Love Your State by Telling the Oregon Story

Overview:
In this unit, students will complete a research “paper” by writing a letter or making a greeting card for Oregon. This letter or card will focus on the students’ favorite recreational activities and the state landforms/characteristics that allow for that activity to take place. To accomplish this task, students will study Oregon’s physical environment (climate, landforms, waterways, and other important natural resources) and decide how the environment influences the types of recreation in the state. Students will learn details about landforms and climate relationships, and match recreational activities to the various types of landform characteristics.

A focus will be placed on building English Language Learners (ELL) language skills by constructing meaning, using tools such as comprehensible input, student interaction, and form and function sentence frames. A suggested scoring rubric is provided as part of this lesson unit to assist in assessing student performance.

Geographic Question:
How has Oregon’s physical environment impacted the state’s recreational activities?

Connections with Curriculum:
Learning Level (2-4) Geography

Objective:
After a series of mini-lessons on Oregon geography (physical environment), Oregon recreational activities, and personal stories about Oregon tie-in, students will write a report (letter or postcard) identifying two of their favorite Oregon recreational activities and the geography (physical environment) that has influence over location, availability, season, and attractiveness of those activities. To further support ELLs, correct English grammar will be supported, practiced, and emphasized using sentence frames. (Example: I love Oregon’s lakes and waterways because I enjoy kayaking.)

National Geography Standards:
# 4 - The physical and human characteristics of places.
# 15 - How physical systems affect human systems.

Oregon Geography Standards:
2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.
2.9. Describe physical and human characteristics of the community.
4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people’s lives.
English Language Proficiency Standards for ELD:
Persuading - Verb Forms: Imperative, future, conditional, and varied verb forms, idiomatic expressions, or embedded clauses

Language Objectives:
Function - Persuading
Form - Verb Forms

Beginning - Not Applicable

Intermediate - Imperative verb forms (Base form of verb) _________________________

Advanced - _______________________________, isn’t/don’t/hasn’t _____?
______________, (dependent clause),______________________.

Targeted Language Skills:
Reading: The students will be able to read about the physical aspects, summarize, and retell about their “loved aspect”. The students will read place names on a map.
Writing: Students will write about their “loved aspect”. Using sentence frames as guides, the students will write a Valentine card to the state of Oregon that includes a recreational activity and a physical characteristic of the state.
Listening: Students will follow along as the teacher is guiding them through a sample “loved aspect”. The teacher will model reading, writing, and speaking on the “loved aspect”. The students will listen and participate as the teacher introduces the Input Chart of Oregon.
Speaking: Students will actively participate in a group or classroom-wide discussion on an assigned or chosen “loved aspect”. Alternatively, students can also prepare and deliver an individual presentation to their group or class as part of a speaking proficiency. Students will actively participate in lesson partner discussions, small group discussions, and large group discussions.

Vocabulary:
landforms          mountains          sand dune
climate            valleys            ocean
waterways          lake               high desert
natural resources  river
body of water      forest
Presentation Steps:

- Session I – Introduce Vocabulary

The teacher will read one personal story about Oregon, such as “Dearest Oregon, Happy Birthday,” from Oregon Stories.

Introduce vocabulary words - Give a clear definition of each and support with example pictures. Student will practice identifying each word by matching word and picture cards (Appendix 1).

Randomly hand out pictures to students. The students play a game of Quiz, Quiz, Trade with the pictures. (Q,Q,T: Each student has a picture. Students take their pictures and begin circulating around the room to find a partner. Partners take turns showing and identifying their pictures, i.e. picture of Mt. Hood. The second partner then uses the sentence frame to describe the Oregon landform. Partners then trade pictures so they each have a new one and go on to find a new partner - repeat process).

- Session II – Using Input Chart to Begin Building a Mental Map of Oregon Using Geography Vocabulary Words.

The teacher will read another personal story about Oregon.

Input Chart:
An input chart is a GLAD (Guided Language Acquisition Design) strategy used to give direct information to students. In this case, an input chart can effectively be used to introduce location of Oregon landforms and geography vocabulary words in a visual way. An input chart is a large picture created in front of the students. By creating the chart in front of the students, the images are more likely to be cemented in the learners' minds. To prepare, the teacher uses a dark marker to trace a large outline of the state of Oregon on blank chart paper. Then, use pencil to add the landforms and characteristics you want to remember to discuss. The pencil will be your “cheat sheet” for presentation.

While presenting the information to students, use colored markers to color code the landforms. For example, all bordering states/oceans might be in orange. The mountains and mountain ranges could be in brown, etc. As you add to the chart, be sure to stop frequently (every few minutes) for students to “chunk and chew” the new information you are giving to them by giving them a minute or two to talk to a partner about what they are seeing on the chart (chunk and chew; pair/share).

Language Activity:
Students will be introduced to form and function using a sentence frame. As a class, students will review the vocabulary list by thinking back to the input chart. If you have a number of students needing language or content support, you can color code the sentence frame to match the input chart. Use the form and function above.
• Session III – Discussion on What Students Enjoy about Oregon

The teacher will read another personal story about Oregon.

The teacher will facilitate a classroom conversation/brainstorming session on what students enjoy about Oregon and why. The teacher will give examples of things he/she loves to do in Oregon, illustrating using pictures (see examples from Appendix 2).

Introduce new “recreational activities” vocabulary words. The teacher will add to the brainstormed words to include all recreational activity words from Appendix 2.

Students will practice identifying each new word by matching word and picture cards (Appendix 2).

• Session IV – Using Input Chart to Associate Oregon Landforms and Recreational Activities.

The teacher will read another personal story about Oregon.

As the teacher reads today, students will be asked to focus on thinking about the author’s feelings, recreational activities mentioned, and any description of physical characteristics of the environment included in the story. The students and teacher can discuss the personal tie-in of what the author “loves about Oregon”. For example, in the story “Dearest Oregon, Happy Birthday,” the author mentions new snow and its effect on snowboarding. To support ELL students, activities mentioned in the story should be illustrated with picture cards depicting each activity mentioned.

As you add to the chart, be sure to stop frequently (every few minutes) for students to “chunk and chew” the new information you are giving them by allowing a minute or two to talk to a partner about what they are seeing on the chart (chunk and chew; pair/share).

Language Activity:
Students will continue their use of form and function using a sentence frame. Working in cooperative learning partner groups, they will practice writing and speaking sentences that describe their favorite recreational activities within Oregon. Each student will make at least 3 sentences.

• Session V – Student Choice

Students will research at least two activities from the class list or ones they have come up with on their own. Research can be as narrow or broad as time, resource, and skills allow. Research will be focused primarily on finding and cutting out pictures of favored activities and identifying Oregon Geographic regions and physical environments that are suited to support those activities. Advanced students can do more in-depth research, closely examining physical features, factors of climate, and accessibility. Research should include use of various maps from the Student Atlas of Oregon.
Language Activity:
Students will write a story or Valentine/greeting card describing their favorite recreational activities found within Oregon and share with a partner.

Assessment:
Scoring Rubric
Teacher needs to determine various “recreational activities”. These would generally include things that make Oregon personally appealing and attractive. Review the rubric with the student ahead of time so they know what to expect.

<table>
<thead>
<tr>
<th>Excellent Work!</th>
<th>Good Work!</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wrote about 3 or more recreational activities.</td>
<td>I wrote about 1 or 2 recreational activities.</td>
<td>I wrote about NO recreational activities.</td>
</tr>
<tr>
<td>I actively participated in my individual, group, or class discussion and research. I contributed many ideas and examples.</td>
<td>I participated in my individual, group, or class discussion and research.</td>
<td>I did not participate in my individual, group, or class discussion and research.</td>
</tr>
<tr>
<td>I included descriptive details about Oregon landforms, location, and climate for my favorite recreational activities.</td>
<td>I included some details about Oregon landforms, location, and climate for my favorite recreational activities.</td>
<td>I did not included details about Oregon landforms, location, and climate for my favorite recreational activities.</td>
</tr>
</tbody>
</table>

Lesson adapted by Beth Essex and Mark S. Walls
The final editing and adaptations for an ELL classroom were completed by the OGA Spanish Student Atlas of Oregon Task Force 2011.
Appendix 1

LANDFORMS
CLIMATE
WATERWAYS
NATURAL RESOURCES
HIGH DESERT
OCEAN
SAND DUNES
FOREST
RIVER
LAKE
VALLEY
MOUNTAINS
BODY OF WATER

Appendix 2

CANOEING
FISHING
SKIING
WIND SURFING