



*Accelerating language, literacy and content learning for  
emergent bilinguals with limited home language literacy*

# Social Studies

## UNIT 4

# Unit 4 Social Studies Sample Lesson Plans<sup>1</sup>

Week 1, Lessons 1, 3  
Week 4, Lessons 18-20<sup>2</sup>

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<sup>1</sup> Lesson Plan template was adapted from Echevarria, Vogt, & Short (2013). *Making Content Comprehensible for English Learners: The SIOP Model*.

<sup>2</sup> Revisions to these lessons will include more explicit modeling and vocabulary practice.

<b>Unit Essential Question:</b> How can we protect the rights of all people?	
<b>Weekly Focus Question:</b> What are my rights as a human being?	
<b>Daily Objectives:</b>	<b>VOCABULARY:</b>
<u>Content:</u> Identify human rights as respected or disrespected.	<u>Nouns:</u> Human Rights, water, food, clothes, school, education
<u>Language:</u> Name the human right and give evidence for how it is being respected / disrespected.	<u>Verbs:</u> violate, protect, respect, disrespect, act, speak, travel
	<u>Adjectives:</u> universal, free, safe, secure, clean, dirty, safe, dangerous, sick, healthy
<b>1. WARM UP</b>	<b>10 minutes</b> <b>individual /partners/ group</b>
<ul style="list-style-type: none"> <li>➤ Motivate, review yesterday's learning, prepare for today's learning</li> </ul>	<b>REVIEW: VOCAB</b> or <b>PRACTICE LANGUAGE</b> <b>NEW: BUILD BACKGROUND</b>  <ul style="list-style-type: none"> <li>* Lead a movement exercise with students that enables them to feel the difference between being constrained and having full freedom of movement. This can be done through simple movements. For example have students stand up and squeeze themselves into a ball and then relax and expand.</li> </ul>
<b>2. CONNECT</b>	<b>1 minute</b> <b>whole class</b>
<ul style="list-style-type: none"> <li>➤ Show, <b>read and explain</b> today's objectives &amp; link past to present learning</li> <li>➤ Explain or have student's predict how today's lesson supports the EQ or Focus question</li> </ul>	<ul style="list-style-type: none"> <li>* Explain to class that we will be learning about human rights and define human rights. Use as an example the treatment of Taino people by Christopher Columbus in Unit 3 as an example of human rights being disrespected.</li> </ul>
<b>3. PRESENT and MODEL</b>	<b>5 - 10 minutes</b> <b>whole class</b>
<ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used)</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking)</li> </ul>	<ul style="list-style-type: none"> <li>* Students will watch a power point presentation on human rights and the teacher will lead a discussion on the three areas covered: Right to Clean Water, Right to an Education, Right to Live in Freedom and Safety.</li> </ul>

**4. INTERACT**

- *Students interact with activities and each other to meet objectives*
- *This is bulk of the class & where most learning happens*
- *Encourage students to use new vocabulary and language frames*

20-30 minutes      **individual/ partners/ group**

\*Students will write one sentence about how they feel about each area of human rights discussed in the power point. They will write three sentences total.

\*Students will sit with a partner and create questions they would like to ask their parents about human rights. Students will write these questions in their journals and do so for homework.

**4. REVIEW and ASSESSMENT**

- *Review of lesson with input from students*
- *Ask students to share what they have learned today*
- *Assess individual learning*
- *Connect to EQ or FQ*

5 - 10 minutes      **whole class/ group / individual**

\*Ask students to share some of the questions they have written in their journals.

- Ask students to share anything that may have surprised them from what they learned today. Use questions that include new vocabulary such as: Did you know that in some places children do not have the right to go to school?

**Unit Essential Question:** How can we protect the rights of all people?

**Weekly Focus Question:** Do all children go to school?

**Daily Objectives:**

Content: Identify causes and effects for not going to school.

Language: Connect cause and effect using 'because' and 'so' if / then statements.

**VOCABULARY:**

Nouns: Human Rights, water, food, clothes, school, education

Verbs: violate, protect, respect, disrespect, act, speak, travel

Adjectives: universal, free, safe, secure, clean, dirty, safe, dangerous, sick, healthy

**1. WARM UP**

- Motivate, review yesterday's learning, prepare for today's learning

10 minutes

**individual /partners/ group**

**REVIEW: VOCAB or PRACTICE LANGUAGE**

**NEW: BUILD BACKGROUND**

\* Review the three areas of human rights discussed in lessons one and two this week.

\* Ask students in a call and response format how they feel about coming to school everyday. List select answers on the board that display a variety of different opinions.

**2. CONNECT**

- Show, **read and explain** today's objectives & link past to present learning
- Explain or have student's predict how today's lesson supports the EQ or Focus question

1 minute

**whole class**

- Explain to class that we will be learning about the right to education and that not all children around the world receive an education.

**3. PRESENT and MODEL**

- Present new content and language frames (if used)
- Demonstrate how to perform the task that students need to do in step 4 (\*focus on modeling disciplinary thinking)

5 - 10 minutes

**whole class**

\* Students will watch a Powerpoint presentation on education. Through the pictures and short descriptions students will learn that not all children have access to free education or any education at all.

Through the images the students will see different journeys other children take to school each day, and the different types of school buildings that exist, and the different types of classrooms.

#### **4. INTERACT**

- *Students interact with activities and each other to meet objectives*
- *This is bulk of the class & where most learning happens*
- *Encourage students to use new vocabulary and language frames*

20-30 minutes

***individual/ partners/ group***

- Ask students to think about what their dream profession is when they become an adult. Ask them to imagine the education journey they will have to take to be qualified for the job. For example, will they be learning in other school buildings? Or in schools in different cities?
- Hand out the worksheet 'How many years of Education do I need to Become a.....' Ask students review the worksheet and find their dream profession or a role similar to it.
- Have them reflect on the amount of education they will need to complete. Ask them to write several sentences in their journal answering the following question: Is education important to you and why?

#### **5. REVIEW and ASSESSMENT**

- *Review of lesson with input from students*
- *Ask students to share what they have learned today*
- *Assess individual learning*
- *Connect to EQ or FQ*

5 - 10 minutes

***whole class/ group / individual***

- Ask students what they have learned that is new to them from today's lesson.
- Explain to students that many people leave their native countries so that they or their children can receive an education. Have them sit in pairs and write one question in their journals they would like to ask their parents about education in their native country. For homework ask your parents the question and record their answer in your journal.

**WEEK: Four LESSON # 18 FOCUS: Role Play Part One: Different Perspectives**

<p><b>Unit Essential Question:</b> How can we protect the rights of all people?</p> <p><b>Weekly Focus Question:</b> Who is picking my fruit?</p>	
<p><b>Daily Objectives:</b></p> <p><u>Content:</u> Communicate different perspectives of child migrant farmers.</p> <p><u>Language:</u> Read and interpret text from a given perspective.</p>	<p><b>VOCABULARY:</b></p> <p><u>Nouns:</u> Migrant worker, labor law, agriculture, commercial farm, family farm, perspective, profit</p> <p><u>Verbs:</u> Negotiate, compromise</p> <p><u>Adjectives:</u> typical, current</p>

<p><b><u>1. WARM-UP</u></b></p> <ul style="list-style-type: none"> <li>➤ Motivate, review yesterday's learning, prepare for today's learning</li> </ul>	<p>10 minutes      <b>individual /partners/ group</b></p> <p><b><u>REVIEW:</u> VOCAB. or PRACTICE LANGUAGE      <u>NEW:</u> BUILD BACKGROUND</b></p> <ul style="list-style-type: none"> <li>* Review what we have learned about child migrant workers in lessons 16 &amp; 17.</li> <li>* Ask students if they have anything they would like to say to a child migrant worker, and if so what is their question or statement. Have students answer in a call and response format.</li> </ul>
<p><b><u>2. CONNECT</u></b></p> <ul style="list-style-type: none"> <li>➤ Show, <b>read and explain</b> today's objectives &amp; link past to present learning</li> <li>➤ Explain or have student's predict how today's lesson supports the EQ or Focus question</li> </ul>	<p>1 minute      <b>whole class</b></p> <ul style="list-style-type: none"> <li>• Explain to students that in every situation there are many perspectives on what is best. Remind students about profit and how it relates to benefit and costs from unit 3.</li> </ul>

<p><b>3. PRESENT and MODEL</b></p> <ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used)</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking)</li> </ul>	<p>5 - 10 minutes</p>	<p><b>whole class</b></p> <ul style="list-style-type: none"> <li>• Hand out the worksheet 'Perspectives on Child Migrant Workers'. As a class read the different roles and carry short discussions on each one. (The roles are: The child migrant worker, the parents of the child migrant worker, the head farmer or owner of the commercial farm, the activists).</li> </ul>
<p><b>4. INTERACT</b></p> <ul style="list-style-type: none"> <li>➤ Students interact with activities and each other to meet objectives</li> <li>➤ This is bulk of the class &amp; where most learning happens</li> <li>➤ Encourage students to use new vocabulary and language frames</li> </ul>	<p>20-30 minutes</p>	<p><b>individual/ partners/ group</b></p> <ul style="list-style-type: none"> <li>• Students will be broken down in groups of three or four and assigned a role – they will all represent that one role.</li> <li>• Hand each group their role-play cards which are quotes from people whose perspectives they are representing as their own for the debate. The role-play cards can be cut from the Role Play Cards Worksheet.</li> <li>• Explain to students that they will be representing this role in the debate that will happen in two days. They will have to carry the perspective of the character in the role. Explain that even if they do not agree with the perspective that this is an exercise.</li> <li>• Ask each team to write three sentences from the perspective of their role answering the question: Is it against a child's human rights to work on a commercial farm?</li> </ul>
<p><b>5. REVIEW and ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>➤ Review of lesson with input from students</li> <li>➤ Ask students to share what they have learned today</li> <li>➤ Assess individual learning</li> <li>➤ Connect to EQ or FQ</li> </ul>	<p>5 - 10 minutes</p>	<p><b>whole class/ group / individual</b></p> <ul style="list-style-type: none"> <li>• Ask students what it is like to represent someone else's perspective?</li> <li>• Ask students what they have learned from the experience. Ask if they can list any benefits to looking through someone else's eyes on a situation?</li> </ul>

**WEEK Four LESSON # 19 FOCUS Preparing a Statement**

**Unit Essential Question:** How can we protect the rights of all people?

**Weekly Focus Question:** Who is picking my fruit?

**Daily Objectives:**

Content: State an opinion to show the perspective of assigned role.

Language: Write and practice speaking an opening statement that expresses an opinion.

**VOCABULARY:**

Nouns: Migrant worker, labor law, agriculture, commercial farm, family farm, perspective, profit

Verbs: Negotiate, compromise

Adjectives: typical, current

**1. WARM-UP**

- Motivate, review yesterday's learning, prepare for today's learning

10 minutes

**individual /partners/ group**

**REVIEW: VOCAB. or PRACTICE LANGUAGE NEW: BUILD BACKGROUND**

- Review the definition of perspective from lesson 18.
- Begin class with a five-seven minute movement and imagination exercise on perspective. Have students stand up at their desks and inwardly choose to take on one of the following roles: A teacher that has to teach in a classroom, A student on his or her first day of school, A school janitor that has to clean the classroom.
- Once students have chosen a role have them line up behind you and follow you through the classroom. Zig-zag through the classroom and point out specific things such as: the black board, any art or student work on the walls, any garbage on the floor, etc. Remind students to observe each item pointed out from the perspective of the role they have taken on for the exercise.
- Have students sit back down at their desks and become themselves again. Ask students if they noticed anything new or different when observing the classroom from their imagined perspective. For example, if they were playing the role of a janitor maybe seeing a candy wrapper on the floor would look and feel different to them.

**2. CONNECT**

- Show, **read and explain** today's objectives & link past to present learning
- Explain or have student's predict how today's lesson supports the EQ or Focus question

1 minute

**whole class**

- Remind students of the different information they can learn while looking at a situation through a different perspective- like in the exercise they just took part in.

<p><b><u>3. PRESENT and MODEL</u></b></p> <ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used)</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking)</li> </ul>	<p>5 - 10 minutes      <b>whole class</b></p> <ul style="list-style-type: none"> <li>• Have students sit in their debate groups (Each group represents the same role in the debate)</li> <li>• Hand out the worksheet 'Debate Statement'. Go over the worksheet to the class.</li> <li>• Explain to the class that each group is to choose one 'scribe' for the lesson. The 'scribe' will be the one to fill out the actual worksheet but everyone will be contributing and deciding on the best wording.</li> <li>• Explain to the class that each group will choose a 'debate player' that will represent the group. In class 20 when the debate is carried out their will only be one representative from each group with the others support from the audience.</li> </ul>
<p><b><u>4. INTERACT</u></b></p> <ul style="list-style-type: none"> <li>➤ Students interact with activities and each other to meet objectives</li> <li>➤ This is bulk of the class &amp; where most learning happens</li> <li>➤ Encourage students to use new vocabulary and language frames</li> </ul>	<p>20-30 minutes      <b>individual/ partners/ group</b></p> <ul style="list-style-type: none"> <li>• The groups will spend the next 30 minutes working on their personal statements.</li> <li>• They will hand their personal statements in to the teachers but will not read share them with the other groups. (The teacher should make any corrections or edits prior to the debate the following day.)</li> </ul>
<p><b><u>5. REVIEW and ASSESSMENT</u></b></p> <ul style="list-style-type: none"> <li>➤ Review of lesson with input from students</li> <li>➤ Ask students to share what they have learned today</li> <li>➤ Assess individual learning</li> <li>➤ Connect to EQ or FQ</li> </ul>	<p>5 - 10 minutes      <b>whole class/ group / individual</b></p> <ul style="list-style-type: none"> <li>• Ask students what it is like to work together as a team creating one opinionated statement. Ask them for examples on when things were difficult and how the group overcame the challenge.</li> </ul>

<p><b>Unit Essential Question:</b> How can we protect the rights of all people?</p> <p><b>Weekly Focus Question:</b> Who is picking my fruit?</p>	
<p><b>Daily Objectives:</b></p> <p><u>Content:</u> Debate a position in role with the goal of persuading others to negotiate towards your position.</p> <p><u>Language:</u> Negotiate to find a solution using target language 'of compromise, willing to'.</p>	<p><b>VOCABULARY:</b></p> <p><u>Nouns:</u> Migrant worker, labor law, agriculture, commercial farm, family farm, perspective, profit</p> <p><u>Verbs:</u> Negotiate, compromise</p> <p><u>Adjectives:</u> typical, current</p>

<p><b>1. WARM-UP</b></p> <ul style="list-style-type: none"> <li>➤ Motivate, review yesterday's learning, prepare for today's learning</li> </ul>	<p>10 minutes <b>individual /partners/ group</b></p> <p><b>REVIEW: VOCAB. or PRACTICE LANGUAGE</b> <b>NEW: BUILD BACKGROUND</b></p> <ul style="list-style-type: none"> <li>• Have students sit with their groups and hand back their Personal Statements. Ask students to review your comments and quickly go to each group to check in with them.</li> </ul>
<p><b>2. CONNECT</b></p> <ul style="list-style-type: none"> <li>➤ Show, <b>read and explain</b> today's objectives &amp; link past to present learning</li> <li>➤ Explain or have student's predict how today's lesson supports the EQ or Focus question</li> </ul>	<p>1 minute <b>whole class</b></p> <ul style="list-style-type: none"> <li>• Explain to the students that there will be no judgments of right or wrong during the debate and that the challenge and goal of the debate will be to come to a solution so every player is satisfied by the end of the debate.</li> </ul>
<p><b>3. PRESENT and MODEL</b></p> <ul style="list-style-type: none"> <li>➤ Present new content and language frames (if used)</li> <li>➤ Demonstrate how to perform the task that students need to do in step 4 (*focus on modeling disciplinary thinking)</li> </ul>	<p>5 - 10 minutes <b>whole class</b></p> <ul style="list-style-type: none"> <li>• Have students read over their personal statement and listen to their 'Debate Player' practice.</li> <li>• Have students discuss the main points of their personal statement so they all feel strong and united in their opinions.</li> </ul>

#### **4. INTERACT**

- *Students interact with activities and each other to meet objectives*
- *This is bulk of the class & where most learning happens*
- *Encourage students to use new vocabulary and language frames*

20-30 minutes

***individual/ partners/ group***

- Have Debate Players come to the front of the room and read their personal statements.
- Moderate two debate players at a time having a conversation and attempting to come to a compromise. Do not have more than one conversation happening as is important for the whole class to be listening.
- The Debate Player can call for a time- out to ask his or her team for advice.
- By the end of the thirty minutes there should be a solution, or several solutions reached. One possible example is that the children only work on the farm twice a week for two hours after school, etc.

#### **5. REVIEW and ASSESSMENT**

- *Review of lesson with input from students*
- *Ask students to share what they have learned today*
- *Assess individual learning*
- *Connect to EQ or FQ*

5 - 10 minutes

***whole class/ group / individual***

- Write the solution(s) on the Board for the entire class to view.
- Have each group sit back together as a team and discuss whether or not they benefitted from the solution. What are the good points of the solution? What points do you still not like? Have the 'scribe' write down the responses.
- There will probably not be time to discuss the outcome but it should be discussed at the beginning of the next class

## Teacher Directions for Week 4: Role Play and Debate

### **Perspectives Role-Play Debate Activity (45 mins)**

#### **Materials for Students:**

Journal  
Roles Description Worksheet  
Debate Planning Worksheet

1. Students divide into groups according to the role card they have been given (group of 'farmers', group of 'child migrant workers', group of 'parents', group of 'activists' ) and prepare their position, which is their opening statement, in three sentences. A worksheet is provided to help students organize their thoughts. (15 mins)
2. Review the procedures for role-play. Procedure Role Worksheet is provided to teachers. (5 mins)
3. Each group reads their opening statement. (5 mins)
4. One representative is chosen from each group to enter the debate and the teacher moderates.  
(20 mins)
5. Debrief as a whole class on the discussion. (5 mins)

## **Role-Play Guidelines**

In designing the role-playing activity, the instructor should judge the extent to which students are ready for greater freedom in the activity. The following steps will help teachers in designing effective role-play activity.

### **Before the Mock Diplomatic Debate**

Design the role-play so that there are no right or wrong answers. The final outcome will depend on the persuasiveness of the participants and the rationale of their arguments.

Also make it clear that each student must participate in the preparation of the enactment, speak during the enactment, and actively participate in the analysis and discussion.

The students that are assigned the Discussion Moderator group will be the leaders of the Town Hall style discussion. These students have the responsibility of making sure the discussion happens fairly and they will decide if the community reached its goal of coming to an agreement and avoiding conflict.

Assign the roles to student groups. Distribute the briefing sheets that contain information on the various roles. Prior to the mock debate, each group must research its respective community to determine which facts to present to support its argument and prepare its materials for presentation.

Students should use their journals and notes from this curriculum to add to their research. On the day before the actual meeting, let each group meet privately to work on sharpening strategies.

Encourage your students to practice their opening and closing statements and their key arguments beforehand. This is important in developing public speaking skills and in delivering smooth and coherent statements and arguments.

It is important to establish the proper environment for serious debate. Arrange the classroom to resemble a formal meeting hall or courtroom.

## Discussion Protocol

- Begin by reviewing the common goals.
- Allow each group to read their opening statements.
- Allow each group to bring up one point or question.
- Allow one group to respond to the point or question.
- Choose another group to bring up a point or question.
- Allow discussion to continue organically or continue to prompt groups. Questions, arguments or rebuttals should be kept to two minutes

## **Debate Planning Worksheet- Child Migrant Workers**

(This is a filled-in sample from the perspective of the Migrant Child working in commercial fields in the United States)

### **Perspectives on Child Migrant Workers**

#### The Farmer or Owner of the Commercial Farm:

He owns the farm and wants to make a big profit. When he can hire someone for little money he makes a bigger profit. Parents come and want their children to work so he feels he is doing them a favor by giving the children jobs.

#### The Parents of the Child Migrant Worker

They do not want to have their child work but they simply do not have enough money without every member of the family working in the fields. They are sad but do not feel they have any other choice. They want their child in school as much as possible.

#### The Child Migrant Workers

They want to be in school learning like other children. They do not want to work long hours with dangerous tools. They want to be playing with other children and having fun.

#### The Activists

The activists want to put an end to child labor in the United States. They feel it goes against