# ACADEMIC ENRICHMENT PACKET

## CLEVELAND METROPOLITAN SCHOOL DISTRICT

**Multilingual Multicultural Education**

## ENGLISH LEARNERS

**Grades PK – 12**
**May 4 – May 15, 2020**

# PARENT INFORMATION

## English

Parents & Caregivers – Daily language learning is important!  The following packet and links are available for your child to access daily English language learning.  Thank you for everything you do for your children!

## Spanish

Padres o Encargados – ¡El aprendizaje diario de idiomas es importante!  El siguiente paquete y enlaces están disponibles para que su hijo acceda al aprendizaje diario del idioma inglés. ¡Gracias por todo lo que haces por tus hijos!

## Swahili

Wazazi & watunzaji – kujifunza lugha ya kila siku ni muhimu!  Pakiti zifuatazo na viungo vinapatikana kwa mtoto wako kufikia kujifunza lugha cha Kiingereza cha kila siku. Tunakushukuru kwa ajili ya kila kitu unayatenda kwa ajili ya watoto wenu!

## Somali

Waaliddiinta iyo Daryeeleyaasha - Barashada luqadda maalinlaha ah waa muhiim! Xirmooyinka soosocda iyo xiriidhada soosocda ayaa loo heli karaa cunuggaaga inuu marin u helo barashada luqadda Ingiriisiga maalin kasta. Waad ku mahadsan tahay waxkasta oo aad u qabtaan carruurtaada!

## Nepali

अभिभावक र हेरचाहकर्ता - दैनिक भाषा सिक्न महत्त्वपूर्ण छ! निम्न प्याकेट र लिंकहरू तपाईंको बच्चालाई दैनिक अंग्रेजी भाषा सिक्ने पहुँचको लागि उपलब्ध छन्। तपाईंका बच्चाहरूको लागि गर्नुहुने सबै कुराका लागि धन्यवाद!

## Arabic

الآباء ومقدمو الرعاية – تعلم اللغة اليومية أمر مهم! تتوفر الحزمة والروابط التالية لطفلك للوصول إلى تعلم اللغة الإنجليزية اليومي. شكرا لك على كل ما تفعله لأطفالك!

# ONLINE RESOURCES FOR ENGLISH LEARNERS

| Bilingual / Dual Language Activities | | | |
| --- | --- | --- | --- |
| Resource Name | Grade Levels | Website | Description |
| Rockalingua | PK-2 | Rockalingua.com | Cartoons and music-based learning of various content. |
| Story Place | PK-3 | Storyplace.org | Listen to stories in English and Spanish |
| The Spanish Experiment | K-5 | thespanishexperiment.com/stories | Stories in Spanish |
| Museums to Visit | 3-12 | ayudaparamaestros.com/2020/03/10-museos-para-visitar-estando-en-casa.html?m=1 | Museums to visit virtually around the world in all languages. |
| Colorin Colorado Families | PK-12 | Coloringcolorado.org/families | Assistance for families on guidance in reading and language learning. |
| 70 ideas on what to do at home | PK-12 | https://estacionbambalina.com/70-ideas-faciles-para-jugar-con-ninos-dentro-de-casa/ | 70 ideas on what to do at home in Spanish. |

| English Language Development / English as a Second Language | | | |
| --- | --- | --- | --- |
| Resource Name | Grade Levels | Website | Description |
| Discovery Education | 6-12 | Discoveryeducation.com/community/virtual-field-trips/ | Varius virtual field trips and videos focused on SEL, College and Career, Civics, etc. |
| Scholastics | PK-12 | https://www.scholastic.com/teachers/student-activities/ | Student online activities in all content areas. |
| Project Explorer | K-12 | https://www.projectexplorer.org/kids-home | Travel the world through the eyes of our storytellers. |
| Museums to Visit online | 6-12 | mentalfloss.com/article/75809/12-world-class-museums-you-can-visit-online | Museums to visit virtually around the world. |
| Kid Lit TV | PK-4 | www.kidlit.tv | Reading for students in grades K-5. It has story tellers and the research around books. |
| Starfall | PK-3 | starfall.com | Literacy Activities for grades PK-3 |
| International Children's Library | K-12 | Em.childrenslibrary.org | Online/virtual libraries for all students. |
| News ELA | 5-12 | Newsela.com | Current events from all popular newspapers and |

| | | | magazines curated and aligned to all content standards. Students and teachers are able to join free. |
|---|---|---|---|
| EL Civics | 6-12 | Elcivics.com | English learners learn civics with all scaffolds. Also, ESL lessons aligned to civics are available. |
| ESL Kids World | K-12 | Eslkidsworld.com | ESL Lessons for all grade levels. |
| English Listening Lesson Library Online | K-12 | Elllo.org | Free ELD listening lessons for students. |
| Imagine Learning | K-12 | Imaginelearning.com | Language and Literacy Development |

## World Languages

| Resource Name | Grade Levels | Website | Description |
|---|---|---|---|
| Duolingo | K-6 | Duolingo.com | Language learning in multiple languages through interactive activities. |
| Busuu | 4-12 | Busuu.com | Language learning in multiple languages through interactive activities |
| Quizlet | K-12 | Quizlet.com | Language learning in multiple languages through interactive activities |
| Plural Plus | 9-12 | Pluralplus.unac.org | United Nations free resource for language learning and cultural understanding around the world. |
| Ba Ba Bum | K-8 | Chinese https://babadum.com/play?lang=13<br>French https://babadum.com/play?lang=5<br>German https://babadum.com/play?lang=3<br>Italian https://babadum.com/play?lang=6<br>Japanese https://babadum.com/play?lang=9<br>Portuguese https://babadum.com/play?lang=16<br>Russian https://babadum.com/play?lang=8<br>Spanish https://babadum.com/play?lang=4 | Online language games |

| Live Mocha | PK-12 | Livemocha.co/ | Interactive language learning in multiple languages. |
| Languages Online | K-12 | Education.vic.gov.au/languageonline/default | Interactive activities for language learning. |
| | | | |

## PARENT DIRECTIONS

| English | Spanish | Swahili | Arabic | Nepali |
|---------|---------|---------|--------|--------|
| Your child should be logging in to any of the online resources above daily as enrichment to continue their English language learning. | Su hijo debe iniciar sesión en cualquiera de los recursos en línea anteriores diariamente como enriquecimiento para continuar su aprendizaje de idioma inglés. | Mtoto wako anapaswa kuingia katika nyenzo yoyote ya mtandaoni juu ya kila siku kama kuboresha na kuendelea kujifunza lugha ya Kiingereza. | يجب أن يكون طفلك تسجيل الدخول إلى أي من الموارد عبر الإنترنت أعلاه يوميا كإثراء لمواصلة تعلم اللغة الإنجليزية. | तपाइँको बच्चाले उपभोक्ताको रूपमा दैनिक कुनै पनि अनलाइन संसाधनमा लग इन गर्नु पर्दछ उनीहरूको अंग्रेजी भाषा सिक्न जारी राख्न। |

# ACTIVITIES FOR GRADES PK – 5

Let's Practice English with PICTURES! (PK-5th)

| Talk About It ⊙))  Label It ✎  Write About It 🖹 |  |  |
|---|---|---|
| 🔍🖼️ **Find a picture** or draw a picture. | Find a picture or draw a picture.<br>● in your house<br>● in a book<br>● in a magazine<br>● outside<br>● on TV | Find a picture from a website below.<br><br>(PK-5th) *Once Upon a Picture*<br>https://www.onceuponapicture.co.uk<br><br>(4th-5th) *NY Times Picture Prompts*<br>https://www.nytimes.com/column/learning-picture-prompt |
| 🗣️ **Talk About It** | Tell a family member, friend, pet, or stuffed animal.<br>● What do you see?<br>● Who or what is in the picture?<br>● What do you think is happening or will happen?<br>● Name all of the things you see.<br>● *If you don't know English yet, talk about it in your home language.* | Use a phone or device to record or video yourself telling about the picture.<br>● What do you see?<br>● Who or what is in the picture?<br>● What do you think is happening, or will happen?<br>● Name all of the things you know in English.<br>● Answer the question(s) with the picture in *Once Upon A Picture* or *NY Times Picture Prompts* |
| ✏️ **Label It** | ● Write a list naming each thing you see in the picture.<br>● Use sticky notes or note cards to label everything you see.<br>● *If you don't know the word in English yet, write it in your home language.* | Create a *Thinglink* or print a picture and label everything you see.<br><br>https://www.thinglink.com |
| 🖹 **Write About It** | Write about the picture.<br>● I see _____.<br>● I think _____.<br>● The picture _____.<br>● *If you cannot write in English yet, write in your home language.* | Write about the picture using the prompts from *Once Upon A Picture* or *NY Times Picture Prompts,* or write your own story about the picture. |

# ACTIVITIES FOR GRADES 6 – 8

This **section** is **credited** to *Baltimore Public City Schools*.  They have created a helpful PreK-12 learning packets for English Learners. This information was on the Council of the Great City Schools Homepage.   This packet was adapted and slightly modified to meet the needs of our ELs at CMSD.

**Unit Title:** Responding to Challenge "*Immigrants*"

## For this lesson you will need

A pen or pencil
Your work packet
A bilingual dictionary

## At the end of this lesson you will be able to

Explain how Ellis Island and life in the U.S. was a challenge for immigrants in the 1900s using a word bank and sentence starters

## Important words in this lesson

**Immigrant**
**Refugee**
**Ellis Island**
**Statue of Liberty**

## Part 1: Notice and Wonder

**Look** at the photo.

**Write** in the boxes.

| 🔍 I notice | 🤔 I wonder |
|---|---|
| | |

# Part 2: Vocabulary

Read these words. Complete the <u>In Your Language</u> section using your bilingual dictionary.

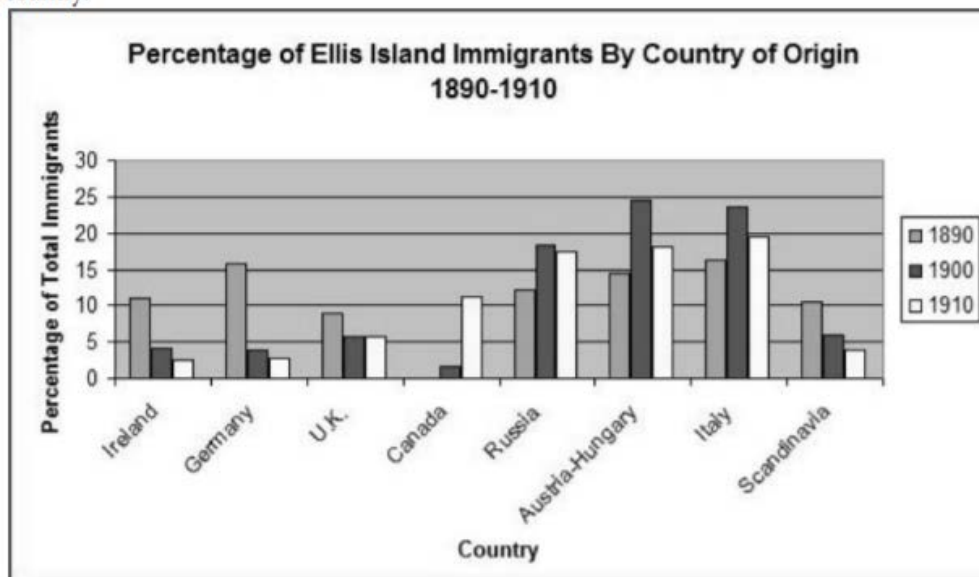| Word | **In Your Language** | Picture |
|------|----------------------|---------|
| **Immigrant-** Person who moves to a new country to live there. | |  |
| **Refugee-** Person who has been forced to leave their country due to war, natural disaster or persecution | |  |

| | | |
|---|---|---|
| Ellis Island | |  |
| Statue of Liberty | |  |

# Part 3: Knowledge Building

Ellis Island was the largest immigration station in the United States from 1892-1934. Millions of immigrants went to Ellis Island when they arrived in the United States.

Immigrants traveled from many different countries in Europe, including Ireland, Italy, Germany and others. Some immigrants came to the United States to find work, or to escape danger in their home country.



Percentage of Ellis Island Immigrants By Country of Origin 1890-1910

Many immigrants traveled to the United States by boat. The journey between Europe and the United States was long, and conditions on the boats were poor.



When immigrants arrived at Ellis Island, they had to wait in long lines to sign papers and receive documents to live in the United States.
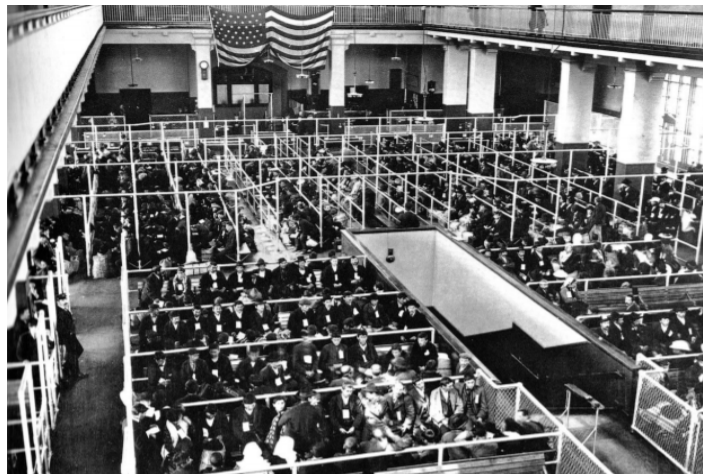


Many immigrants decided to live in cities like New York. Many moved into very small houses in communities that were not clean or safe. Many immigrants had difficulty finding work, because some stores and factories did not want to pay people from other countries.

HELP WANTED
NO IRISH NEED APPLY

# Part 4: Writing Practice

Directions: Look at the photos. Write a list of the people, the activities and the objects that you see.

**Use Graphic Organizer to Complete Activity on Part 4: Writing Practice**

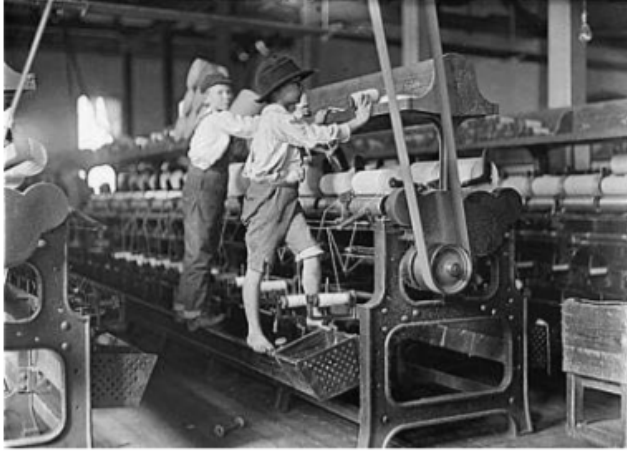| People | Activities | Objects (things) |
|---|---|---|
| Example: 1 person | Example: Standing | Example: Street |
| | | |

# Part 5: Discourse Practice

Based on what you have learned during the lesson, complete the following sentences to write about the challenges immigrants responded to at Ellis Island and describe the photos.



Example: The challenge in this photo is <u>the boat has a lot of people and it's uncomfortable</u>.



The challenge in this photo is _____

_____

_____

The challenge in this photo is _____
_____
_____



The challenge in this photo is _____
_____
_____

## Part 6: Self-Assessment and Reflection

Remember our objective:

Explain how Ellis Island and life in the U.S. was a challenge for immigrants in the 1900s using a word bank and sentence starters.

**Review:**

- **What was one thing you learned?** *One thing I learned was* _____
_____.

- **How will you use what you learned**? *I will use what I have learned by* _____
_____.

- **What else do you want to learn about immigration?** *I also learned* _____
_____.

**Examples of Sentence Starters:**

- Ellis Island and life in the U.S. was a challenge for immigrants in the 1900s because…
- There were many challenges for immigrants in the 1900s, one of the challenge was…

## Part 7: What's Next

Next, we will learn more about Usain Bolt, a famous athlete that responded to challenges.

**Optional Activities and Resources**

Scholastic Explore Ellis Island: http://teacher.scholastic.com/activities/immigration/#event12

| Lesson Name | **Louis XIV – Biography** |
|---|---|
| Vocabulary | **Monarchy,  divine right, exile, tribute tax, abolish,** |
| Video | **Watch video first:** |
| | **Absolute Monarchies: Louis XIV** |
| | 1.  https://www.biography.com/video/louis-xiv-mini-biography-126127171698 |
| | **Read the passage below: The Age of Louis XIV** |
| Activities | Answer the following questions by citing evidence and facts from the text: |
| | 1. Complete the vocabulary map for: **Monarchy,  divine right, exile, tribute tax, abolish** |
| | 2. Identify the borders of France that was reigned by Louis XIV. |
| | 3. After reading the Biography of **Louis XIV,** please complete the **"main idea and supporting details"** graphic organizer below. |
| | 4. Using the graphic organizer **"Things I found out and interesting things",** write a paragraph stating your own opinion about the governing of Louis VIX. Support your position with reasons and facts. |



# The Age of Louis XIV

**Louis XIV**, also popularly known as the **Sun King** (5 September 1638–1 September 1715) was the King of France and King of Navarre from 14 May 1643 until his death. He was a king for 72 years. This was the longest recorded rule of any European monarch. He is often seen as the typical example of absolutism. He was the oldest of two brothers the other being Philippe. The two were very close and Philippe was later created the Duke of Orléans.

**Early life and reign**

*Louis as a child*

Louis' parents were Louis XIII and Anne of Austria. He was the unexpected child of King Louis XIII and Anne of Austria, who had not had children in their 22-year marriage. He was christened Louis Dieudonné (literally, "gift of God"). In 1643, before his fifth birthday, his father died, and Louis inherited the throne of France. Because Louis XIV was too young to rule, his mother ruled France with Cardinal Mazarin, the Italian financier who had been the principal minister of Louis XIII. Mazarin had guided the nation through the later stages of the Thirty Years' War (1618-1648). In this war France struggled against the Habsburg dynasty that ruled Spain for military supremacy in Europe.

# Absolute monarch

After Mazarin died in 1661, Louis declared that he would rule France without a chief minister, something no French king had done in living memory. He intended to rule as an absolute monarch, believing that his power as king was derived from God and that he was responsible to God alone. He was obliged to rule for the benefit of his people. While Louis assumed responsibility for decision making, he understood that he must rule within the constraints of the laws and customs of his kingdom. Louis consulted widely with his nobles and ministers, and he met weekly with members of his high council. He created an informal cabinet, which was eventually led by Jean-Baptiste Colbert, chief minister of finance.

Nevertheless, the system of absolute monarchy emphasized the role of the king, and no monarch was more successful in creating the image of monarchy than Louis XIV. He took the sun as his emblem and connected himself to its radiant image.

## Expansion of French power in Europe

Although Louis dreamed of a Spanish inheritance for his heirs, his military policy was not to expand French territory. He fought his early wars for defensive purposes—to secure France's northern border and to dislodge the Spanish from strategic towns.

Louis fought the War of the Devolution (1667-1668) to assert his claims to a portion of Spain's possessions after his wife's father, Philip IV, died. Louis claimed the Spanish Netherlands in place of the wedding gift that Philip IV had never paid.
The French aggression in the Spanish Netherlands caused relations between France and Holland to deteriorate. The Dutch had already fought the Spanish for generations to protect against an invasion of their country. They had no intention of allowing the French to pose the same threat by occupying the territories on their border. The result was war in the Netherlands from 1672 to 1678, during which Louis again demonstrated the effectiveness of French might. In a sweeping campaign, Louis almost succeeded in conquering Holland. To protect themselves, the Dutch opened their dikes, flooded the countryside, and turned Amsterdam into a virtual island. Louis's armies could not advance farther, and they began negotiating a truce. War resumed, however, when Spain and Austria allied themselves with Holland, and Louis signed a treaty with England in 1670 to keep the English navy neutral. Neither side could win a decisive victory, and both suffered from financial exhaustion, which ultimately led to a treaty to end the war.

## Later reign

Louis XIV in 1685, the year he revoked the Edict of Nantes.

Louis revoked, or ended, the Treaty of Nantes. This Treaty said that there would be freedom of religion in France. This means that everybody in France could worship the way they wanted to. When Louis revoked the Treaty of Nantes, he said that all people in France must be Catholic. Because of this, 50 thousand Protestant workers left France and went to America, England, and Germany.

While Louis ruled, France became the most powerful country in all of Europe, and many other countries copied the French people's way of dressing and thinking. He also encouraged people to explore Canada, and tried very hard to make France larger. Louis spent a lot of money on wars, and France went into deep debt because of him.

**Decline**
By the middle of the 1680s the Sun King was losing much of his shine. Mazarin had taught him to work rigorously, and Louis maintained a punishing schedule throughout his life, shrugging off a series of minor illnesses and not listening to the advice of his physicians. Eventually a broken arm put an end to his vigorous horseback riding, and gout ended his long walks around Versailles. He was wheeled to the throne room or carried to his carriage. In 1683 his first wife died, and Louis secretly married his longtime mistress, Françoise d'Aubigné, Marquise de Maintenon. In 1711 he went through the tragedy of the death of his oldest son and the following year that of his oldest grandson.
French kings after Louis XIV taxed a lot of money from the poor people to try and pay off the debt. This is part of what led to the French Revolution.

1. Complete the vocabulary map for: **Monarchy,  divine right, exile, tribute tax, abolish**

## Vocabulary Words Map

Name _____ Date _____

Passage: _____

**Complete the vocabulary boxes as directed below.**

Word:

Context Clue:
?

Sentence where the word is found:

Context Clue:
?

What I think the word means:

My picture of what the word means:

My sentence:

2. After reading the Biography of **Louis XIV,** please complete the "main idea and supporting details" graphic organizer below.

**Descriptive Organizer / Main Idea**

| Topic |
| --- |
| |

| Details | | | | |
| --- | --- | --- | --- | --- |
| | | | | |

| Main Idea Sentence |
| --- |
| |

3. Complete the graphic organizer below

**Graphic Organizer: "Things I found out and interesting things"**

**3-2-1**

| **3 Things You Found Out** |
| --- |
|  |
| **2 Interesting Things** |
|  |
| **1 Question You Still Have** |
|  |

4.  Using the graphic organizer obove, write a paragraph stating your own opinion about the governing of Louis VIX. Support your position with reasons and facts.

_____
_____
_____
_____
_____
_____

_____