

**Discipline:** History

**Standard Category:** World History

**Lesson Focus:** Regional conflict and cooperation

<b>PA Standard(s):</b>	<b>Related TESOL Standard(s):</b>
8.4.12D: Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 C.E. to Present in Africa, America, Asia and Europe.	Goal 2: To use English to achieve academically in all content areas Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

**Key Objectives in Accordance with TESOL Level:**

<b>Pre-Conversational/ Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
Students will be able to: <ul style="list-style-type: none"><li>• Identify the countries under study and show basic understanding of various facts about each.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Gather and present specific factual information about the assigned country.</li></ul>	Students will be able to: <ul style="list-style-type: none"><li>• Debate and give personal opinion. Gather and present factual information about a country.</li></ul>

**Materials:**

1. Map of the region under study
2. List of basic vocabulary words from textbook unit
3. Index cards with the name of regional countries on them
4. EXPERT DEBATE QUESTIONNAIRE (See Procedures)
5. Poll chart on board
6. Timeline in the front of the class
7. Assessment rubric for group presentations

**Procedures:**

1. Choose a region under study e.g., The Middle East.
2. Give an introductory lecture including the map of the region, important names, etc.
3. Explain they will be doing an in-depth study of the region's countries to better understand the world we live in today.
4. Put the region's country names on index cards. One per card.
5. Small Group Work – Divide the class into groups of five. Give each group an index card with a country name.
6. Part 1 of Activity - Inform the class that each group will do a

**Suggested**

**Level:**

High School

**Lesson Focus:**

Regional conflict and cooperation

**Teaching Strategies:**

Small group work

Group presentations

Small group discussion

Class timeline

Whole class poll/discussion

**Assessment**

**Strategies:**

Recall – identify

Activity rubric

presentation about their assigned country. A group grade will be based on the activity rubric. Review the teacher designed rubric in class.

*ELL Connection: If you have a student from a country under study, encourage them to work on that country. This will provide a sense of pride and familiarity.*

7. Assign each member of the group to be an “expert” on one aspect of the country (government, military, people, economy or geography). Each is to concentrate only on that aspect.

*ELL Connection: Assign Beginners to become experts on “people”; The terms for religions, ethnic groups and population figures are fairly universal and easily found.*

8. Prepare and distribute the same guideline questions to each group. Questions may include:

When was your country organized, as we know it today?

Who serves in the military and for how long? Is it voluntary? How long is service?

What are the main imports and exports?

What ethnic groups are found within your country?

What is the terrain and weather like in your country?

- Add more questions as you see fit.

*ELL Connection: Help the beginning and intermediate students with understanding the question meant for them (e.g. the question on “people”). If they have not been at the school long, have a member of the class show them where reference material can be found in the library, on the computer, etc.*

9. Allow class time to do research and practice for presentation.
10. Each member of the group must contribute their “expertise” to the group’s presentation by orally reporting information or providing visual aids like flags, maps, pictures of the current leaders, etc.
11. Create a class timeline to help with chronological order. Indicate dates of importance to the region.
12. Check off your rubric for each group as they present.
13. Part 2 of Activity – Shuffle the students into “EXPERT” groups and have them debate one question about the aspect of their country under study. Give them the EXPERT DEBATE QUESTIONNAIRE. Put one question related to the aspect of the country on the top of the paper. Have each new group debate the question freely. A scribe in the group should record the comments and who said what.

*ELL Connection: Some may be too shy or feel intimidated. In this sort of free expression activity, ELL students learn a great deal of receptive vocabulary, language use and local expressions. Allow them to speak voluntarily. They are learning more than you can measure.*

Class review – Brief whole class discussion of the EXPERT DEBATE QUESTIONNAIRE.

As a wrap-up activity, place a polling chart on the board with the names of each country along the top boxes. Poll each student with the question noted below. Record the answers and figure out the percentages, etc.

Question: Which country would you consider the best to live in if you were to move to the region? Discuss why.

*ELL Connection: Expect even the beginning student to be able to participate in the class poll. Write the question on the board and allow them time to figure it out before calling on them to answer.*

**Assessment:**

Create a rubric for the activity presentation to assess comprehension, participation and factual information.

**Beginners**

Have the ELL meet with you after the activity with map and timeline.

Recall and Identify –

- Have the ELL come up and point to countries, ethnic group locations, etc.
- Ask them comprehension questions that require a one-word answer like: Point to the country where olives are grown. Question the concept of who are allies and who are enemies. This stimulus-response activity is called TPR, Total Physical Response. The vocabulary of your questions MUST be familiar to the beginning student. It takes some planning ahead, but in the end you will have a better assessment of your students' abilities.

**Intermediate**

Have ALL students do their research and writing during class.

- Pay attention to the ELL's contributions to the group presentation.
- Circulate among the groups and ask specific comprehension questions to the ELL as well as the regular students.
- Give a grade based on the rubric.

**Advanced:**

- The ELL can fully participate in the research and presentation.
- Assess the group work as a whole.

**Notes:** Terms to know: government, people, military, economy, geography, religion, ethnic group, location, import, export, terrain, military service, etc.

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.