activity is called TPR, Total Physical Response. The vocabulary of your questions MUST be familiar to the beginning student; those words should be on the word list you provide at the beginning of the lesson. It takes some planning ahead, but in the end you will have a better assessment of your students' abilities.

Intermediate

Have the ELL take the test.

- Be sure to explain the instructions to the ELL students.
- Allow them to write short answers even if they call for full sentences.
- If you find the ELL student does not do well in writing, give him/her an oral examination through the use of Q/A.

Advanced

Give the ELL the same test as the regular students.

- Go over the instructions of each section to be sure they understand the task and can concentrate on answering the questions.
- Write the correct spelling of any misspelled words at the end of the test and ask the ELL to record those in their word bank or spelling log.

Notes:

Arrange for a peer-mentor to help the ELL student adjust to not only the academic scene, but also the social scene at school. Peer interaction plays a major role in the language learning process. The peer-mentor should not speak the student's language so that the learner will have another language model to observe and so that the learner is motivated to communicate in English.