

ACADEMIC WRITING STRATEGIES FOR SECONDARY ELLs IN SOCIAL
STUDIES

By

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To my students who worked to write academic essays and even offered to illustrate this Capstone so that it would be colorful and more fun to read.

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CHAPTER ONE: INTRODUCTION

English as a Second Language (ESL) teachers work with English Language Learners (ELLs) to develop competency in the areas of listening, speaking, reading, and writing. As students develop greater aural skills and verbal fluency, they then progress to becoming independent readers. The last great hurdle many ELLs face is writing. Not surprisingly many otherwise successful high school and college level ELLs struggle with the challenges of academic writing (Hinkel, 2004). This chapter examines the increased demand for academic writing in secondary schools and the struggles ESL teachers and ELLs encounter as they teach and learn the skills for academic writing.

High School English Language Learners and Writing in the Content Areas

For the past two decades, secondary learners including secondary English Language Learners have been required to perform more academic writing tasks. Professional organizations like the National Council for the Social Studies (NCSS) are calling for literacy goals to be incorporated into social studies curricula (Irvin, Lunstrum, Lynch-Brown, & Shepard, 1995). In 2003, the College Board added an essay writing component to their SAT college entrance exam (Cloud, 2003). Additionally, states are also requiring students to work toward developing literacy skills in content areas classes; in the past ten years the authors of Minnesota's state standards have emphasized word problems in mathematics, the drafting of lab reports in the sciences, and historical reports in social studies (Minnesota Department of Education, 2003, 2004).

Minnesota is one of the many states requiring such graduation standards be imbedded in each school district's curriculum. The state also requires that students graduating from Minnesota's high schools pass a Graduation-Required Assessment for

Diploma (GRAD) in writing to graduate. ELLs new to Minnesota must also pass state tests and are only granted an exemption for four years from passing the required GRAD writing test (Minnesota Office of the Revisor of Statutes, 2009). With graduation testing, curricular mandates, and college entrance exams placing a greater emphasis on writing, it is crucial that ELLs in high schools be able to write quality academic essays.

In developing academic writing skills it is imperative for high school ELLs to go beyond the perfunctory personal narrative essays students are so often assigned in their initial English as a second language writing courses. While intermediate level ELLs can more easily write personal narrative essays and such essays are a means to acquaint emerging writers with basic writing techniques, such assignments do not help students to stretch their skill set requiring that they grapple with the many technical requirements and nuances of academic English. It is essential for ELLs to be able to write personal narratives and academic essays to be successful academic writers in high school and beyond (Hinkel, 2004; Swales & Feak, 2004; Zwiers, 2008). As Hinkel (2004) reports, personal narrative essays do not expect writers to share more than what they already know (2004, p. 11). Academic essays require a different set of skills than do narrative personal essays (Hinkel, 2004). Secondary level ESL teachers and content area teachers are called by their curricular objectives, suggestions for professional best practice, and state mandates to help students develop their skills as writers of academic essays.

Role of the Researcher

Having both social studies and ESL licenses allows me to teach sheltered Social Studies classes to ELLs. Teaching at a large comprehensive suburban public high school, I work with beginning and intermediate level ELLs in the content area of social

studies. The sheltered U.S. history course correlates to the district's tenth grade curriculum. However, not all of the students are traditionally aged tenth graders. The tens students in my class are between the ages of 15 and 19.

In accordance with National Council for the Social Studies (NCSS) recommendations for best practice and Minnesota State Standards for Social Studies, writing five-paragraph academic essays is a feature of this U.S. history course. In working with sheltered ELL U.S. history classes, I have found it challenging to help learners develop their abilities as writers. I have attempted different approaches and interventions to encourage quality academic writing including a month long pilot study to quantify how many academic language structures students could integrate into final drafts of academic papers. Developing writers need direction and support, but they also ultimately need to be able to generate academic essays independently for graduation tests and college entrance exams.

As a teacher concerned about academic writing in the content area of social studies, I evaluated a scaffolded approach to writing academic essays during the students' enrollment in the sheltered ELL social studies courses. I intended to provide a *toolbox* consisting of direct instruction about writing, prewriting activities, graphic organizers, and a guided presentation of a writing template for academic writing projects. As the academic term progressed, I wanted to see if students could generate paragraphs and essays more independently with less direct instruction and fewer teacher prompts.

Background of the Researcher

Mainstream content area teachers are often caught in the conundrum of how to teach the writing skills for their subject area while teaching the content that they also

need to teach. When ELLs enter their classrooms, the task becomes more daunting. Likewise, ESL teachers also have a curriculum to follow working with the four key competencies of second language learning. ESL teachers must work on listening, speaking, reading, and writing skills. Their curriculum must attempt to address the needs of students working on the conventions of compare and contrast papers for social studies, lab reports for science, and article summaries for health, for example. With so many different styles of writing to address, it is difficult for ESL teachers to address all aspects of writing. Yet, it is important that students learn how to write using the academic conventions required for the content areas, graduation tests, and college entrance exams.

If a toolbox of writing strategies could set students off on the right path to self-directed academic essay writing, it could help students meet the important writing challenges set before them in high schools. Moreover, an approach that involves scaffolding could be seen as an investment in writing skills over the long term versus a tedious cycle in which teachers repeat the same instructions and students are not asked to take greater degree of ownership for their own development as a writer.

Guiding Research Questions

When teaching the specific traits of writing using academic English there are many features particular to various expository and persuasive forms for teachers to illuminate (Swales & Feak, 2004). This study is designed to explore of the effectiveness of a scaffolded approach to teaching secondary ELLs academic writing skills in the social studies content area. The following question guides the research: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write

standard paragraph and essay forms for social studies? To follow the guiding research the following more specific questions are investigated:

- (a) How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?
- (b) Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?
- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?
- (e) What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

Summary

In this study I investigated whether scaffolded instruction of several writing strategies led to the improvement of ELLs' ability to write academic essays for social studies. This investigation will be meaningful to mainstream secondary teachers and ESL teachers who want to help their ELLs improve when writing for academic purposes. Academic writing is an immediately relevant and a mandatory skill for high school students in today's setting of high stakes graduation testing, the increased prominence of writing for college entrance exams, and writing requirements inherent as students pursue higher education.

Chapter Overview

In Chapter One I introduced the purpose for my research, the context in which I will be researching and my biases and background. The questions I have about the

efficacy of the approach to writing instruction I investigated were described and summarized. In the second chapter I will provide a review of the literature relevant to my aforementioned queries considering: the scaffolded writing strategy approaches to academic essay writing instruction that will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies, the use of structured pre-writing including the use of writing templates or frames and graphic organizers, and instructional methods that could enable students to use more content specific vocabulary words and academically accepted vocabulary and rhetorical structures. Chapter Three includes a description of my research design and the methodology that guided this study. The fourth chapter contains the results and major findings of the research. In Chapter Five, I discuss the limitations of this study, its implications, and the possibilities for continued research about secondary ELLs writing for academic purposes.

CHAPTER TWO: REVIEW OF THE LITERATURE

This chapter summarizes some of the literature that is relevant to an investigation of the question I researched: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies? To follow the guiding research the following more specific questions are investigated:

- (a) How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?
- (b) Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?
- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?
- (e) What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

This question requires a review of the literature related to the nature of second language acquisition for secondary school aged learners, an exploration of content literacy through the lens of ESL educators and social studies educators, and a general survey of current expectations for writers. To explain the issues that surround this question, this chapter is organized in segments. To begin, the secondary ELLs' academic language acquisition is described. Second, the best practices for developing content-area literacy skills are outlined. A more specific description of content-area research

pertaining to secondary ELLs in social studies is explored in the third segment. Fourth, the views of experts on what secondary ELLs should write are explored. Those views are contrasted in the fifth segment that outlines the requirements secondary ELLs must meet to pass high school courses, graduate, and pass college entrance exams. A discussion of some of the recommended writing instruction strategies for ELLs follows. Finally, the chapter returns to detail the research questions this study will attempt to answer.

Secondary ELLs' Academic Language

ESL teachers provide instruction to ELLs in the four areas crucial to competency in a language: listening, speaking, reading, and writing. In the field of second language acquisition, it has been noted that students in both their first language (L1) and second language (L2) typically develop basic interpersonal communicative skills (BICS) in listening and speaking prior to the development of literacy skills and their cognitive academic language proficiency (CALP) (Cummins, 1981; Cummins, 1994). Since academic literacy skills develop later for most students, this lag in acquisition typically presents a greater challenge for older ELLs (Cummins, 1994) who need to acquire academic content, BICS, and CALP simultaneously in a short time frame. In secondary classrooms both in mainstream settings and in ESL settings, there is a renewed effort for teachers to encourage content-area literacy skills. Adding urgency is a renewed emphasis in content area literacy requirements which can be a particular challenge to ELLs.

Content-Area Literacy

Educators have been focusing on the subject of content-area literacy during the past three decades. Former President of the National Council of Teachers of English, Tchudi, explained this focus in, *Teaching Writing in the Content Areas*, "The claim in the

1980s is not simply that content teachers ought to include writing in their disciplines in order to teach writing, but that they should use it as a means to improve education” (1986 p. 16). Ten years after Tchudi’s publication, the focus on content-area writing continued. The idea that writing is a means to learning in all academic disciplines emerged as a frequent suggestion in teacher preparation, professional development, and literacy training manuals. Teachers at all levels of schooling from the primary grades through college were being encouraged to develop strategies for reading and writing in the content areas. The rationale for developing content area literacy skills even in the earliest grades was condensed into three reasons (Moore, Moore, Cunningham, & Cunningham, 1998). First, reading and writing serve as basic tools for all learning in a functioning society. Second, schools and society continually increase literacy requirements. Third, content area teachers are best able to teach content reading and writing skills (1998). Their call and articulation of a rationale for encouraging content area literacy has become legally codified during the past decade.

With the passage of the No Child Left Behind legislation in 2001, states were required to articulate standards and measure student progress toward meeting standards (U.S. Department of Education, 2002). The federal government’s push to codify standards prompted states and organizations of professional educators to directly cite content area literacy as important. California’s social studies standards document, *History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve* called for social studies content to be, “...enriched with literature...” (as cited in Zemelman, Daniels, & Hyde, 2005). Minnesota’s state standards encouraged literacy activities in the content areas by including benchmarks for student learning which

prescribe that students show and explain their work in word problems in mathematics and be able to provide written summaries of the results in lab activities in science (Minnesota Department of Education, 2003).

Professional organizations have also articulated the call for literacy in the content areas. The National Council of Teachers of English and the International Reading Association (2007) call on teachers to have students read in several content areas. Likewise, the National Council of Teachers of Mathematics called on teachers to work with math students on developing mathematical language skills (as cited in Rubenstein & Thomson, 2002). The National Council for the Social Studies (NCSS) has also instructed teachers to include a focus on the development of students' literacy skills through the lens of social-studies content (Irvin et al., 1995).

Recently reading and literacy experts have been promoting a structured approach to the teaching of content area writing. Such authors suggest the use of writing frames or templates to help students discern the characteristics of content area writing (Zwiers, 2004). Literacy experts also suggest teachers construct the type of writing assignments that will promote the exploration of a topic in order to make connections and engage in metacognition (Unrau, 2004).

Concurrent with the advocacy from a variety of researchers, teachers, and professional organizations calling for all mainstream teachers to design and critically craft more opportunities for academic writing in all mainstream subject area classrooms is the call for a strong content-centered approach to the teaching of English Language Learners. This content-centered approach to ELL instruction is called sheltered instruction. In the past ten years researchers and educators Echevarría, Vogt, and Short

have published several volumes about the importance of focusing on the academic content needs for ELLs. Most prominently the work of the Sheltered Instruction Observation Protocol (SIOP®) calls on educators to use a targeted methodology in their teaching aimed at making content comprehensible for ELLs (Echevarría, Vogt, & Short, 2000,2010). The SIOP® Model calls for the use of academic English and directs teachers to use strategies in which students must employ formal academic English as they read and write in content area classes (Echevarría, Vogt, & Short, 2000,2010; Vogt & Echevarría, 2008).

Secondary ELLs and Literacy Skills for Social Studies

Social studies teachers have written about some unique concerns for ELLs in social studies. The National Council for the Social Studies (NCSS) saw the challenges facing ELLs as being so significant that the council published a book, *Passport to Learning Teaching Social Studies to ESL Students*, to explain the challenges in language development for ELLs. The teacher manual explains the development to academic English to mainstream social studies teachers. Teachers are also reminded that the methods for social studies instruction vary widely from country to country. Thus, students from other countries could be jarred by the practices suggested by the constructivist paradigm advocated by NCSS for American social studies teachers (Cruz, 2003). Canadian writer, Duff, summarized the unique challenges for secondary ELLs in social studies reporting that ELLs are disadvantaged in several ways because they often lack the linguistic, cultural, and geographical knowledge to interpret oral and written texts. Duff reports that when ELLs enter the Canadian educational system in advanced grades, they have missed earlier social studies courses the content of which is often

studied again in more depth in later grades. The content with which they may have expertise, familiarity, or personal experience, such as Chinese history, is often missing from the North American curriculum (2001, p.109).

In recent years publishers have attempted to meet the needs of ELLs by offering written materials for them in the social studies content area. Adapted secondary textbooks have been marketed as resources to high school ESL teachers for social studies instruction. For example AGS publications, *AGS United States History*, is written for use in high school social studies classrooms but it is written at an elementary level of readability for ELLs (King & Napp, 2005). Despite newer offerings like the AGS text, there are still concerns that ELLs' needs for comprehensible input may not be met. Following the high profile book, *Lies My Teacher Told Me* (Lowen, 1996), there has been a critical examination of the content in US History books. Echoing Lowen's warnings that many of the American History textbooks marketed to high schools lack a multi-cultural perspective of America's history, ESL researchers are not entirely confident that even ELL adapted resources meet the needs of ELLs to get relevant and culturally sensitive information (Case, Ndura, & Righettoni, 2005; Case, & Obenchain, 2006).

The spotlight on secondary ELLs and their development of academic language for social studies tends to focus specifically on the question of comprehensible input through reading and listening. Both the competencies of speaking and writing are not as thoroughly examined in the professional literature. While researchers in the 1990s began to look at ELLs reading social studies content, reading and writing teachers have been publishing ideas about incorporating lessons featuring writing skills in the content areas

(Echevarría, Vogt, & Short, 2000,2010; Vogt & Echevarría, 2008; Unrau 2004; Zwiers, 2004). However, not as much specific research has been published about ELLs writing specifically for the content area of social studies (Montelongo & Hernandez 2007).

What Experts Think Secondary ELLs Should Write

In the teacher guide, *Developing Readers and Writers in the Content Areas K-12*, it is suggested that in second language classrooms, “One way effective teachers support second-language writers and help sustain their lines of thought is by offering them access to life experience topics that have personal connections.” (Moore et al., 1998, p. 224) The authors go on to suggest writing topics from foods to musical groups (Moore et al., 1998). The personal narrative essay is not an uncommon recommendation for an ELL writing assignment (Hinkel, 2004). However, it is not a traditional form for academic content-area writing (Tchudi, 1986). Hinkel contends that:

A teacher of writing would do a disservice to academically bound NNS [non-native speaking] students by not preparing them for academic writing assignments, particularly those in their more common forms the students are certain to encounter later in their studies. Within these academic assignments and tasks students must produce text that is academically sophisticated enough to demonstrate their understanding of and familiarity with the course material. (2004, p. 27)

Hinkel calls on teachers who are preparing secondary ELLs for college to teach content-area writing skills (2004). Yet many resources for secondary ELL teachers recommend the use of the narrative essays asking teens to write about what they know.

What Secondary ELLs Need to Write to Graduate and Go to College

While Hinkel argues that college bound ELLs must prepare to write for college (2004), students will need to demonstrate some degree of mastery in crafting a traditional five-paragraph essay just to enter college and pass statewide exams (Whithaus, 2005). In many states students who have received only a limited amount of ESL instruction will need to write a coherent essay in order to graduate from high school (Minn. Rules. Laws., 3501.0100, 2003). Such essays will also be needed for admission into colleges, given the optional writing section on the ACT and the newly required essay section on the SAT (Cloud, 2003).

Whithaus lamented that when teaching a group of mostly ELLs in a college preparation curriculum feeling, "...a keen tension. The institutional realities were that of an outdated writing assessment system mandated by a bureaucracy and supported by politicians had created a roadblock for my students..." (2005, p.112) The outdated roadblock that was referenced is a standard written assignment called the five-paragraph theme or essay (2005). However frustrated with teaching the limits of this five-paragraph form, Whithaus views teaching the form a necessity in the age of computer scoring and test standardization (2005, p. 11). Other authors who have lamented the five-paragraph essay also acknowledge that the form is easy to grade and has become a formalized if not fossilized part of educational assessment (Dean, 2000; Wesley, 2000).

Teaching Students How to Write Organized Academic Essays

Pre-writing

There appears to be widespread agreement at all instructional levels about how best to begin the academic writing process. Even at the college level, prewriting activities like concept mapping, ballooning, webbing ideas, and mapping the essay process are

recommended (Bruce & Rafoth, 2004; Tchudi, 1986; Vogt & Echevarría, 2008). Primary and secondary teachers also point to graphic organizers as a starting point for essay writing recommending the use of brainstorming, Venn-diagrams, charting, timelines, writing frames, concept maps, and outlining (Calkins, 1994; Moore et al. 1998; International Reading Association & National Council Of Teachers Of English, 2007; Zweirs, 2004, 2008).

The Organization of the Academic Essay

Educators who dislike the five-paragraph essay form still argue that students must learn the rhetorical form of essay writing complete with an introduction, thesis, rationale, and conclusion (Wesley, 2000). The importance of using the aforementioned essay components are also stressed by the National Council of Teachers of English and the International Reading Association (2007). Together the organizations offer a web-based essay template in the shape of a rectangular graphic organizer for students to type in an introduction, thesis, main ideas, and conclusion to help students assemble organized essays (2007). A similar rectangular graphic organizer is also recommended for use with college level ESL students (Hinkel, 2004). The visual representation of the five-paragraph essay can also be viewed as an inverted pyramid with the introduction focusing information to a final specific thesis statement stacked on top of three paragraphs and a conclusion (Dean, 2000).

The Internal Organization and Cohesiveness of the Essay

ELLs often have difficulty creating an essay that is internally cohesive, because they struggle with crafting transitions between ideas and the introduction of new ideas (Hinkel 2004). It is common for ELLs to attempt transitions by employing writing

conventions that lack sophistication. They may direct transitions by asking rhetorical questions and then answering it mimicking teacher talk (Hinkel, 2004). One way researchers have found to model the features of academic expository writing is by using a sentence completion exercise similar to a Cloze test in which students are asked to fill in the words omitted from the sample of text (Byram (Ed.), 2000). Such exercises are potentially beneficial because they highlight the features and rhetoric of sentence level structures (Byram (Ed.), 2000). Recently, researchers (Montelongo & Hernandez, 2007) found that a sentence completion exercise appeared to help middle school level ELLs identify the features of expository writing. After working at length with a sentence completion exercise, students in the study were also able to generate appropriate expository text independently (Montelongo & Hernandez, 2007; Montelongo, Herter, Ansaldo, & Hatter, 2010). Literacy scholars have also called upon teachers to reconceptualize the way features of academic English are taught by highlighting the use of both content area vocabulary and academic language structures informally referred to as *brick and mortar words* in academic discourse (Dutro & Moran, 2003) positing that teaching learners contextualized academic language first or frontloading the academic language will help students to develop their language skills and see the structures of academic English more clearly.

Secondary ELLs' Writing in the Content Area of Social Studies

While teachers and researchers have explored some of the issues that secondary ELLs encounter when reading in the social studies content-area, the writing piece of the literacy equation for secondary ELLs in social studies has been examined in more general terms as a part of expository writing or as a sub topic in professional literature. Given

state standards, graduation requirements, college entrance examinations, and the expectations college professors hold for undergraduate students to write in the content-areas, there is a wide consensus that secondary ELLs must be exposed to the process of crafting academic essays. However, a gap exists in the literature about what specific approaches teachers ought to take when they construct writing assignments for ELLs in content area classrooms and evidence about how content specific writing instruction might influence students' other content area writing endeavors. There is an opportunity to investigate a possible approach that addresses both issues, for it may be possible to research ELLs writing in the social studies content as a means to achieve greater success in other academic writing endeavors.

My research question is: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies? To follow the guiding research the following more specific questions are investigated:

- (a) How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?
- (b) Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?
- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?
- (e) What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

In the next chapter, I will describe the methodology that was used to answer these research questions. Additionally I will describe the environment in which this study was conducted and the participants in the study. The fourth chapter describes the data collected. Finally, the fifth chapter summarizes the results of the research.

CHAPTER THREE: METHODOLOGY

This study is designed to explore the effectiveness of a scaffolded approach to teaching secondary ELLs academic writing skills in the social studies content area. The following question will guide the research: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies? To follow the guiding research the following more specific questions are investigated:

- (a) How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?
- (b) Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?
- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?
- (e) What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

In order to complete this research, data was be gathered from the written work of students in my ELL U.S. history class. Data was collected from student writing samples over the course of six months.

Overview of Chapter

This chapter describes the methods that were used to conduct this research. Initially, there is a description and overview of the research paradigm. Second, I describe the related pilot study I conducted during the 2009-2010 school year. Next, the data

collection and procedures are described. *Data Collection and Procedures* explains the demographic information of the study's participants, describes how the writing assignments were presented to the participants, and which materials were collected from them. The next segment, *Data Analysis* discusses how I analyzed the data. *Verification of Data* explains how the approach offers reliability of the results. Finally, the ethical precautions that were used are discussed.

Research Paradigm

This is a qualitative case study in a classroom setting combining some components of content analysis and discourse analysis. Although there are several aspects of this research that are quantified with descriptive statistics and charts, this is a qualitative study. The purpose of the research is to understand how secondary ELLs develop skills for writing for the social studies content-area through directly observing the students' writing skills (Merriam, 1998).

First, the research aims to explore development of ESL writings from an insider's perspective. Second, "...the researcher is the primary instrument for data collection and analysis" (Merriam, 1998, p. 7). Finally, the research involves working in the field with students and intends to build on existing theories about what strategies may work to help secondary ELLs improve their writing skills (Merriam, 1998).

Content Analysis

In order to provide descriptive statistical data, I quantified the language structures and lexical items students used. I also quantified the content items students transferred from graphic organizers into their final drafts. Describing the frequency of students' use of various lexical items using descriptive statistics provided a clearly defined systematic

approach. However, relying exclusively on content analysis for the purpose of providing descriptive statistics does not offer the readers a full review of the final drafts that students produced (Anderson, 1998).

Discourse Analysis

I also sought to examine student work from a variety of angles. I wanted to understand how students used language to demonstrate their knowledge of the content. Discourse analysis provided that lens. It offered me the chance to investigate what the students' language is being used for (Brown & Gonzo, 1995; Brown & Yule, 1987). I conducted discourse analysis for two reasons: First, this research explores a teaching method that can be replicated in high school ELL classrooms. Thus, an analysis of the data using discourse analysis offers other teachers a window into the pedagogical concerns I had as a researcher and teacher. Secondly, for this data to be useful to researchers in both linguistics and education, it needed to be presented within a larger context. The descriptive statistics gathered from content analysis alone could not fully illustrate the entire substance of the students' final drafts, because issues pertaining to register, tone, organization, and content knowledge are more easily described through looking at the full text. Recently, researchers have used discourse analysis to look at samples of student writing as whole works in the context of academic writing development in the historical genres of cause and effect and chronological summary (Christie & Derewianka, 2008).

The discourse analysis in this research centers on an examination of five final draft samples from five different students. For this study, I will be examining the contents of writing samples to score student performance and look for evidence of the

content ideas conveyed in the students' writings. Overarching stylistic and semantic elements like register, tone, emotional intensity, and organization are difficult to describe using frequency and quantity.

Pilot Study

During the 2009 – 2010 school year, I conducted a pilot study of students' use of academic language structures in content area writing in my ELL U.S. history class and my ELL civics class. This pilot study was done to fulfill the requirements of teacher development under the school district's yearly individual growth plan for Minnesota's Q-compensation initiatives. The data collected provided a baseline for the number of academic language structures students used in final drafts of an essay in ELL U.S. history and on a written quiz in ELL civics. As the pilot study was conducted to fulfill an individualized growth plan for additional compensation, there was a monetary incentive to demonstrate that students could correctly use at least five previously unused academic language structures from the list of targeted academic language structures.

For the pilot study, I gave students a survey of academic language structures (shown in Appendix A) and asked students to rank words in three categories: a word they had never heard, a word they had heard but could not use, and a word they could use or define. If a student claimed she or he could use a word, she or he needed to prove it by accurately constructing a sentence by using the word or writing a comprehensible definition of the word. The survey ranking language structures overwhelmingly indicated that students had heard many of the words, but were not able to use them in their own writing. Due to the results of the survey in the pilot study, I did not make a similar initial survey a part of this research.

In the pilot study students were then taught the targeted academic vocabulary structures using the more teacher friendly term *mortar words* (Dutro & Moran, 2003). Students verbal feedback about the use of the term *mortar* led me to conclude that mortar was not a concept with which they were familiar, and the analogy was lost in the time it took me to explain it to my classes. For the purposes of student awareness surrounding the function of these academic language structures, I opted to identify academic language structure vocabulary as *sparkle words* in subsequent writing assignments. Sprinkling your paper with sparkling gems was a more accessible metaphor for students, and students shared that it made more sense to reference the words as sparkle words, because they make papers shine.

In the pilot study, the class used graphic organizers and sentence frames to scaffold the steps of students' writing. Student feedback about the graphic organizers was positive. Students reported feeling that they had help getting started because of question prompts and sentence stems. There were several positive student references made to the *sheet with the boxes*, the writing frame or template with boxes to show paragraphs (shown in Appendix B). Students indicated that the graphic organizer with prompts helped them to know what went into each paragraph.

Multiple research cycles with the same students were not performed in the pilot study. In the single cycle students were able to actively use new academic language structure words or phrases that they had not identified as being a part of their active vocabulary. Students in the ELL civics class demonstrated accurate use of nearly seven new structures per student. While students in the ELL U.S. history class students deployed an average of five per student. The written paper assigned for the US history

class was a more labor intensive assignment, but it was also more indicative of what mainstream classroom assessment looks like in the high school setting.

Though the pilot study project focused exclusively on academic language structures, it helped me to determine how best to shape this capstone project. It also made me reflect critically on the elements of a five-paragraph essay a researcher could quantify in order to look at students' growth as writers using descriptive statistical data. There are many elements of student writing that are often subjectively evaluated: tone, descriptive elements, word economy, organization, academic register, and variety of sentence structures to name a few. I also wanted to find a few ways of collecting data about the content of student essays that were more objective and quantifiable than stylistic or semantic elements.

Data Collection and Procedures

Participants and Location

The students in this research are enrolled in my sheltered ELL US History course at a large comprehensive suburban high school in Minnesota. The ELL sheltered U.S. history course correlates to tenth grade standards. However, not all of the students are traditionally aged tenth graders. The students enrolled are ages 15 to 19. Of the ten students enrolled, three speak Spanish as a first language. There are two L1 Somali speakers, two L1 Vietnamese speakers, one L1 speaker of Mandarin Chinese, and one L1 Hmong speaker. The other student was raised in a bilingual home speaking both Arabic and French. Students are identified using culturally and gender appropriate pseudonyms.

All of the students enrolled are beginning and intermediate level ELLs with little experience in academic writing. However, the Chinese speaker, Mei Mei, and the

Vietnamese speakers, Bao and Ly, received some English as a foreign language (EFL) instruction prior to their arrival. They report that their EFL instruction focused on writing and reading exclusively. Loubna, the bilingual speaker of Arabic and French also had EFL instruction that had a broader focus and included reading, writing, listening, and speaking in English. None of the Spanish, Somali, or Hmong speaking students received EFL instruction prior to arrival.

The students earn social studies credit when taking the ELL U.S. history sheltered social studies course. ELLs must pass either the sheltered social studies courses (in which the textbooks are written at an elementary reading level) or the mainstream courses (in which the textbooks are written at a high school reading level) to graduate. So, it is a required one year-long course. All beginning and lower level intermediate ESL students are registered for the sheltered course. Higher level intermediate ESL students and advanced ESL students are encouraged to enroll in the mainstream ninth grade civics course, as long as they maintain a passing grade.

The participants were not required to participate in the study. However, all students enrolled in sheltered ELL U.S. history did decide to participate. As all of the students in the class opted to become participants in this research, the materials received from all of the students in my class were photo-copied, coded, and used for analysis. Additionally, some final drafts were also saved as digital document files.

Student Writing Samples

Students were assigned five academic writing projects in the sheltered social studies courses over six months during the 2010-2011 school year. After each assignment I retained photocopies of the students' pre-writing materials, drafts, and final drafts. I also

retained digital copies of the five sample essays that were analyzed for broader organizational and semantic features. The content of all students' final essays were then analyzed for the number of paragraphs, the number of targeted academic vocabulary words, and number of targeted academic language structures used in the final draft. Digitally retained examples of the student final drafts from each of the five essays were analyzed as discrete pieces of discourse. An example of each final draft appears in Chapter Four as a long quotation or in the appendices. The specific materials collected for each essay are described in the next segment of this chapter.

Styles of Academic Writing Assigned to Students

Students were assigned five-paragraph essays with different academic language functions. In the first two papers, students were asked to write historical accounts featuring cause-and-effect concepts (Christie & Derewianka, 2008). The third paper was a reaction to the film *Dances With Wolves* (Costner, Blake, Tig Productions & Orion Pictures, 1991). The students were directed to have elements of a biographical summary and opinion characterized by researchers Christie and Derewianaka (2008) as an *empathetic recount* and what language and literacy teacher Zwiers labels the academic language of *empathizing* and *evaluating* (2004). In the fourth and fifth papers students were asked to compare and contrast. They were assigned to use some academic language structures specific to the act of comparing (Ziers, 2004, 2008). Thus, students were demonstrating non-chronologically ordered exploration (Christie & Derewianka, 2008) of two time periods.

Students' Writing Project Materials from Pre-writing to Final Draft

Students were given several printed materials to help scaffold the process of academic essay writing. Students were given similar word lists, pre-writing activities, and drafts for all five assignments. In all five assignments students were given content vocabulary lists and academic language structure vocabulary lists labeled *Sparkle Word Lists* for student understanding. Students were expected to submit the following materials at the end of each assignment:

- Two graphic organizers
- A written rough draft template or written rough draft
- A typed rough draft
- A final typed draft

What varied between the five essay assignments was the level of teacher support in the pre-writing organizers and writing templates. Initial writing assignments began with the completion of two graphic organizers as a pre-writing assignment. Then students were provided with a formulaic frame for their paragraph or essay. The introduction and conclusion of their writing had a writing frame. The internal sentences for paragraph length assignments or body paragraphs for essay length assignments were displayed using a rectangular graphic organizer showing students where and indicating how long each paragraph ought to be. A sample of the pre-writing and essay writing templates are included the Appendix C, Appendix D, and Appendix E.

After the first three writing assignments were completed, students were required to write hand-written rough drafts. However, writing frames were not provided for students. Students also needed to generate their own graphic organizers when they wrote

the fourth and fifth papers. Samples of the materials used by students are included in appendices C through G.

For the final writing assignment activity, students were reminded of the strategies that were previously used, but they will be asked to generate an essay independent of any scaffolding. Samples of the assignment sheet are provided in the Appendix D and Appendix E.

During all writing assignments, students were expected to complete at least one initial draft of the paper before word processing a second draft. Students needed to conference with the instructor, this researcher, after word processing a typed rough draft to make changes for a final draft. Thus, final drafts were collected after at least one prior draft had been edited with my guidance. Each individual assignment is described in the next five sub headings.

Paper one: the causes of the American Revolutionary War. In the first paper, students wrote about the events that caused the Revolutionary War. Academic language structures indicating cause and effect were presented to students (Zwiers, 2004, 2008). Teacher targeted content vocabulary words from the students' textbook and other readings were also presented to students. Next, students were given two teacher graphic organizers: a timeline and a concept map. Finally, they were provided with a writing template that included boxes representing a suggested paragraph length for writing their rough drafts. After reading the word lists, completing the graphic organizers, completing the writing template with the boxes, and typing a rough draft; students had a writing conference with me and then typed a final draft of the paper. The materials students were

expected to submit are represented graphically in Figure 1, and the full set of student materials are shown in Appendix C.

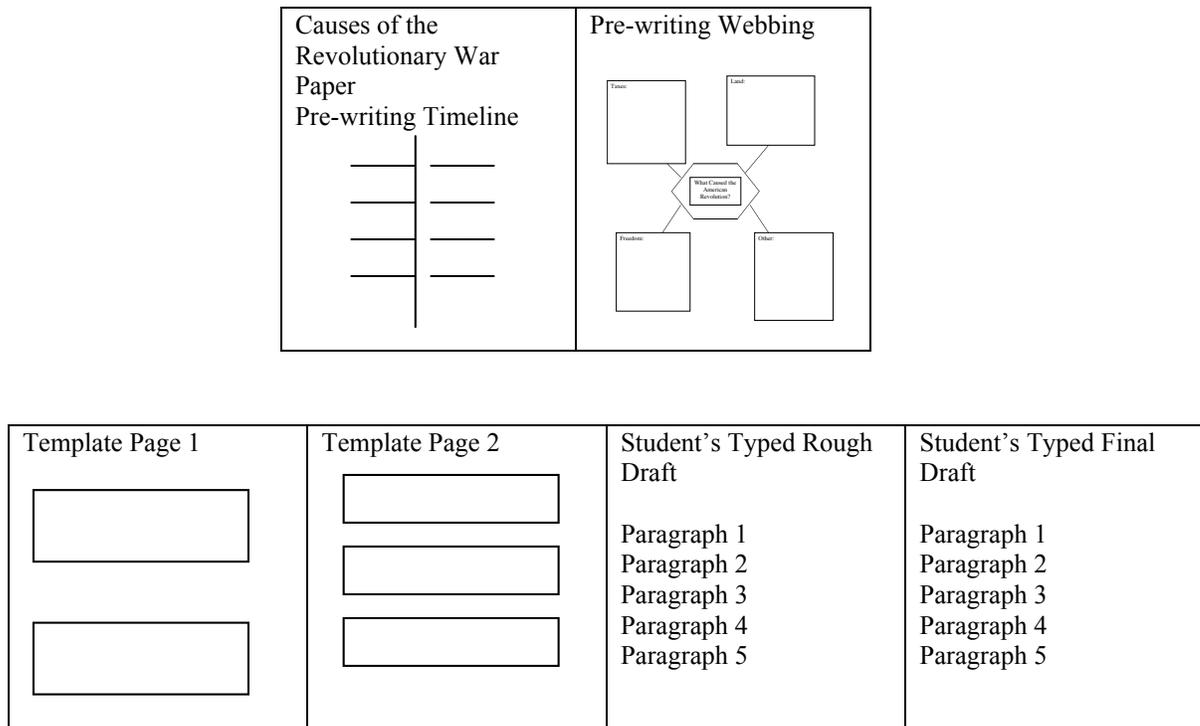
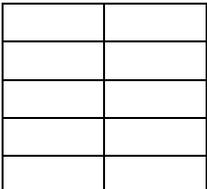
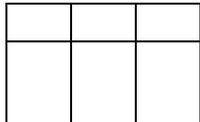
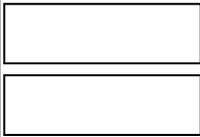
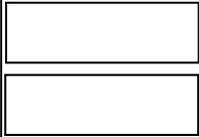


Figure 1. A graphic representation of items students were assigned to complete for paper one.

Paper two: the causes of the American Civil War. In the second paper, students wrote about the events that led to the Civil War. Academic language structures that were not taught for the first paper indicating cause and effect and other apropos to an academic discussion of the American Civil War were presented to students (Zwiers, 2004, 2008). Teacher targeted content vocabulary words from the students' textbook and other readings were also presented to students. Again, students were given two teacher graphic organizers: a segmented T-chart and a three column topical chart to categorize economic, political, and cultural causes of the war. Finally, they were provided a much less detailed

writing template than they were given in for paper one, but that still included boxes representing a suggested paragraph length for writing their rough drafts. After reading the word lists, completing the graphic organizers, completing the writing template with the boxes, and typing a rough draft; students had a writing conference with me and then typed a final draft of the paper. The materials students were expected to submit for paper two are represented graphically in Figure 2, and the full set of student materials are shown in Appendix D.

Graphic Organizer 1	Graphic Organizer 2	Template Sheet 1	Template Sheet 2	Template Sheet 3
				

Student's Typed Rough Draft	Student's Typed Final Draft
Paragraph 1	Paragraph 1
Paragraph 2	Paragraph 2
Paragraph 3	Paragraph 3
Paragraph 4	Paragraph 4
Paragraph 5	Paragraph 5

Figure 2. A graphic representation of items students were assigned to complete for paper two.

Paper three: A reaction to *Dances With Wolves*. The third paper was a reaction to the film *Dances With Wolves* (Costner, Blake, Tig Productions & Orion Pictures, 1991). Students were given word lists with relevant academic vocabulary and content vocabulary. They were also given two teacher created graphic organizers of a story map and a three-column opinion chart. Finally, students were given a writing template with boxes marking paragraphs and directions for what to write about in each box (paragraph).

Students were not given a writing frame for their paragraphs. Rather they were given only the single sentence stem, “*Dances With Wolves tells the story of...*,” in paragraph one. Students were expected to complete graphic organizers, the template, a typed rough draft, a writing conference, and a final draft. The materials for the third paper are shown in Appendix E.

Paper four: comparing immigration from 1880 to 1910 with modern immigration.

In the fourth paper, students compared the experience of immigrants to the United States today to the experience of immigrants during the late eighteenth and early nineteenth century. Once again, students were provided with word lists of appropriate content vocabulary words and academic language structure words. However, in the fourth paper students were only given one teacher created graphic organizer, a Venn-diagram. Students were required to develop a second graphic organizer independently and given a blank sheet of paper for the task. Students were given two sheets of paper on which to complete a rough draft. The rough draft paper offered prompts and suggestions for the content of each of the five paragraphs. However, students were not offered sentence stems or writing frames. They were expected to complete a teacher created graphic organizer, an independently created graphic organizer, a written rough draft from teacher paragraph prompts, a typed rough draft, a writing conference, and a final draft. The materials for the fourth paper are featured in Appendix F.

Paper five: comparing the 1920s and 1930s. For the student’s final paper, they were assigned to compare the 1920s to the 1930s with particular attention to the economic conditions, the presidential leadership, and the lives of farmers, women, and African Americans. Students were provided with word lists of appropriate content

vocabulary words and academic language structure words. They were given two blank pieces of paper on which to complete two graphic organizers. They were given two pieces of paper on which to complete a written rough draft. The first sheet gave only the writing prompt. The second sheet was blank. For the final assignment students were expected to independently create two graphic organizers, a written rough draft from a single prompt, a typed rough draft, a writing conference, and a final draft. Materials from the final paper are in Appendix G.

Collection of Written Materials

After students completed each writing project, I photo copied the completed writing assignments including the pre-writing and all drafts of the students' essays. I repeated the process of photo copying essays and collecting essays for five cycles of essay writing. I also retained digital copies of some students' final drafts. In the next segment of this chapter, Data Analysis, I explain how I analyzed the writing samples.

Data Analysis

Data Analysis of Writing Samples

The writing assignments included the use of pre-writing graphic organizers, a writing frame and graphic for the essay form or a written rough draft. Therefore, writing samples were evaluated to see if students completed all three assigned elements, a writing conference, and a final draft of the essay. In short, students' use of the writing strategies were quantified and categorized.

Next, transfer of the targeted vocabulary into the final draft of the essay from the content vocabulary and academic language structure vocabulary lists was examined. The number of targeted vocabulary items from a word list that appear in the final writing was

quantified to provide descriptive statistics. Two categories of vocabulary were quantified: targeted academic language structure vocabulary and targeted content area vocabulary.

In the last assignments when students were writing more independently, student materials were examined to see if they used pre-writing strategies and a catalog was compiled about what types of pre-writing strategies they used. Then, the materials were evaluated to see if the ideas generated in any pre-writing were carried through to the final draft. The introduction and conclusion paragraphs were also examined for evidence that the aforementioned features were used.

At the end of the six months, the individual performance of each student on his or her final drafts was examined.

Finally, I selected one sample essay from each of the five assigned essays on which to perform a more in-depth discourse analysis. I selected five essays that might be of interest to teachers and researchers because they highlighted items of semantic significance. My discourse analysis was performed from a pedagogical perspective of teacher and researcher with utility as the primary focus. I wanted to identify trends in ELLs' academic writing that might be useful for teachers and researchers when they work with or study ELLs' academic writing.

Verification of Data

The data that is collected in this research study came from student writing samples. The student writing samples were taken over the course of a six month period. Therefore, there will be several points in time from which to measure results. Collection of data over time and from different types of writing assignments will make it easier to

look for consistency in the results (McKay, 2006). Likewise, coupling a content analysis of the frequency of targeted word use and transfer of ideas from pre-writing with a discourse analysis on five essays offers a holistic view of student work (Anderson, 1998).

Ethics

This study employed the following safeguards to ensure the privacy and rights of the participants are respected:

1. All participants in the study signed a consent form to participate. If the participants were minors, their parent or guardian also signed a consent form to authorize student participation.
2. All of the objectives of this research were shared with the participants.
3. The names of participants or identifying physical characteristics will not be used when the data in this study is collected. A coding system will be used to identify participants on the forms that are retained. The coding system will be destroyed 2 years after the study is completed.
4. When student assignments are photocopied, their names will be blacked out of the photocopies and a code will be used to identify the participant.

In this chapter, the methods used for collecting and analyzing data were discussed. Chapter Four describes the data collected. An analysis of the data and conclusions from of the data are shared in the fifth chapter.

CHAPTER FOUR: RESULTS

This study took place over the course of the first two trimesters of the 2010-2011 school year. Pre-writing samples and final drafts of student writing were collected for five separate, five-paragraph essay writing assignments. This study is designed to explore of the effectiveness of a scaffolded approach to teaching secondary ELLs academic writing skills in the social studies content area. The following question guides the research: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies? To follow the guiding research the following more specific questions are investigated:

- (a) How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?
- (b) Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?
- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?
- (e) What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

This chapter reports and examines the data beginning with an overview of the results from all five papers. The data is then reported separately paper by paper with an analysis of a student example of each paper. Finally, the major findings from the research are reported.

Data From All Five Papers

The research began with five sub-questions. The data reported attempts to address those five questions with regards to the data collected from all of student essays examined.

Students' Writing Development

Sub-question (a) addressed the scaffolded approach to writing considering: How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?

Completion from a discourse analysis perspective. My analysis of the discourse in the five featured student essays from five different student authors revealed that the writing tasks that I assigned were not too difficult for them. The intermediate ELLs in my class could produce full five-paragraph essays that were topical, complete, and accurate in the content area of social studies.

Completion from a content analysis perspective. The descriptive statistical data collected supports this scaffolded approach. When the data about students' completion is examined as a set, a strong correlation is shown between the completion of each step in the assigned writing process and a completion of a final draft. When students completed all four elements of the assigned process:

- Two graphic organizers
- A written rough draft template or written rough draft
- A typed rough draft
- A writing conference

They also completed a full five-paragraph essay. These results are shown in Table 1.

Table 1.

Correlation of Final Draft Completion and Completing Assigned Writing Process Elements

Number of Writing Process Elements Completed	Four out of Four Elements	Three out of Four Elements	Two out of Four Elements	One out of Four Elements
Completed Papers	21	9	5	1
Incomplete Papers	0	4	2	4
Correlation of Final Draft Completion and Completing Assigned Writing Process Elements	100 %	69 %	71 %	20 %

Table 1 shows the results of the students' completion of the assigned writing process elements in this research using descriptive statistical data. There are fewer data points for establishing the percentages of completion for those students who completed the assignment versus those who did not complete the assignment. Also, there were four instances in which students did not attempt to complete a final draft. The instances in which students did not attempt completion are not described as a part of Table 1.

This research shows a clear trend. When students did not complete portions of the assigned writing process elements the probability that they would turn in a completed final draft decreased by nearly 30 percent. When students completed three of the four elements of the assigned process, there was a 69 percent chance that they completed a five-paragraph essay. That percentage stayed nearly the same when students completed two of the four elements. Students who completed two of the four assigned writing

process elements had a 71 percent chance of finishing a completed five-paragraph essay. Finally, students with only one completed pre-writing step only had a 20 percent chance of submitting a completed five-paragraph essay.

Students were also able to replicate the steps independently after being taught the process. In paper four students had to create one graphic organizer and in paper five they needed to create two graphic organizers. In paper four students needed to generate a written draft with prompts for each paragraph, but no writing template. In paper five students were asked to generate five paragraphs with a two sentence prompt. Most students were able to attempt all of these tasks independently in the fourth and fifth cycles.

Transfer of ideas from graphic organizers. Students were able to transfer ideas from graphic organizers into their final drafts, and they were able to create graphic organizers independently for the fourth and fifth papers. Students carried roughly six items from graphic organizers into final drafts when they created their own. While teacher created organizers generated an average idea transfer of 2.7 ideas in paper three and 10 ideas in paper four.

Student Use of Organizational Structure

The second sub-question was a query about markers of organizational structure, specifically: Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?

The discourse analysis of five student essay samples shows the use of both organizational structures and sequence markers. Their writing samples demonstrate the use of thesis statements, topic sentences, chronological organization, and topical

organization. Students were also able to offer examples and articulate a rationale for their positions using warrants to support their claims. They did not simply re-state or copy answers from the textbook onto a comprehension worksheet. Rather they were able to discuss, summarize, analyze, and compare historical questions in their own words.

Students' Use of Content Vocabulary and Academic Language Structures

The third and fourth research sub-questions addressed the use of vocabulary structures:

- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?

This research did not show clear trends in vocabulary. Students' use of vocabulary varied from paper to paper.

Students were generally more successful incorporating content vocabulary into their papers. They tended to have fewer academic vocabulary structures in each paper than content vocabulary words.

Students were in general more successful when vocabulary items were supported in the writing template in the first paper. In papers two through five students demonstrated an average use of 3.4 content vocabulary words in papers two and four and average use of 4.1 content vocabulary words in paper three. While in the first paper, when the content vocabulary was directly supported in the writing template, and students produced an average of 4.2 content vocabulary words. There were similar results with academic vocabulary use. In papers two through five, students' average use of academic vocabulary structures ranged from 0.9 words in paper three to 3.6 words in paper four.

However in the first paper when students were supported with academic language in a writing template, students used an average of 2.6 academic vocabulary words.

A Researcher View of the Students' Discourse

The final research sub-question is an inquiry about the nature of student texts as a piece of discourse: What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

Analyzing the discourse exposed a few particular writing skills my students have yet to develop. My students struggled to use content vocabulary even when they demonstrated knowledge about the content, they lacked the ability to adequately describe the depth or level of emotional concepts. In spite of my direct work with academic language structures and vocabulary, their papers did not yet have a tone that would give a fluent educated reader evidence that they were reading the work of a mature writer.

I feel that the ultimate purpose of my class is for students to gain content area knowledge in U.S. history. The class is for a credit in social studies, not a credit in ELL or language arts. So, it is most important for me to evaluate their writing from the perspective of a social studies teacher. As their social studies teacher, the sample essays made me feel like my students understood content and could demonstrate their understanding in writing. That was my ultimate goal, but I realize that their next hurdle is to overcome the kind of language errors that could cause readers to overlook what the students do know about content because of what they have not yet learned about English. There are real social semantic implications for these particular intermediate ELLs, for their competency may not shine through given the conventions educated readers expect to see in academic writing. A more specific analysis of student errors and an extended

analysis of student texts as discrete pieces of discourse are shared in the discussion of the results by paper.

Paper One

This section explores student writing about the causes of the American Revolutionary War highlighting specific stylistic and semantic elements of one student example text followed by researcher commentary about the example essay. The discourse analysis is followed by a summary of the data quantifying completion, frequency of student word use, and quantity of items transferred from graphic organizers into final drafts.

A Sample of Student Paper One and Researcher Commentary

A sample essay of paper one is reviewed highlighted with attention to organizational markers like topic sentences, register, emotional intensity, and the description of content knowledge without content vocabulary words. This sample of paper one and the other four student papers described later in this chapter are coded in the following way:

- Turquoise highlighting denotes the presence of organizational markers.
- Yellow highlighting denotes language that is typically inappropriate in an academic register.
- Green highlighting denotes an inappropriate intensity of the emotions conveyed by the writer.
- Pink highlighting denotes knowledge of a content concept without a demonstration of content appropriate vocabulary.
- Blue highlighting denotes the use of negative contractions (words that end *-n 't*).

The highlighting is intended to make my analysis more clear to other teachers and researchers.

Sample essay of paper one. Loubna, the writer of this sample paper is seventeen years old. She is bilingual, having grown up in an Arabic and French speaking home and community. Loubna had EFL classes as a part of her schooling prior to arriving in the United States in the fall of 2009. She wrote:

There are several important events that led up to the American Revolution. Although it may be easiest to say that American Revolution was only about taxation without representation, the events of the Revolution are more complex than that. I believe the most significant causes of the American Revolution were Taxes, land, and freedom. In order to more fully understand what caused the American colonists engage in combat against England it is important to explore events.

The British needed money to pay for the French and Indian war. England imposed on the 13 colonists to pay for the war debt. England passed new taxes on stamps in 1765. One tax made the colonists buy stamps and put them on many paper goods. That made the papers so expensive. The colonists felt that it wasn't fair to pay for this taxes. They refused to pay. When the stamp taxes end, England created another tax. They forced Americans to pay for the tea taxes in 1773. They make them buy the tea just from the British and not from anywhere else. The colonists protested against the taxes. They explained: "Taxation without representation is terrible". The Americans threw the tea to the oceans from

the British ships. This was called the Boston Party. England punished the people of Boston by closing Boston Harbor.

The second reason of Revolution was the land. The English soldiers were in Boston. This caused anger with the colonists. The English told people where they could settle and where they could not. Also, they passed a new law that kept the colonists from moving West of the colonies. Americans felt that the English were taking their land. They were not happy that the British soldiers settled on their land.

Americans felt that they were losing their freedom. They wanted more freedom to make their own decision. They wanted to be free and rule themselves. Then didn't want the English to give them orders and tell them what they can do and what they can't.

The United States became a country because of taxes, land, and freedom. It is important to note that the history of the colonies fight for independence is more complicated than the complaint that England had engaged in taxation without representation.

Researcher commentary. The writer used the writing template to construct her first paragraph. She successfully filled in the blanks on the hand written rough draft template (Appendix C) by listing the suggested topics students were assigned to cover in the paper. She carried the information from the template of her hand written draft through to her final draft. Though the paragraph was not error free, the errors she made did not interfere with her ability to fulfill the communication requirements of the assignment; she needed to demonstrate an understanding of the content area knowledge.

She chose to complete the final sentence of the first paragraph in a way that could be jarring for readers. I encouraged students to extend the final sentence, but many students demonstrated that the transition was difficult to generate without assistance. However, she carried the topics listed in her overview and thesis statement into the rest of her paper.

In the second paragraph, she does not offer a concise thesis or introductory statement. Yet it is clear that paragraph two is about taxes, because it is a summary of the events that prompted the tax increase, the specific tax increases, and the colonial reaction to taxes. In the third and fourth paragraphs, she did explicitly label the topic of each paragraph.

In paragraph two, she explains The Stamp Act, but does not ever properly name the event. Instead, she opts to describe the tax, "*England passed new taxes on stamps in 1765. One tax made the colonists buy stamps and put them on many paper goods. That made the papers so expensive.*" Though the summary accurately tells the reader about The Stamp Act, it does not actually name the event. The student knew the content, but did not fully internalize the language and demonstrate that it is a part of her productive vocabulary.

She did very well in sequencing the events in the second paragraph. She used dates as markers, and listed or described critical events in chronological order. The events are linked together. The summary is used as evidence to show how the American colonists were upset about British tax policy.

However, the intensity of emotion she describes is quite understated. Rather than speaking about the colonists' outrage or anger, she opts for phrases and expressions that

do not carry an intense emotional denotation or connotation. In her summary the colonists, “...*felt that it wasn't fair to pay*,” the colonists *explained* their feelings about taxation without representation, and when Boston Harbor was closed it, “...*caused anger with the colonists*.” The students’ textbook, readings in class, notes and lectures conveyed the sense of outrage and contempt the Sons of Liberty felt toward England. So, using *explained* to introduce the battle cry of Boston Protesters is inadequate to express the level of the colonists’ fury with King George III and the British Parliament.

She also used three negative contractions in her paper. Although I did not forbid the use of negative contractions, and the use of negative contractions is increasing in frequency in English (Leech & Smith, 2006); negative contractions tend to convey a less formal register. Generally in academic writing, preferences err on the side of more formal language (Swales & Feak, 2004). Her use of three negative contractions in the span of five paragraphs could mark her as a less formal therefore less sophisticated writer.

In this student sample, I did not find any particular words or phrases that were grossly inappropriate for a secondary student to use in the academic register. However, in other student example essays there are such instances where I will highlight text in yellow to indicate language that is generally inappropriate for high school age academic writers.

Completion of the Assignment

When writing the first paper, students were directed to complete two graphic organizers, one writing template, a typed rough draft, a writing conference, and a final draft of the five paragraph essay. Table 2 identifies the extent to which each student

completed the assigned components of the work. Student work was categorized as complete and represented with a C; incomplete and represented with an I; or not attempted and represented with N/A.

Table 2.

Completion of the Assignment Components for Paper One

Student	Graphic Organizers	Writing Template	Typed Rough Draft	Writing Conference	Final Draft
Abdul	C	C	I	N/A	C
Mei Mei	C	C	C	C	C
Loubna	C	C	C	C	C
Pahua	C	C	C	C	C
Benito	C	I	I	N/A	I 3/5 paragraphs
Francisco	C	I	N/A	N/A	N/A
Ly	C	C	C	C	C
Salma	C	C	C	C	C
Rosa	C	C	I	C	I 4/5 paragraphs
Bao	C	C	C	C	C

Of the ten students in the class, all completed some portion of the assignment. Six students completed all components of the writing assignment. Three students had incomplete portions of the assignment. One student did not do any work beyond completion of the writing template.

Use of Vocabulary Structures

Students were directed to attempt to incorporate ten content area vocabulary words and ten academic language structures into the text of the essays they wrote. Some of the targeted vocabulary was included in the writing frame provided for students. Nine

of the ten students retained some of the vocabulary included in the writing frame. Students varied in their ability to use targeted language structures in the portions of the essay they completed without a writing frame. Table 3 summarizes the number of vocabulary words students used in the final draft of the first writing assignment.

Table 3.

Students' Use of Vocabulary in Paper One

Student	Independently Generated Academic Vocabulary (Out of 10)	Independently Generated Content Vocabulary (Out of 10)	Teacher Prompted Academic Vocabulary (Out of 3)	Teacher Prompted Content Vocabulary (Out of 5)
Abdul	0	1	2	4
Mei Mei	5	10	3	5
Loubna	2	6	3	5
Pahua	1	2	3	5
Benito	2	4	3	1
Francisco	-	-	-	-
Ly	0	3	3	4
Salma	0	2	2	5
Rosa	0	4	1	4
Bao	0	3	3	5
Mean	1.1	3.9	2.6	4.2

Use of Ideas from Pre-Writing Graphic Organizers

The timeline graphic organizer included ten specific events that precipitated the American Revolutionary War. Students were directed to reference the specific events on the timeline. Nine of the ten students referenced at least one of the events on the timeline in the final draft of the paper. Most students specifically referenced three or more events that led to the American Revolutionary War. Table 4 quantifies the number of direct references to events on the timeline that appeared in the final draft of students' first papers.

Table 4.

Number of Events from the Timeline Graphic Organizer Referenced in the Final Draft of Paper One

Student	Examples from Graphic Organizer used in the Final Draft (Out of 10)
Abdul	3
Mei Mei	6
Loubna	5
Pahua	2
Benito	4
Francisco	-
Ly	3
Salma	1
Rosa	3
Bao	5
Mean	3.6

Paper Two

Researcher Commentary on Student Paper Two

The researchers commentary is in reference for a sample student essay. The essay was authored by Bao, a sixteen year-old speaker of Vietnamese. Bao had interrupted schooling during the 2005-2006 school year, when his family arrived in the United States. In 2006, he entered sixth grade in the suburban school district where I teach. The full text of his essay is shown in Appendix H.

Bao used the writing template to draft the first paragraph (Appendix D) . He filled in the blanks on the hand written rough draft template, and provided an overview of the topics in the order he examined them in the subsequent paragraphs. Bao's rough draft was carried through to his final draft.

He sets up clear topic sentences for each paragraph. In the second paragraph he begins, "*The economies of the northern states and the southern state were very*

different.” The third paragraph begins, “*The cultural ideals of the northern states and the southern state were very different.*” The fourth paragraph opens with, “*The politics of the northern states and the southern state were very different.*” Even though his form is repetitive, the writer demonstrates that he has an understanding of topic sentences. Moreover, he formulated those topic sentences with guidance from his teacher, but did not rely on a prescriptive template to create the sentences.

In his second paragraph, Bao uses data from a teacher handout. I did not require students to cite that specific data, because internal source citation was not an objective of this assignment. The data he explains is accurately reported and came from an assigned reading that students completed in class. He used the data offered to support the concluding statements in his paragraph, “*In the economic comparison between the North and the South, it is clear that the North made more products in factories. In the South, they have 57 million acres of improved farmland, less than the North.*”

In his concluding statements he demonstrated that he understood that the North had an economic system based in manufacturing and the South’s economy was supported by agriculture. However, he did not use the targeted content vocabulary words, *agriculture* or *manufacturing*. The student demonstrated the content knowledge, but not the content vocabulary.

Bao struggles to convey the depth of emotion in which reformers in typically Northern ideological movements supported initiatives like temperance, suffrage, abolition, and public education. He also does not convey the anti-abolitionist sentiments pervasive in the South using strong emotional language. Instead he writes that Southern plantation owners, “*...thought it would be hard to run their plantations without their*

slaves.” As a social studies teacher, I find the lack of emotional language to be problematic, because it does help readers understand the profundity of slavery as a sacrosanct institution in the American South.

Though Bao had some repetitive elements in his paper, he did not seem to struggle with the repetitive use of negative contractions. Most of his word are well suited to academic writing at the high school level. This essay is not overly casual and includes three of the targeted content area words.

Completion of the Assignment

When writing the second paper, students were also directed to complete two graphic organizers, one writing template, a typed rough draft, a writing conference, and a final draft of the five paragraph essay. Table 5 identifies the extent to which each student completed the assigned components of the work. Student work was categorized on Table 5 as complete indicated by C, incomplete indicated by I, or not attempted indicated with N/A.

Table 5.

Completion of the Assignment Components for Paper Two

Student	Graphic Organizers	Writing Template	Typed Draft	Conference	Final Draft
Abdul	I	I	C	C	I 4/5 paragraphs
Mei Mei	C	C	C	C	C
Loubna	C	I	C	C	C
Pahua	N/A	N/A	N/A	N/A	N/A
Benito	I	I	Plagiarized	N/A	N/A
Francisco	I	C	I	C	C
Ly	C	I	C	C	C

Salma	C	I	C	C	C
Rosa	N/A	I	C	C	C
Bao	C	I	C	C	C

Of the ten students in the class, nine completed a portion of the assignment. Seven students completed a final draft. One student turned in an incomplete final draft with only four of the five paragraphs completed. I discovered one student's attempt at plagiarism when the student came to conference. That student refused to continue working on the paper. One student was unable to do the assigned work due to a medical condition.

Use of Vocabulary Structures

Students were directed to attempt to incorporate ten content area vocabulary words and ten academic language structures into the text of the essays they wrote. Table 6 summarizes the number of academic vocabulary words students used in the final draft of the writing assignment and Table 7 shows the number of times content vocabulary words students used in the final draft of the writing assignment. On average, students used 2.625 academic vocabulary words and 3.375 content vocabulary words in the final draft of paper two.

Table 6.

Targeted Academic Language Vocabulary Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	2	1	1	2
Mei Mei	5	4	9	6
Loubna	6	1	4	4
Pahua	X	X	3	1
Benito	X	0	2	0
Francisco	1	0	3	2
Ly	2	0	4	3

Salma	1	2	7	0
Rosa	3	0	2	0
Bao	1	0	1	0
Mean	2.6	0.9	3.6	1.8

Table 7.

Content Vocabulary Words Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	3	3	2	4
Mei Mei	7	7	9	4
Loubna	4	4	3	6
Pahua	X	X	4	3
Benito	X	4	2	3
Francisco	4	2	3	4
Ly	3	7	5	6
Salma	1	5	1	5
Rosa	2	1	4	2
Bao	3	4	1	2
Mean	3.4	4.1	3.4	3.9

Use of Ideas from Pre-Writing Graphic Organizers

Students were directed to use two different graphic organizers. The first graphic organizer was a segmented T chart shown in Appendix D. The second graphic organizer was a three column chart also shown in Appendix D. An average of 7.4 of the ideas generated in the first graphic organizer appeared in students' final drafts. While an average of 6.3 ideas were transferred from the second graphic organizer to the final draft of students' essays. These results are shown in Table 8.

Table 8.

Average number of Ideas from Graphic Organizers Appearing in Final Drafts of Papers Two Through Five

Style of Graphic Organizer	Segmented T-Chart	Three Column Chart	Story Map	Three Column Chart	Venn-diagram	Student Choice	Student Choice
Assigned Paper	Paper Two	Paper Two	Paper Three	Paper Three	Paper Four	Paper Four	Paper Five
Average Use of Ideas	7.4	6.3	6.7	2.7	10	7.1	5.9

Paper Three

Researcher Commentary on Student Paper Three

This teacher commentary explores the student reaction to the film *Dances With Wolves* (Costner, Blake, Tig Productions & Orion Pictures, 1991). The essay was written by Ly, a fifteen year old young woman. Her L1 is Vietnamese. Ly arrived in Minnesota in the fall of 2009. In Vietnam, she had EFL classes during her school day. So, she is an intermediate level ELL. She is currently a tenth grader. The full text of Ly's essay is shown in Appendix H.

Ly opens her first paragraph, "*Dances With Wolves tells the story of John Dunbar. John Dunbar was not a real person in history, because the movie was historical fiction.*" Reporting that John Dunbar is not a real person as the antecedent to the definition of the film's genre is awkward and then subsequently redundant for the reader. As a social studies teacher, I felt it was important to remind students that John Dunbar was fictional. It seemed that Ly also felt it was necessary to remind the readers of her essay what historical fiction was. She knew the content, but she also described the content, presumably because she was concerned that *historical fiction* was a very advanced English vocabulary concept.

Organizationally, her opening paragraph is direct. Ly explained the genre. She explains who the major characters are and describes the setting. Though she makes

grammatical errors, there are not capitalization errors. Her understanding of the content is demonstrated.

In Ly's lengthy second paragraph, she summarizes the entire film. Her summary is accurate and correctly sequenced. A more experienced writer probably would have sub-divided this re-telling into more than one paragraph. However, she proves that she did understand the events in the movie and the significance of those events.

Her use of content vocabulary sounds fluent and occurs through out her paper. However, she did not opt to use any suggested academic vocabulary structures for paper three. Interestingly, she did borrow academic structures that were suggested in paper one and paper two using *became* which was a suggested structure in the first assignment and *culture* which was a suggested in the second assignment.

In the last three paragraphs, she presents her review of the film. She conveys what she perceives to have been the filmmaker's intent and offers her own personal thoughts and suggestions for people to view the movie. Her meaning is clear, yet, there are errors that mark her writing as non-standard and less formal.

She was able to express and demonstrate her knowledge about the content. However she struggled with academic formality. "*The filmmaker wanted you to know about the end of the Civil War. How the United States expansion into Native Americans territory and the treaty between Americans and Native Americans. But the treaties didn't work for Native American soon,*" errs on the side of casual and lacks depth of explanation. She did not offer an explanation of why the treaties, "...*didn't work.*" In the final paragraph, her thoughts are clear, but not nuanced. Explaining that the film is, "...*good to see,*" and a, "... *good story,*" is repetitive and lacking in depth of

expression. Her intention is clear because she directs others to see the film, but the levels of her own emotion do not clearly indicate that her endorsement of the movie is enthusiastic.

Completion of the Assignment

In the third paper, students were expected to complete two graphic organizers, one writing template, a typed rough draft, a writing conference, and a final draft of the five paragraph essay. Table 9 identifies the extent to which each student completed the assigned components of the work. Student work was categorized as complete indicated with C, incomplete indicated with I, or not attempted indicated with N/A.

Table 9.

Completion of the Assignment Components for Paper Three

Student	Graphic Organizers	Writing Template	Typed Draft	Conference	Final Draft
Abdul	C	C	C	C	C
Mei Mei	C	C	C	C	C
Loubna	C	C	C	C	C
Pahua	N/A	N/A	N/A	N/A	N/A
Benito	C	I	N/A	N/A	I 4/5 paragraphs
Francisco	C	C	I	C	I 4/5 paragraphs
Ly	C	C	C	C	C
Salma	C	C	C	C	C
Rosa	C	I	I	C	C
Bao	C	C	I	C	I 4/5 paragraphs

Of the ten students in the class, nine completed a portion of the assignment. Six students completed a final draft. Three students turned in an incomplete final draft with

four of the five paragraphs completed. One student was unable to do the assigned work due to a medical condition.

Use of Vocabulary Structures

Students were directed to attempt to incorporate ten content area vocabulary words and ten academic language structures into the text of the essays they wrote. Table 6 summarizes the number of academic vocabulary structures and words students used in the final draft of the first writing assignment. Table 7 summarizes the number of content vocabulary words students used in the final draft of the writing assignment two through five. On average, students used 0.9 academic vocabulary words and 4.1 content vocabulary words in the final draft of paper three. There was a significant decrease in the number of academic language structures used from paper two to paper three. However, students used more content vocabulary in the third paper than they did in the other papers.

Table 6.

Targeted Academic Language Vocabulary Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	2	1	1	2
Mei Mei	5	4	9	6
Loubna	6	1	4	4
Pahua	X	X	3	1
Benito	X	0	2	0
Francisco	1	0	3	2
Ly	2	0	4	3
Salma	1	2	7	0
Rosa	3	0	2	0
Bao	1	0	1	0
Mean	2.6	0.9	3.6	1.8

Table 7.

Content Vocabulary Words Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	3	3	2	4
Mei Mei	7	7	9	4
Loubna	4	4	3	6
Pahua	X	X	4	3
Benito	X	4	2	3
Francisco	4	2	3	4
Ly	3	7	5	6
Salma	1	5	1	5
Rosa	2	1	4	2
Bao	3	4	1	2
Mean	3.4	4.1	3.4	3.9

Use of Ideas from Pre-Writing Graphic Organizers

Students were directed to use two different teacher created graphic organizers.

The first graphic organizer was a story map shown in Appendix E. The second graphic organizer was a three column chart also shown in Appendix E. An average of 6.7 of the ideas generated in the first graphic organizer appeared in students' final drafts. While an average of 2.7 ideas were transferred from the second graphic organizer to the final draft of students' essays. These results are shown in Table 8.

Table 8.

Average number of Ideas from Graphic Organizers Appearing in Final Drafts of Papers Two Through Five

Style of Graphic Organizer	Segmented T-Chart	Three Column Chart	Story Map	Three Column Chart	Venn-diagram	Student Choice	Student Choice
Assigned Paper	Paper Two	Paper Two	Paper Three	Paper Three	Paper Four	Paper Four	Paper Five
Average Use of Ideas	7.4	6.3	6.7	2.7	10	7.1	5.9

Paper Four

Researcher Commentary on Student Paper Four

In paper four students were asked to compare the circumstances for American immigrants between 1880 and 1910 to the conditions for American immigrants today. The writer of the essay analyzed in this segment, Mei Mei is eighteen years old, and Mandarin Chinese is her first language. She moved to California in February of 2008, and has been enrolled at the large comprehensive public high school where I teach since the fall of 2009. Mei Mei had EFL instruction in China, but instruction focused almost exclusively on the development of literacy skills in English.

Mei Mei's first paragraph contains a clear thesis, "... *in the time period of 1880 though 1910, immigration was more difficult than it is today,*" conveys the subject of the paper and the conclusion the author plans to support. Although her subsequent overview of the topic is not concise, it succeeds in providing additional warrants for the thesis.

Throughout her writing, she is taking on sophisticated sentence structures, using semi-colons, and qualifiers. Her sentence, "*Although people could find what they want in a new place, they also faced some problems,*" demonstrates that she has the ability to use a qualifier to pre-empt an argument. However, she changes the verb tense in her writing. Readers might suspect that the author is not entirely comfortable with such a phrase.

Content vocabulary and academic vocabulary are woven into the text. Mei Mei's usage is fluent. She used nine of the ten suggested content vocabulary words and nine of the ten suggested academic vocabulary words.

However, she did not name a critical event we discussed and read about during class. Mei Mei describes the Triangle Shirtwaist Factory Fire saying, "*People got hurt*

when they worked in the factories. Some of them died when there was big fire, because their elevator didn't work well and it was used as storage." She is correct, but she does not label the event with the content specific vocabulary. Although I taught the class about the fire, the class read about the fire, and they watched a video showing a computer simulation of the conditions during the fire; she did not mention that the fire was infamous, or that it took place at the Triangle Shirtwaist Factory. She demonstrated an understanding of the content, but not the language for that particular incident.

Mei Mei attempts to communicate levels of emotion in her paper, but she accomplishes the task using an adverb or adjective of degree to communicate intensity. She characterizes working conditions as, "...*really terrible*," tenements as, "*very crowded*," and ethnic discrimination as a, "...*big problem*." Writers with a more developed personal lexicon may have been able to generate lexical items that offered the reader greater specificity. For example the writers, "... *really terrible*," could be replaced with a one word lexical item like *wretched* or *abysmal*. The pragmatic semantic meaning would not undergo a significant shift. However, semantically, there is a change in the social meaning, because the reader may recognize that the lexical item could be indicative of more education or sophistication.

Mei Mei's conclusion is also clear, but her tone lacks formality. Her conclusion is a concise re-statement of the thesis, "...*comparing the differences between 20th century and 21st century immigration. [sic] I'm happy I wasn't born in the early 1900s.*" The statement is punctuated incorrectly, but the writer's opinion is plain. Perhaps, the opinion is too plain, for she uses two contractions and *happy*. A less conversational tone

coupled with a lexical item carrying greater emotional depth might have the reader imagining the writer to be more mature.

This was one of the best essays submitted in the course of this research. Mei Mei's writing demonstrates a thorough understanding of the topic and she exceeded the expectations I explained. Her next hurdle as a writer is not to prove mastery of content. Rather, to be a successful college-level writer her writer's voice must carry proof of maturity. The academic register typically demands greater formality (Swales & Feak), and she is not yet able to deploy all of the necessary more formal language that is typically required for writers in the post-secondary setting.

Completion of the Assignment

The fourth paper's components were slightly different. Students were directed to complete one teacher created graphic organizer (a Venn-diagram), create one graphic organizer independently, generate a five paragraph hand written rough draft with teacher prompts but without template boxes, complete a typed rough draft, meet with the teacher for a writing conference, and type a final draft of the five paragraph essay. Table 10 identifies the extent to which each student completed the assigned components of the work. Student work was categorized as complete indicated with C, incomplete indicated with I, or not attempted indicated with N/A..

Of the ten students in the class, all ten submitted a final draft. Seven students completed a final draft. Three students turned in an incomplete final draft. Two students had four of the five paragraphs completed. The other student completed three out of five paragraphs in the final draft of the essay.

Table 10.

Completion of the Assignment Components for Paper Four

Student	Graphic Organizers	Hand Written Draft	Typed Draft	Conference	Final
Abdul	I	C	C	C	I 4/5 paragraphs
Mei Mei	C	C	C	C	C
Loubna	C	C	C	C	C
Pahua	I	C	C	C	C
Benito	I	C	I	C	I 4/5 paragraphs
Francisco	C	C	I	C	C
Ly	C	C	C	C	C
Salma	C	C	C	C	C
Rosa	C	C	I	I	C
Bao	C	C	I	C	I 3/5 paragraphs

Use of Vocabulary Structures

Students were directed to attempt to incorporate ten content area vocabulary words and ten academic language structures into the text of the essays they wrote. Table 6 summarizes the number of academic vocabulary structures and words students used in the final draft of the first writing assignment. Table 7 summarizes the number of content vocabulary words students used in the final draft of the writing assignment. On average, students used 3.6 academic vocabulary words and 3.4 content vocabulary words in the final draft of paper four. Students' use of academic vocabulary words increased by more than two words on average from paper three to paper four. However, their use of content words decreased by less than one word on average.

Table 6.

Targeted Academic Language Vocabulary Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	2	1	1	2
Mei Mei	5	4	9	6
Loubna	6	1	4	4
Pahua	X	X	3	1
Benito	X	0	2	0
Francisco	1	0	3	2
Ly	2	0	4	3
Salma	1	2	7	0
Rosa	3	0	2	0
Bao	1	0	1	0
Mean	2.6	0.9	3.6	1.8

Table 7.

Content Vocabulary Words Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	3	3	2	4
Mei Mei	7	7	9	4
Loubna	4	4	3	6
Pahua	X	X	4	3
Benito	X	4	2	3
Francisco	4	2	3	4
Ly	3	7	5	6
Salma	1	5	1	5
Rosa	2	1	4	2
Bao	3	4	1	2
Mean	3.4	4.1	3.4	3.9

Use of Ideas from Pre-Writing Graphic Organizers

Students were directed to use two different teacher created graphic organizers. The first graphic organizer was a Venn-Digram shown in Appendix F. Students were required to create a second graphic organizer independently. An average of 10 of the ideas generated in the Venn-Diagram appeared in students' final drafts. While an average of 7.1 ideas were transferred from the student created graphic organizer to the final draft of students' essays. These results are shown in Table 8.

Table 8.

*Average number of Ideas from Graphic Organizers Appearing in Final Drafts of Papers**Two Through Five*

Style of Graphic Organizer	Segmented T-Chart	Three Column Chart	Story Map	Three Column Chart	Venn-diagram	Student Choice	Student Choice
Assigned Paper	Paper Two	Paper Two	Paper Three	Paper Three	Paper Four	Paper Four	Paper Five
Average Use of Ideas	7.4	6.3	6.7	2.7	10	7.1	5.9

When students selected their own graphic organizers in the fourth paper, they chose to use graphic organizers that were assigned to use in the three previous assignments. Students used a T chart, a segmented T chart, and an idea web. Six students independently created some type of T chart, three students created an idea web similar to the web assigned in the first paper. One student did not attempt to create a graphic organizer.

Paper Five

Researcher Commentary on Student Paper Five

For the fifth five-paragraph essay, students were asked to compare the 1920s to the 1930's focusing on the economy, the Presidents' leadership styles, and the situation for farmers, women, and African Americans. The writer of the student example paper is Abdul. Abdul is a fifteen year-old year old boy who came to Minnesota early in 2006. His first language is Somali. He had limited formal schooling prior to his arrival in the United States. He is now a tenth grader.

Abdul's initial paragraph is riddled with errors. However, he introduces the topic and has a clear thesis. For this essay, students were given very little teacher support. Even without the support of a template or paragraph-by-paragraph directions, he included a thesis statement and an introduction with accurate content.

The information he shared in the paper demonstrated a cursory level of familiarity with both the 1920s and the 1930s. He omitted some information that most social studies teachers could not easily forgive. For example, *prohibition* was a targeted content vocabulary item for this paper. It was also something that I lectured about, the class took notes about, read about, and watched a film clip where actors reenacted the escapades of infamous bootleggers. He never used the word *prohibition* or described the law. He also failed to discuss and offer examples of President Hoover's unresponsiveness to the events after The Stock Market Crash of 1929. His depth of content area coverage was not as extensive as it could have been. This was not an "A" paper where content knowledge was concerned.

The information about the 1920s and 1930s Abdul includes in the paper is organized by subject, is topical, and accurate. He explains who the Presidents were in the Twenties and Thirties and compares them in his second paragraph. In the third paragraph, he explains The Stock Market Crash of 1929 and the Great Depression. His fourth paragraph is simple, but the information he provides isn't wrong. In his fourth paragraph, he opts for a tone that would make Steinbeck roll over in his grave overselling the notion from the popular Roosevelt campaign jingle, "*Happy Days Are Here Again!*" His fifth paragraph addresses segregation, but not thoroughly. He provides most of the content I had requested.

Unfortunately, there was no conclusion. He fulfilled my request by producing a five-paragraph essay, but did not independently generate a conclusion. This student wrote four out of the five paragraphs for two of the essays. On this final essay, he wrote five paragraphs, but still did not have a conclusion. He is a student who may have needed more support and was not fully ready to make the transition to writing without scaffolded teacher-created support.

Abdul also used some of the recommended content area vocabulary, but his usage was syntactically problematic, because he wanted to use metaphorical language to describe a concept in the same way fluent English writers describe literal events. Prior to our writing conference, his typed rough draft contained the explanation, “...*the stock market crashed into a wall,*” and after Roosevelt’s New Deal initiatives, “... *everything started to go up.*” Even after a writing conference, I was not able to dissuade him from all of these particular errors. Abdul’s final draft explains that, “*The economy grew up slowly.*” The errors produce humorous results and conjure images of Uncle Sam making a chalk mark near the door to see how tall the economy had become, but for my student, it was difficult to escape the notion that crashes and growth have to happen in a literal way.

This paper was not the best student work from my classroom, but the work demonstrates that a student who had limited formal schooling prior to 2006 can now in 2011 summarize and analyze the history of a country that is half way around the world from where he was born. Abdul can make meaning for himself and for his readers. He still needs to grow as a writer, but in less than five school years he is able to independently be engaged in the difficult task of academic writing.

Completion of the Assignment

In the fifth paper students were required to complete the pre-writing and draft elements independently until they had a writing conference with me. Students were asked to create two graphic organizers independently, generate a five paragraph hand written rough draft given a short two sentence teacher generated prompt, complete a typed rough draft, meet with the teacher for a writing conference, and type a final draft of the five paragraph essay. Table 11 identifies the extent to which each student completed the assigned components of the work. Student work was categorized as complete indicated with C, incomplete indicated with I, or not attempted indicated with N/A.

Table 11.

Completion of the Assignment Components for Paper Five

Student	Graphic Organizers	Hand Written Draft	Typed Draft	Conference	Final Draft
Abdul	C	C	C	C	C
Mei Mei	C	C	C	C	C
Loubna	C	C	C	C	C
Pahua	C	C	C	C	C
Benito	I	I	I	C	I 3/5 paragraphs
Francisco	I	C	I	C	C
Ly	C	C	C	C	C
Salma	I	C	N/A	N/A	C
Rosa	C	N/A	C	C	C
Bao	I	C	C	C	C

Of the ten students in the class, all ten submitted a final draft. Nine students completed a final draft. One student turned in an incomplete final draft with three of the five paragraphs completed.

Use of Vocabulary Structures

Students were directed to attempt to incorporate ten content area vocabulary words and ten academic language structures into the text of the essays they wrote. Table 6 summarizes the number of academic vocabulary words and Table 7 reports the number of content area vocabulary words students used in the final draft of the first writing assignment. On average, students used 1.8 academic vocabulary words and 3.9 content vocabulary words in the final draft of paper five. The student's use of content vocabulary from paper three to paper four increased, but their use of academic vocabulary decreased.

Table 6.

Targeted Academic Language Vocabulary Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	2	1	1	2
Mei Mei	5	4	9	6
Loubna	6	1	4	4
Pahua	X	X	3	1
Benito	X	0	2	0
Francisco	1	0	3	2
Ly	2	0	4	3
Salma	1	2	7	0
Rosa	3	0	2	0
Bao	1	0	1	0
Mean	2.6	0.9	3.6	1.8

Table 7.

Content Vocabulary Words Used in Papers Two through Five

Student	Paper Two	Paper Three	Paper Four	Paper Five
Abdul	3	3	2	4
Mei Mei	7	7	9	4
Loubna	4	4	3	6
Pahua	X	X	4	3
Benito	X	4	2	3
Francisco	4	2	3	4

Ly	3	7	5	6
Salma	1	5	1	5
Rosa	2	1	4	2
Bao	3	4	1	2
Mean	3.4	4.1	3.4	3.9

Use of Ideas from Pre-Writing Graphic Organizers

Students were directed to create two different graphic organizers independently. When students selected their own graphic organizers in the fifth paper. Students primarily created graphic organizers that strongly resembled forms they had used in the four previous writing assignments. Eight students opted to create a T charts, five students made Venn-diagrams, one student created two sets of lists in uncategorized boxes, another created one short list too. One student did not attempt to create a graphic organizer. On average 5.9 examples were listed in the graphic organizer appeared in the final draft of students' papers.

Major Findings

The research question guiding this study was: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies? A strongly and consistently scaffolded approach to teaching academic writing is supported by the results of this research. When students completed two graphic organizers, a writing template or written rough draft, a typed rough draft, and had a writing conference, they all ultimately submitted a completed five-paragraph essay. When students did not complete two or three of the four steps, the likelihood of completing a final draft dropped by nearly 30 percent. The likelihood of a student completing a final draft after doing only one of the four assigned steps dropped by 80 percent. When only portions of supportive elements in the writing process were not

attempted or incomplete, the likelihood that a typed final draft was submitted dropped by nearly 30 percent.

Subdividing the larger research question into components this research sought to answer the query: How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write? Though the utility of graphic organizers varied (see Table 7), the data supported the use of graphic organizers both as mechanisms to generate ideas and as stepping stone elements in the writing process. Students typically carried more than three but fewer than ten examples per graphic organizer into final drafts. Students were able to use ideas from several different styles of graphic organizers in their final drafts. Students were also able to independently create graphic organizers. In this research the most useful graphic organizer was a teacher created Venn-diagram. Students used an average of 10 ideas from the Venn-diagram assigned in paper four displayed in Appendix F in their final papers.

The second sub-question considered the use of organizational structures: Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers? The discourse analysis of the five student essays showed the use of historical dates as sequence markers and words like *then* and *next* indicating sequence. The discourse analysis also revealed that students used thesis statements and topic statements even when they were not suggested on a writing template.

The third and fourth sub-questions this research sought to answer were: Will content area vocabulary words appear in students' final drafts? (and) Will the academic language structures featured in lessons appear in students' final drafts? The use of both

types of vocabulary in final drafts varied. Students were able to use some content and academic vocabulary in final drafts. The descriptive statistical data demonstrates that students were able to use an average of 3 to 4 of content specific vocabulary in each paper. The data averaging the use of academic language structures shows students' use between 1 word and 4 words. Students could use some of the targeted vocabulary they were given.

When examining papers for content area vocabulary I found several instances in which students articulated the meaning of the vocabulary word without producing it. For example, students wrote about the South leaving the United States, but never used the word secede or a nominalized variation of secede like secession. Likewise students wrote about big Southern farms, but never used the word plantation. Even though students writing demonstrated an understanding of the content, they did not always use the content specific vocabulary word.

Academic vocabulary structures from earlier papers often appeared in later papers (where they were being counted for the purposes of this study). In the fifth paper, students generated academic vocabulary expressions like, *led to*, *caused*, and *became* which had been taught in the first two papers. Students were using academic vocabulary structures in their papers, but not always the targeted academic vocabulary structures they were asked to use in that particular paper. I will discuss the limitations of this particular set of data and suggest how another researcher may want to delve further into this area of vocabulary study in the Chapter Five.

The discourse analysis I conducted of five student essays began to address some of the limitations students faced concerning vocabulary, for some students could

demonstrate content area knowledge without using content vocabulary. Also, some students used the targeted academic language from early assignments in later assignments. Those results might suggest that it may have taken some learners longer to integrate the academic language structures into their productive vocabulary. Likewise this may also be evidence of a gap between what students are able to demonstrate about their content area knowledge and way educated fluent English speakers would expect that information to be communicated.

The final sub-question of this research was: What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity? Students' written final drafts communicated content knowledge offering the reader pragmatic meaning in the semantic sense, but their words also conveyed semantic meaning of social significance. From a social semantic perspective, the students are revealing something about their maturity as writers when they do not exhibit the formality of academic English. Using multiple negative contractions repetitively, re-stating the definitions for academic words, omitting the standard academically appropriate labels of major historic events, and deploying slews of milquetoast adjectives like *good*, *bad*, *lucky*, and *nice* to express emotion; these students could be marked as amateurs. Some of their word choices do not indicate that they are mature enough to adopt the typically formal tone ascribed to academic writing. As an ESL teacher and social studies teacher, I am concerned, because I fear that readers could become swayed by the elements of student discourse that is inappropriate for register of academic English and overlook the content knowledge that students are able to

communicate. In Chapter Five, I will revisit this concern and discuss the implications for educators.

In this chapter, I presented the results of my research. First, I considered the data from all five papers and then I examined the results of the discourse and content analysis of each paper individually. Finally, I explored the major findings of the research. In

Chapter Five, I will discuss some of the limitations in this research, the possible implications for educators, and suggest further research.

CHAPTER FIVE: CONCLUSIONS

This study explored the effectiveness of a scaffolded approach to teaching secondary ELLs academic writing skills in the social studies content area. The following question guides the research: What scaffolded writing strategy approaches will help secondary ELLs develop their ability to write standard paragraph and essay forms for social studies? To follow the guiding research the following more specific questions are investigated:

- (a) How will the use of structured pre-writing including the use of writing templates or frames and graphic organizers help secondary ELLs develop their ability to write?
- (b) Will students' final drafts show the use of organizational structures, such as topic sentences and sequence markers?
- (c) Will featured content area vocabulary words appear in students' final drafts?
- (d) Will the academic language structures featured in lessons appear in students' final drafts?
- (e) What will students' final drafts show about broader semantic elements of their discourse, such as academic register and emotional intensity?

In this chapter I will address this study's limitations, the implications for teachers and administrators, and offer suggestions for further research.

Limitations

This was a very small study. I only had ten students in my ELL US history class during the 2010-2011 school year. Even though all of my students opted to participate in the study, one student became very ill and was hospitalized in the middle of the study. A few students made unfortunate behavioral choices; one student plagiarized, and a few

others had to be cajoled into writing with reminders issued on a five to ten minute basis asking rhetorically if they had finished a part of the assignment yet or if they might benefit from opening notes or a textbook. Thus, student behaviors were not entirely optimal.

Time was also a limitation. I could not offer students as much time in class as would have been ideal. Though I attempted to provide some work time in class each day over the course of one week for each paper, I sometimes fell short. Students reported that they felt rushed when they were typing. I felt that some students were making excuses and others had a legitimate grievance.

Upon reflection, I would have selected some different academic vocabulary words. I also would have selected fewer academic vocabulary items, because students had more difficulty using the academic vocabulary items than they had using the content vocabulary items. I also would have tried to align the words with the material the other ESL teachers in my school were covering in their intermediate ESL reading and writing classes. The lack of academic word use may have been a result of me over reaching and or not taking enough time to properly introduce those words.

Another limitation was with my own ability to read essays for twenty vocabulary words or structures. It was difficult to read essays looking for twenty targeted words. I was careful, but not perfect. If I do this type of research again, I would obtain digital drafts from each student and use software to completely scan documents for word use.

Implications

This study strongly supports a multi-step scaffolded approach to introducing academic content area writing for ELLs. When given a series of steps to complete

including: two graphic organizers, a written template or written rough draft prompt, a typed rough draft, and a writing conference with a teacher, students were able to complete a five paragraph essay 100 percent of the time. Eliminating just one segment of the assigned writing steps caused that rate of successful completion to decrease to 70 percent. Scaffolded and tailored instruction to meet students where they are at and assist them as they develop skills is recommended as a best practice (Echevarría, Vogt, & Short, 2000,2010; Vogt & Echevarría, 2008; Unrau 2004; Zwiers, 2004).

The results of this study strongly indicate that secondary ELL teachers and content area teachers must provide strong pre-writing support and teach students how they as individuals can replicate the writing process independently. Students will not need to have templates and graphic organizers provided for them indefinitely, but they do need those supports in place when they begin to work on academic writing.

Teachers need to front load writing process procedures and vocabulary words and constructs. Student's success in this study was dependent upon the support of a multi-step scaffolded approach to writing and vocabulary list. This aligns with the premise that students need to know what kind of content and academic language structure words exist in order to use them (Dutro & Moran, 2003). Yet, even with all of that support, the students' vocabulary use never averaged above half of the vocabulary words being integrated into student work.

The quantitative data about content vocabulary indicates that even when students understand content, they still have difficulty deploying content specific vocabulary into formal writing tasks opting for expressions that summarize the content, but lack the standard content specific rhetorical form. Teachers need to assure students that

plantation is more accurate and more academically apropos than *big farm*. The word list that I used may have aided students in incorporating vocabulary into their papers. However, that was not enough to help students use an average of more than 4.2 words out of 10 per paper.

Content area teachers would benefit from learning about the struggle ELLs encounter when the expressions for discussing abstract constructs are the same words used to describe literal events. In one student's rough draft he wrote that, "...the stock market crashed into a wall," and that after Roosevelt implemented New Deal initiatives, "... everything started to go up." I spent time in writing conferences with students discussing how speakers of standard American English talk about the stock market and the economy. My students need to be reassured that the economy could *grow* and a market could *crash* without it physically bashing into another object. Even though I had used standard American English expressions explaining the economic events of the late 1920s and early 1930s, my students still needed to be convinced that it was acceptable to say it that way. There were several instances in which students demonstrated that they knew the conceptual information, but they had not necessarily mastered the content vocabulary and academic rhetoric that typically denotes competence. The type of language students used as intermediate ELLs is congruent with the findings of second language acquisition research, for students typically need more time to master the academic language (Cummins, 1994).

Finally, the information gathered in this study supports teachers using graphic organizers. Students can and do transfer information from graphic organizers into their writing. Students benefit from graphic organizers that are created for them, and later

students can create their own graphic organizers that proved in this study to have similar utility to teacher created organizers.

Further Research

If I were to redo this study, I would make the following changes in the way I collected data. First, I would save my sanity and ensure more objective content analysis by obtaining digital copies of final drafts from students and doing the content analysis using a computer. Second, I would assign fewer vocabulary items, because students struggled to acquire and use academic language vocabulary structures. Assigning fewer structures, might be less overwhelming to students. Finally, I would record students so I could play back and dictate the student's own words in order to highlight typical student questions. Keeping a record of student questions could help me and other teachers understand students' questions and concerns specific to academic writing tasks.

This research might have been more beneficial to pre-service ELL teachers and high school content area and ELL teachers if I had considered recording writing conferences. When I discussed writing with students their own questions and misconceptions came to the fore. They asked questions about standard conventions in writing that differed from spoken English. They also had several questions about the use of prepositions when discussing time. Highlighting conversations about why speakers of English say *between the years*, *on that date*, and *in 1929* could show teachers how tricky prepositions can be for ELLs. A compilation of rough drafts and a transcripts of writing conferences could make a very useful case study book for pre-service teachers and high school teachers alike. It could be a mechanism by which teachers could glimpse the experience of ELLs when they are learning to write academic forms.

I hope other ESL teachers teaching sheltered content courses will conduct similar research in the future. This is one small study. It would be interesting, gratifying, and humbling to see another researcher's results.

I plan to share this work and present my findings at the Minne TESOL conference in the fall of 2011. I will also share this research with the secondary ELL teachers in my school district when we meet as a collegial group.

Conclusion

In this chapter, I discussed the limitations of this research, the implications for other educators and ELLs, and suggested possible areas of future study.

Academic writing in the content area of social studies is a task that intermediate ELLs can do. They can and will take on the challenge of writing in a difficult genre. When my students finished their papers, they were proud of the work that they had done. They were very disappointed to learn that their names would not appear in this research, because they were excited to show others their writing. My students even offered to illustrate this Capstone, because they wanted it to be compelling, colorful, and fun to read.

Their enthusiasm is endearing and inspiring. My students know that they can be empowered through their writing, and it is a mechanism by which others will know that they have heads filled with ideas. I hope other secondary teachers will assign intermediate ELLs academic writing tasks, because students are thrilled to show what they know!

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APPENDIX A

PILOT STUDY'S PRE-TEST OF ENGLISH LANGUAGE STRUCTURES

Name _____

Mark the correct box or write a sentence or definition of the word on the left.

Word	I've never heard it	I've heard it.	I can use it. Write an example sentence or definition.
compare			
notice			
observations			
contrast			
to set up			
to exchange			
among			
outcome			
rather than			

Word	I've never heard it	I've heard it.	I can use it. Write an example sentence or definition.
other than			
prior to			
soon after			
there after			
to attempt			
began			
differ			
both			
alike			

APPENDIX B

PILOT STUDY's ELL U.S. HISTORY WRITING ASSIGNMENT

PILOT STUDY's ELL CIVICS FINAL WRITTEN RESPONSE QUIZ

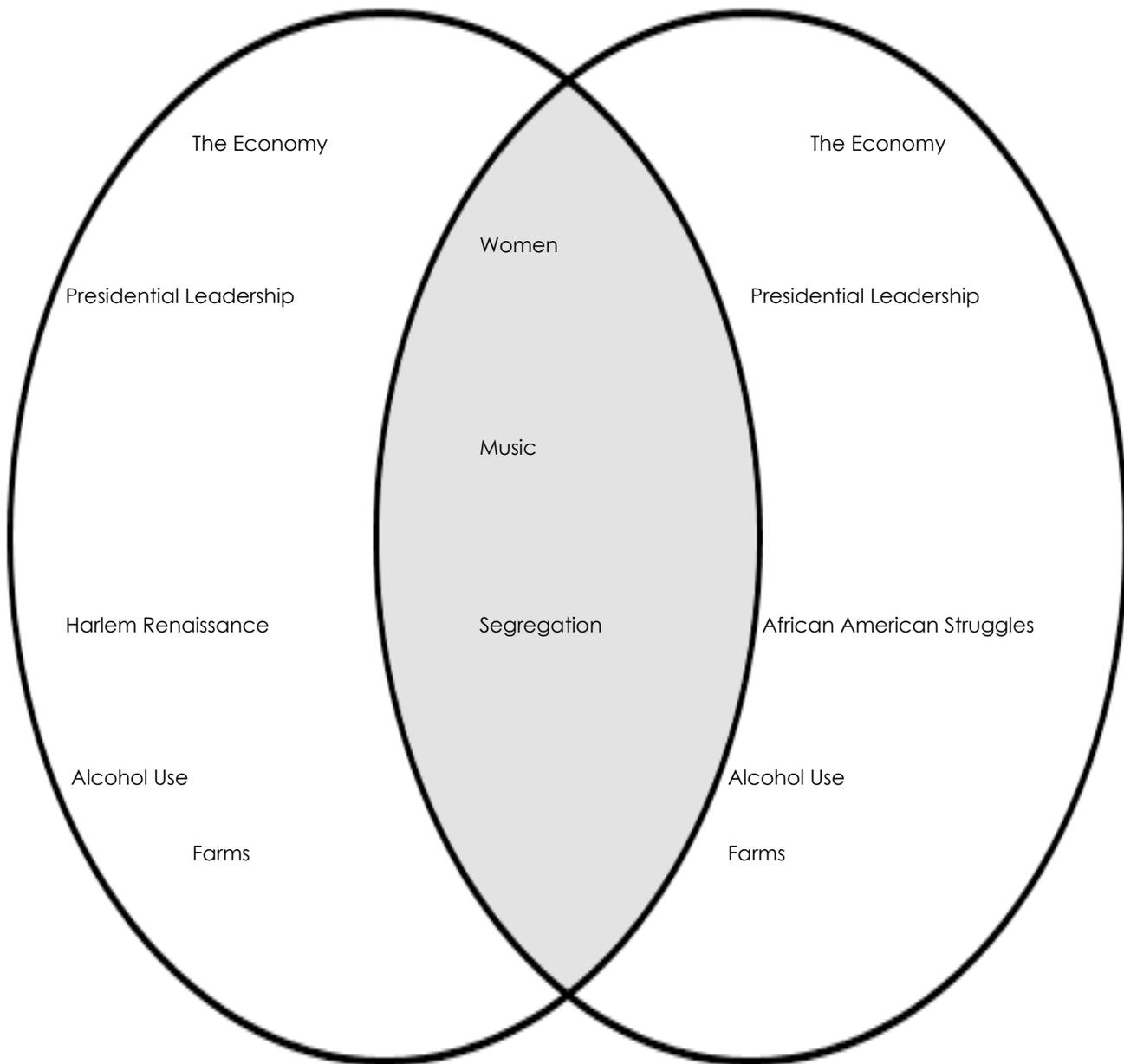
Comparing and Contrasting the Twenties and Thirties

DO NOT LOSE THESE PAPERS!

Name _____

The 1920's

The 1930's



PART TWO: Complete the following sentence starters.

In 1929 the stock market _____ because

Prior to 1929 the economy had been

After the market crashed,

Farmers were hurt because

President Hoover differed from President Roosevelt because

Prior to 1920 women were not able to

Prohibition banned the sale of _____. There after,
people could not

African Americans were

PART THREE: Make sentences using vocabulary words.

Write one sentence about the 1920's or 1930's using the vocabulary word in the box.

<u>Vocabulary Words</u>	<u>Sentence about the 20's and/or 30's</u>
prior to	
compare or compared to	
in contrast to	
rather than	
there after	
attempted to	
differ	
both	
alike	
began	

Comparing and Contrasting the Twenties and Thirties

Rough Draft

Were the 1920's and 1930's mostly similar or different?

<p>These are the directions DO NOT TYPE this.</p>	<p>Write your paragraph in these boxes. Each box is a new paragraph.</p>
<p>Paragraph One</p> <ol style="list-style-type: none"> 1. Write a general statement (topic sentence) about the 1920's and 1930's. 2. Write a thesis statement. Why were they different? In what ways were they similar? 3. Preview - What will you be writing about? 	
<p>Paragraph Two</p> <ol style="list-style-type: none"> 1. How was the economy different? 2. Give clear examples. 	
<p>Paragraph Three</p>	

<ol style="list-style-type: none">1. How were the culture and Presidential leadership different?2. Give clear examples.	
<p>Paragraph Four</p> <ol style="list-style-type: none">1. What was similar?2. Give clear examples.	
<p>Paragraph Five</p> <ol style="list-style-type: none">1. Recap... What were the major differences and similarities?2. Why are these decades important	

Vocabulary Final for ELL Civics

Name _____

Part One: Use the group of words to create a sentence.

Words	Sentence
EXAMPLE Liberals, conservatives, United States, many	EXAMPLE There are many liberals and conservatives in the United States.
1. Democrats, Republicans, opinions, differ	
2. Moderates, liberal, conservative, both	
3. Prior to, was, President Obama,	
4. began, I, when	
5. noticed, I, when	
6. beliefs, compare, my	
7. Adult, outcome, my work	

Part Two: Fill in the blank with the correct word.

observation	contrast	set up	exchanged
rather than	other than	soon after	there after
alike	prior to	among	attempted

1. _____ writing an editorial letter, she drew an editorial cartoon to make her point.
2. Sarah Palin and John McCain _____ to become President and Vice President.
3. There were no female Vice Presidential candidates in the 2008 election _____ Sarah Palin.
4. He made the _____ that Barak Obama had some liberal ideas.
5. Bill and Hillary Clinton ideas were liberal in _____ to George W. Bush's ideas which were conservative.
6. Alan and Mari agree on many things. Many of their beliefs are _____.
7. Tim Pawlenty wanted to _____ new programs when he became Governor of Minnesota.
8. _____ being Governor of Minnesota he was state Senator.
9. _____ Barrak Obama was elected he named Hillary Clinton Secretary of State.
10. Republicans and Democrats _____ ideas about healthcare.
11. Obama won the election _____ the Democrats controlled the White House.
12. The beliefs shared _____ the students in ELL Civics were mostly moderate.

APPENDIX C

ELL U.S. HISTORY WRITING ASSIGNMENT ONE

Revolutionary War Paper Vocabulary Handouts

Revolutionary War Paper Graphic Organizers

Revolutionary War Paper Writing Frame

SPARKLE WORDS LIST

Cause and Effect

- ❖ Eventually
- ❖ Caused
- ❖ Effect
- ❖ Impact
- ❖ Therefore
- ❖ Because of...
- ❖ Created
- ❖ Became
- ❖ Outcome
- ❖ Result

American Revolution
Social Studies Vocabulary

- Frontier
- Militia
- Revolution, Revolutionary
- Colonies, Colonial, Colonists
- Taxation, Taxes
- Representation, Represented, Representative
- Territory
- Impose
- Independent, Independence
- Protest

Causes of the Revolutionary War Paper
Pre-writing Timeline

Name _____

Using your textbook, your notes, *The Road to Revolution*, and your *American History Atlas*; complete in the timeline.

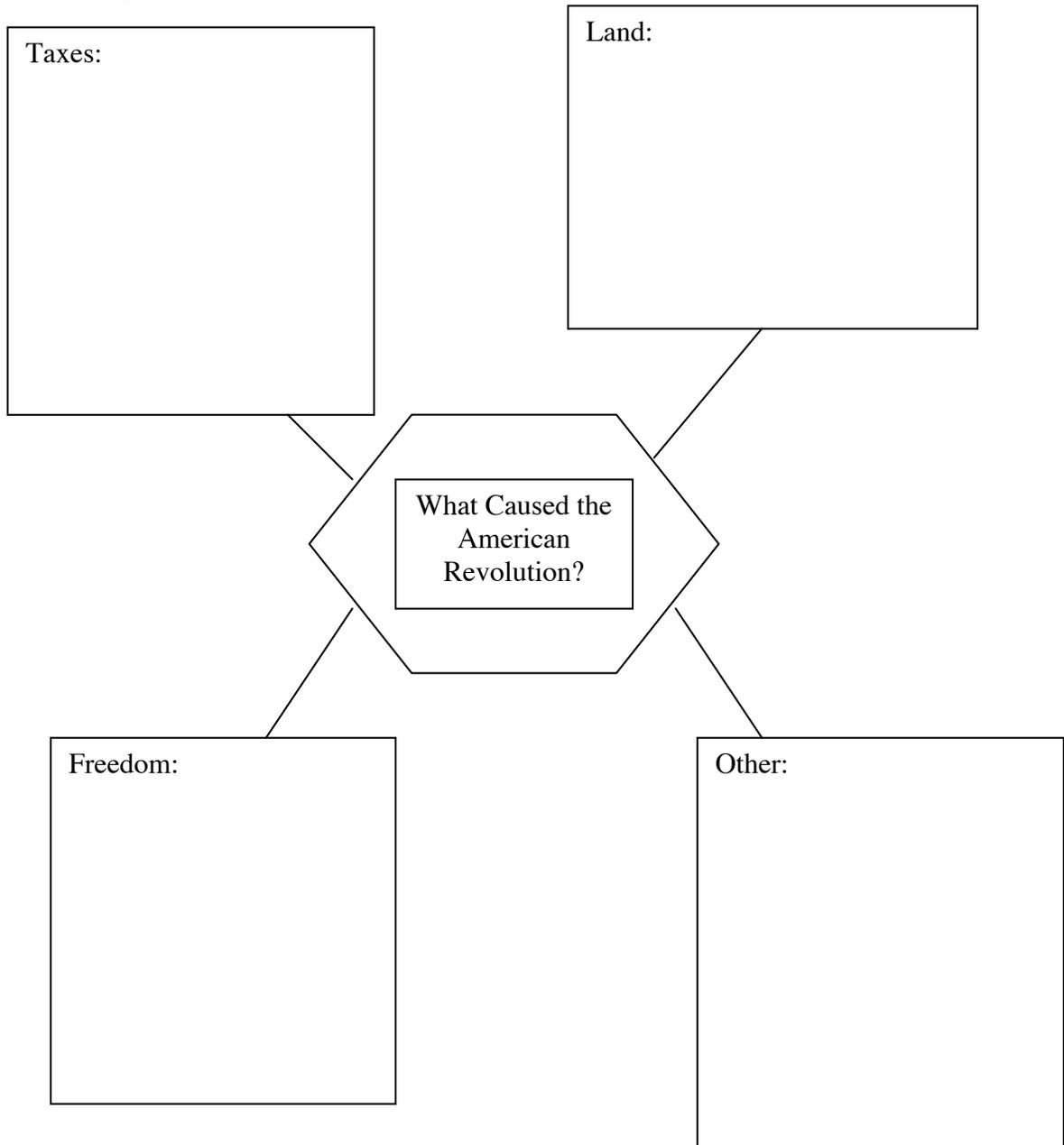
Timeline

The French and Indian War Began	1755
The Treaty of Paris	1763
The Proclamation of 1763	1763
	1765
	1767
	1770
	1773
	1774
	1775
	1776

Causes of the Revolutionary War Paper
Pre-writing Webbing

Name _____

Using your textbook, your notes, *The Road to Revolution*, and your *American History Atlas*; complete in the idea web.

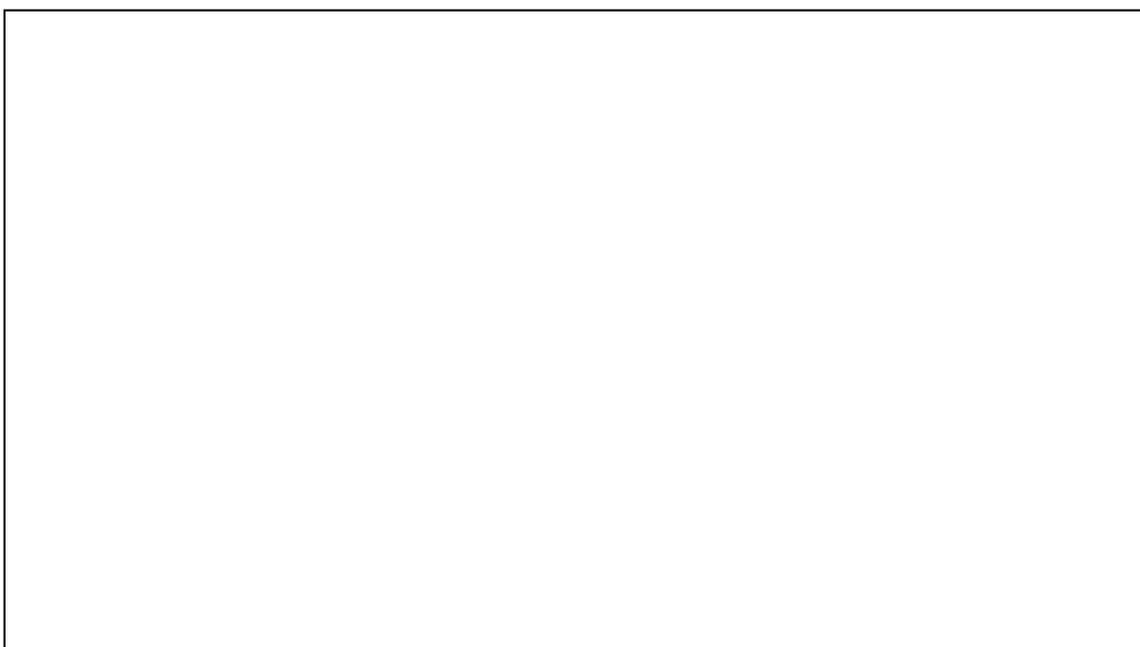
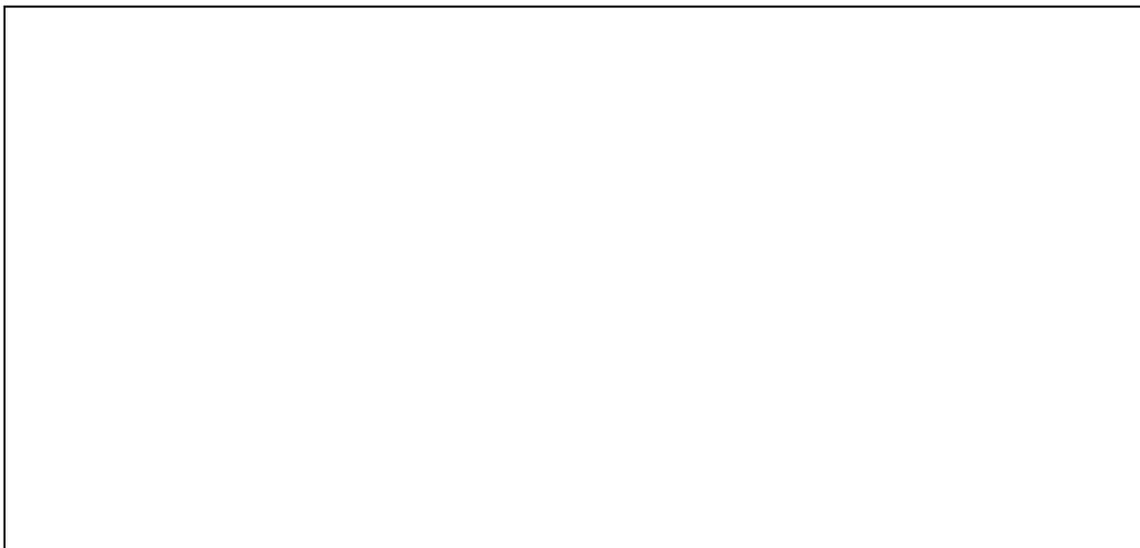


Causes of The American Revolution
Writing Template

Name _____

There are several important events that led up to the American Revolution. Although it may be easiest to say that the American Revolution was only about taxation without representation, the events of the Revolution are more complex than that. I believe the most significant causes of the American Revolution were _____, _____, and _____.

In order to more fully understand what caused the American colonists engage in combat against England it is important to explore these _____ events.



The United States became a country because of _____, _____, and _____. It is important to note that the history of the colonies' fight for independence is more complicated than the complaint that England had engaged in taxation without representation.

APPENDIX D

ELL U.S. HISTORY WRITING ASSIGNMENT TWO

Causes of the Civil War Vocabulary Handouts

Causes of the Civil War Graphic Organizers

Causes of the Civil War Writing Frame

Causes of the Civil War Grading Sheet

Sparkle Words

Causes of the Civil War Paper

- cultural, the culture of, in _____ culture
- as result of, the result was, resulting in
- were influenced by, had an influence, influenced
- evidence
- generally, in general
- perspective, from _____ perspective
- factor, factors
- led to
- motivated, the motivation
- ramification, ramifications

Vocabulary Words
For The Causes of the Civil War Paper

- plantation, plantations
- manufacturer, manufacture, manufacturing
- enslave, enslaved
- region, regional, regionalism
- section, sectional, sectionalism
- abolition, abolitionist, abolitionism, abolitionists
- agriculture, agricultural
- slave state
- free state
- secede, seceded, secession

Causes of the Civil War
Graphic Organizer 1

Name _____

Use your Atlas of American History pages 39 to 42, handouts, and textbook's chapters 11 to 16 to help you.

	Northern States	Southern States
Manufacturing		
Agricultural Production		
Transportation		
Population		
Slavery & Abolition		
State's Rights & Secession		

Causes of the Civil War

Graphic Organizer 2

Name _____

- 1) Use your first graphic organizer and your textbook to help you sort ideas into each category.
- 2) Fill each box with several examples.

Political How did states' beliefs about slavery and secession cause conflicts?	Economic What differences in the economies of in the North and the South led to conflicts?	Cultural How did cultural opinions about slavery cause conflicts?

Causes of the Civil War
Rough Draft

Name _____

Introduction: Paragraph One

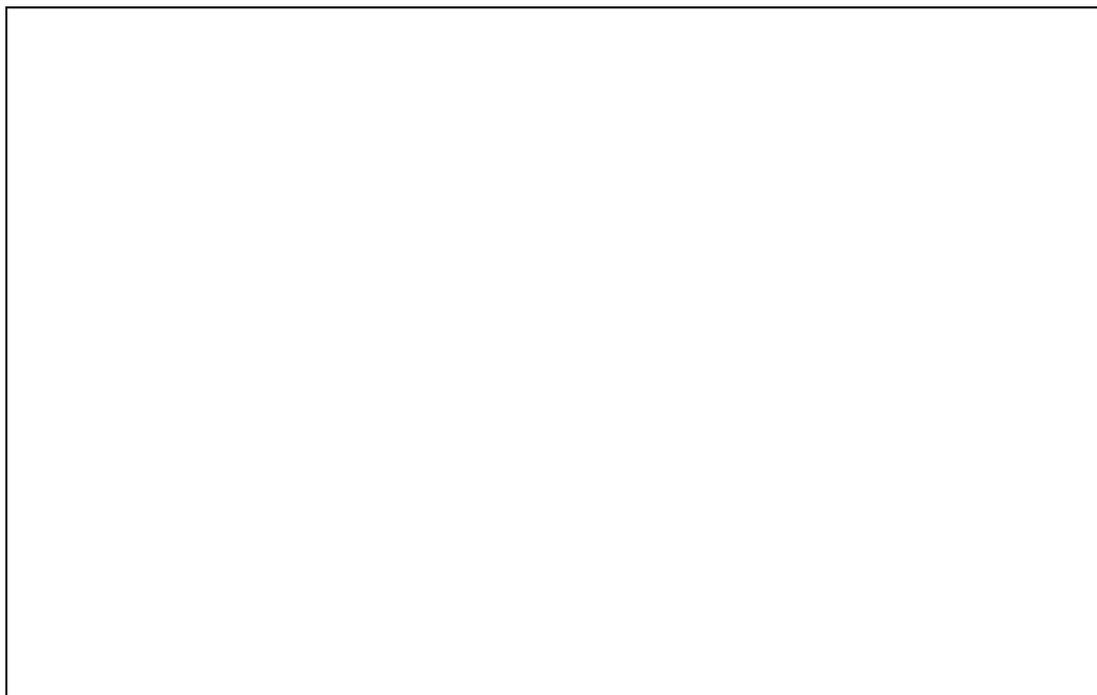
The Civil War was a terrible chapter in America's history. _____
_____. *In order to understand what caused the tragic Civil War, it is important to explore the differences between the _____ and the _____.*
There are clear differences in the economies, the cultural ideals, and the politics of the North and the South.

Paragraph Two: Economics

Paragraph Three: Cultural Ideals



Paragraph Four: Politics



Paragraph Five: Conclusion

The Civil War was caused by differences between the North and the South in their _____, _____, and _____.

Causes of the Civil War
Grading Sheet

Name _____

Here is what you need to hand in:

Typed Final Draft Page 1	Typed Final Draft Page 2	Typed Rough Draft Pages 1 and /or 2																
Rough Draft Sheet 1 <input type="text"/> <input type="text"/>	Rough Draft Sheet 2 <input type="text"/> <input type="text"/>	Rough Draft Sheet 3 <input type="text"/>																
Graphic Organizer 1 <table border="1" style="width: 100%; height: 100%;"> <tr><td> </td><td> </td></tr> </table>											Graphic Organizer 2 <table border="1" style="width: 100%; height: 100%;"> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </table>							This Paper The Causes of the Civil War Grading Sheet

How many points can I earn?

Writing Process Work:

Graphic Organizer 1 _____/10

Graphic Organizer 2 _____/10

Rough Draft Paragraphs ___ / 10

Writing Conference _____/10

Typed Rough Draft _____/ 20

Total Grade _____/ 100

Comments:

Final Rough Draft:

Content _____/ 20

Revisions _____/20

APPENDIX E

ELL U.S. HISTORY WRITING ASSIGNMENT THREE

Dances With Wolves Vocabulary Handouts

Dances With Wolves Graphic Organizers

Dances With Wolves Paper Writing Frames

Dances With Wolves Grading Sheet

Reaction Paper Sparkle Words

- Convince, convincing, convinced
- Emphasize, emphasizing, emphasized, emphasis
- Perspective, perspectives
- Make the point
- Point of view, view point
- Illustrate, illustrated, illustrating
- Message, messages
- Lesson, lessons
- Resolved, resolving, resolution
- Challenges, challenged, challenging

Dances With Wolves Vocabulary

- Frontier
- Great Plains
- Fort
- Ally, allied, alliance
- Enemy, enemies
- Herd, herds
- Tribe, tribes, tribal
- Treaty, treaties
- Expansion, expand, expanded, expanding
- Migrate, migration

*Note: This was originally formatted horizontally for students. It is presented this way for the ease of the reader.

Dances With Wolves
Opinion Graphic Organizer

Name _____

Things I Liked	Things That Made Me Think	Things That I Did Not Like

*Note: This was originally formatted horizontally for students. It is presented this way for the ease of the reader.

Dances With Wolves
Story Map Graphic Organizer

Name _____

Setting
Where does the story take place?

Characters
Who were the main characters?

Climax:

Ending:

Beginning:

Name _____

Introduction: Paragraph One

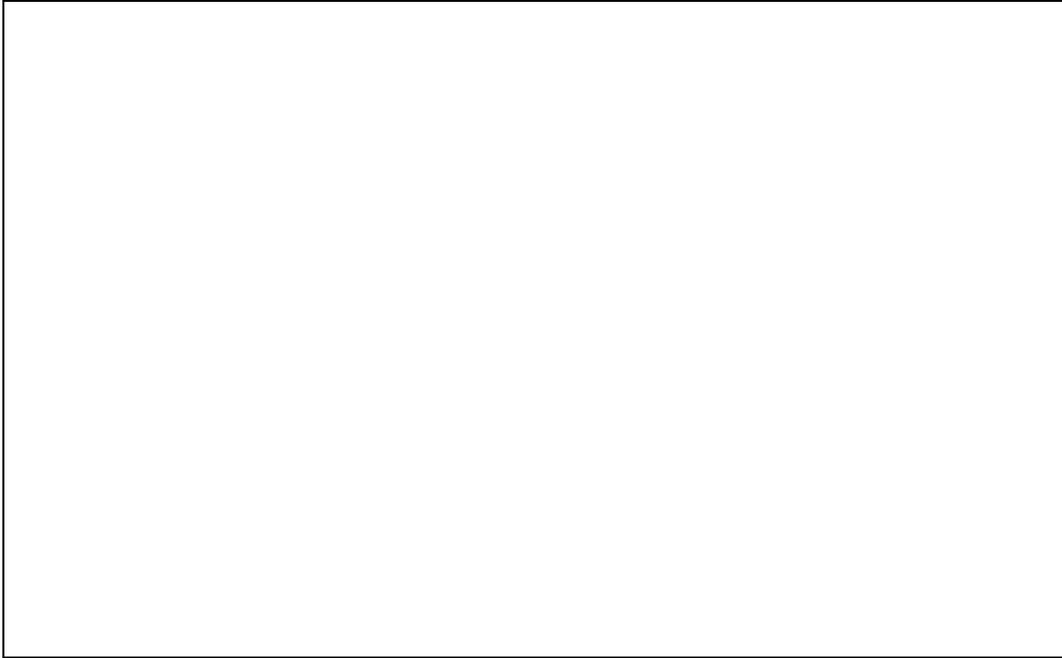
Introduce the film, genre, characters, and setting (including a discussion of the time period).

Dances With Wolves tells the story of _____

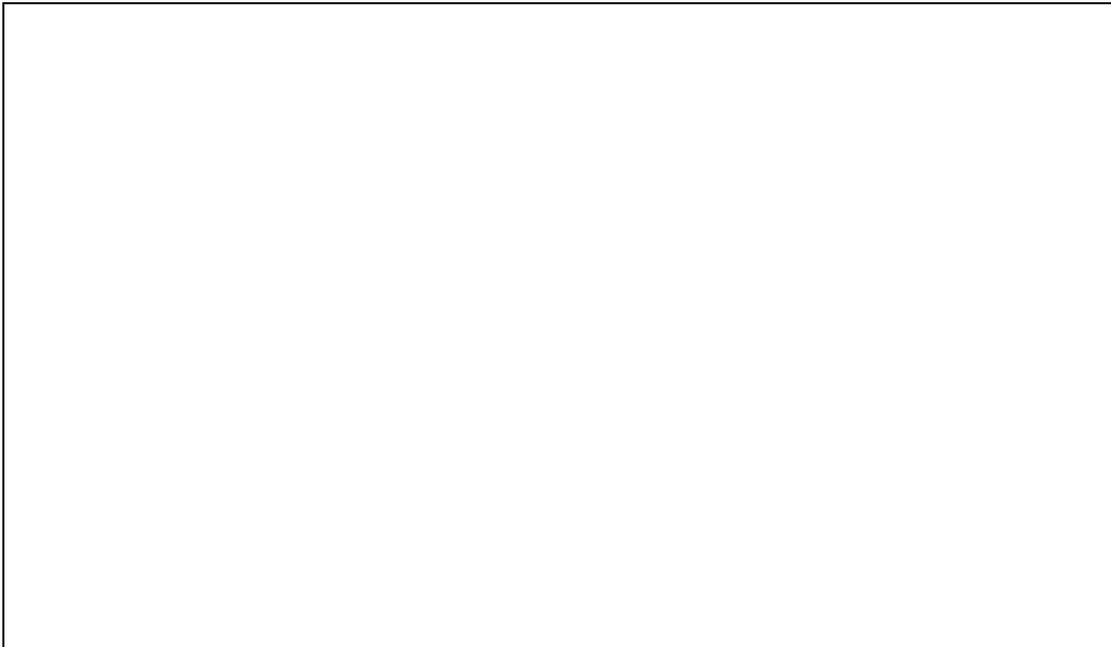
Paragraph Two:

Summarize the plot of the film.

Paragraph Three: Describe the lessons and messages of the film.
What did the filmmaker want you to know about this time period in history?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the questions in Paragraph Three.

Paragraph Four: Opinion
Was the filmmaker successful? Did you learn anything?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the questions in Paragraph Four.

Paragraph Five: Conclusion and Recommendation

Is this a good film to see? Who else should go see it? Why?

A large, empty rectangular box with a thin black border, intended for the student to write their conclusion and recommendation.

Dances With Wolves Reaction Paper Grading Sheet

Name _____

Story Map Graphic Organizer _____/10

Opinion Graphic Orgaizer _____/10

Rough Draft (in boxes) _____/20

Typed Draft _____/10

Writing Conference _____/10

Error Correction (in the final draft) _____/10

Final Draft _____/30

Total _____/100

Teacher Comments:

APPENDIX F

ELL U.S. HISTORY WRITING ASSIGNMENT FOUR

Immigration Paper Vocabulary Handouts

Immigration Paper Graphic Organizer

Immigration Paper Writing Prompts

Immigration Paper Grading Sheet

Vocabulary Words for the Immigrant Experience Paper

- Invention, invent, invented
- Innovate, technological innovation
- Poverty, poor
- Factory, factories
- Industry, industries, industrial
- Urban
- Crowd, crowds, crowded
- Sanitation, sanitize, sanitized
- Tenement, tenements
- Discrimination, discriminated, discriminate,
discriminates

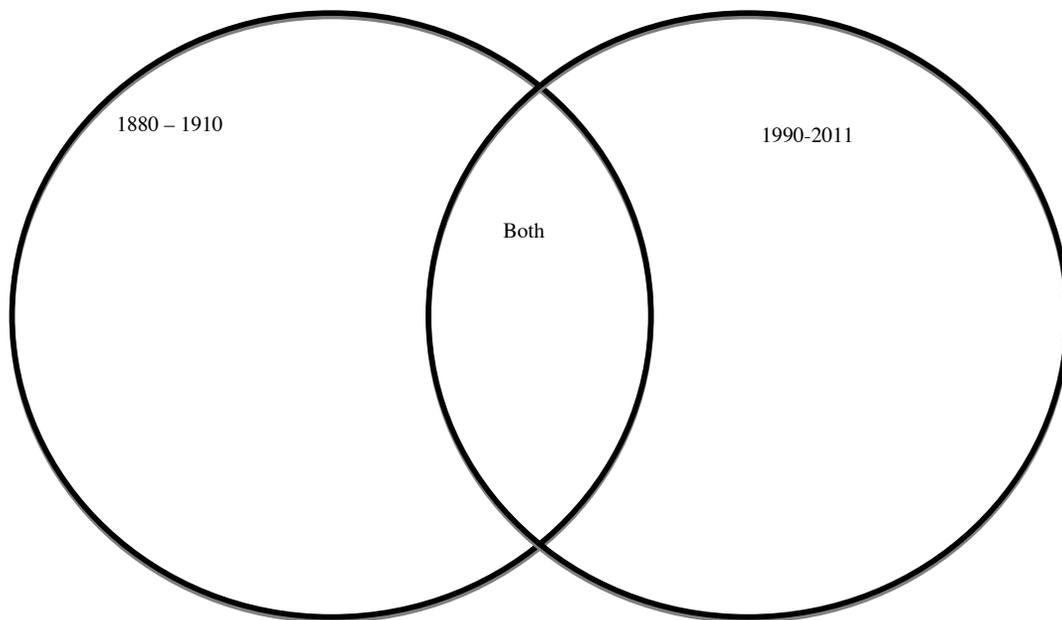
Sparkle Words

- Century
- Time period, period of time, period
- Prior to
- Conditions
- Dislike
- Although
- Difficult, difficulty
- Growth, grow, grew
- Situation, situate, situated
- Regulation, regulated, regulate

* Note this page was larger and oriented horizontally for students. It has been reproduced in this format for ease of reading.

The Immigrant Experience Paper

Graphic Organizer 1



Written Rough Draft

Immigration Experience Paper

Name _____

Compare you and your peers' experiences as immigrants to the experiences of immigrants from the 1880's to the 1910's.

Paragraph One: Overview

Describe areas of comparison.

Paragraph Two: Similarities

Describe the similarities.

Paragraph Three: Differences

Describe one or two areas that are different.

Paragraph Four: Differences

Describe one or two areas that are different.

Paragraph Five: Conclusions

Who had a better experience?

Immigration Experience Paper
Grading Sheet

Name _____

Graphic Organizer 1 _____ / 10

Graphic Organizer 2 _____ / 10

Written Draft _____ / 10

Typed Draft _____ / 20

Writing Conference _____ / 10

Final Draft

Editing _____ / 10

Content _____ / 30

Total _____ / **100**

Comments:

APPENDIX G

ELL U.S. HISTORY WRITING ASSIGNMENT FIVE

1920s and 1930s Paper Vocabulary Handouts

1920s and 1930s Paper Writing Prompt

1920s and 1930s Paper Grading Sheet

Vocabulary Words for the 1920s and 1930s Paper

- Suffrage, Suffragist
- Prohibition
- Flapper
- Stock Market
- Segregation
- Suburb
- Assembly Line
- Recovery
- Depression, Economic Depression
- Stabilize, Stabilization, Stability

Sparkle Words for the 1920s and 1930s Paper

- Generation
- Decade
- Attempt, Attempted, Attempted to
- Alike
- Both
- Although
- Rather than
- The Struggle, A Struggle, Struggle, Struggled
- Similar, Similarities
- Reflect, reflected, reflecting

Name _____

Comparing the 1920s and the 1930s Paper

Compare and contrast the 1920s and the 1930s. Your discussion of the two decades should include an introduction, comparisons about the lives of specific groups of people (women, African Americans, farmers), comparisons about presidential leadership, comparisons of the economy, and a conclusion.

Here is the space for your five paragraph rough draft.

1920s and 1930s Paper
Grading Sheet

Name _____

Graphic Organizer 1 _____ / 10

Graphic Organizer 2 _____ / 10

Written Draft _____ / 10

Typed Draft _____ / 20

Writing Conference _____ / 10

Final Draft

Editing _____ / 10

Content _____ / 30

Total _____ / **100**

Comments:

APPENDIX H

SAMPLE STUDENT ESSAYS OF PAPERS TWO THROUGH FIVE

ELL U.S. History Example Essay Key to Highlighting Indicators

Paper Two: Bao's Example Essay

Paper Three: Ly's Example Essay

Paper Four: Mei Mei's Example Essay

Paper Five: Abdul's Example Essay

Highlighting Code For Student Sample Essays

- **Turquoise highlighting** denotes the presence of organizational markers.
- **Yellow highlighting** denotes language that is typically inappropriate in an academic register.
- **Green highlighting** denotes an inappropriate intensity of the emotions conveyed by the writer.
- **Pink highlighting** denotes knowledge of a content concept without a demonstration of content appropriate vocabulary.
- **Blue highlighting** denotes the use of negative contractions (words that end - *n't*).

The highlighting is intended to make my analysis more clear to other teachers and researchers.

Paper Two

Bao's Essay: The Causes of the Civil War

The Civil War was a terrible chapter in America's history. The conflict was caused by differences in the economies, the cultural ideals, and the politics of the North and South. In order to understand what caused the tragic in Civil War, it is important to explore the differences between the Northern Union and the Southern Confederacy. There are clear differences in the economies, the cultural ideals, and the politics of the North and the South.

The economies of the northern states and the southern state were very different. In 1860, the Union produced 542,448 woolen blankets, about \$88 million worth of shoes and boots, and 451 locomotive engines. The Confederacy produced only 3300 woolen blankets, about \$ 4 million worth of shoes and boots, and 19 locomotive engines. In the economic comparison between the North and the South, it is clear that the North made more products in factories. In the South, they have 57 million acres of improved farmland, less than the North.

The cultural ideals of the northern states and the southern state were very different. Northern Middle class religious and political reform movement included abolition, suffrage, temperance, and public education. In the South, there was not big support for these reform movements. Many people felt that slavery should be against the law in most of the Union. In the Confederacy, most whites believed slavery was right; they kept slaves to work for them on

their plantations. They thought it would be hard to run their plantations without their slaves.

The politics of the northern states and the southern state were very different. In 1854, the Kansas Nebraska Act repealed the Missouri Compromise and allowed Kansas and Nebraska to decide the issue of slavery for them. In 1857, Dred Scott case determined that slaves had no rights as a citizen and they remained property. In 1858 for the 1860 Presidential race Abraham Lincoln traveled around the countryside debating about issues of the day including, the economy, slavery, states' rights, and the rights of immigrants. Lincoln didn't support the slavery. People in North were happy Lincoln was President. In the South, southerners wanted to secede, or break away, from the United States. They were feared that Lincoln might end the slavery.

The Civil War was caused by differences between the North and the South in their Economies, Cultural Ideals, and Politics. People in both North and South all have strong opinions about slavery. Eventually, the American Civil War started. Both north and south has different Presidents, the North has Abraham Lincoln, and the South has Jefferson Davis.

Paper Three

Ly's Essay: A Reaction to *Dances With Wolves*

Dances With Wolves tells the story of John Dunbar. John Dunbar was not a real person in history, because the movie was historical fiction. It wanted to tell us how Americans extended their territory after the Civil War. That story began on a Civil War battlefield in Tennessee and continued on the western frontier of United States. There were tribes living on the frontier. Besides John Dunbar, there are very good character like Kicking Bird, he was a leader of tribe. His friend was Wind in His Hair. Also, in the movie, there was a white woman named Stands With a Fist.

The story happened close to end of the Civil War. The main character was John Dunbar. He was very brave. After the Civil War, John Dunbar wanted go to the Fort Sedge-wick, he took Timmons go with him. John Dunbar didn't like Timmons. Finally, he saw the fort, but nobody was there. He decided to stay in the fort and let Timmons go back to Fort Hayes. Daily, he took the showers and he wrote a diary. One day, he was taking a shower while one man was coming. His name was Kicking Bird. Kicking Bird surprised, because John Dunbar was taking a bath in the pond. The following day, John Dunbar rode out to see the Native Americans, because he didn't want Native American fight with him. The Native Americans didn't welcome John, and John also didn't understand their language. Next day, Dakota came over John's fort. John acted like a buffalo to make Dakota understand him and

he taught them how to make coffee, they became the friend. John Dunbar was finding about Stands With a Fist, the girl he found next the tree when she bleeding. Stand With a Fist was white but her parents were killed by Pawnee. She is scared of other people. Kicking Bird wanted her to translate for him. They talked about how to find buffalo, it was very important for the Dakota. They can use it to make a food and the clothes for winter. They found a lot of buffalo, it focus on Great Plains. That was a happy time of them. The happy time did not last very long. The United States of American came in. Dances With Wolves and his wife had to leave. They wanted to find the people who would. The Native Americans also migrated to protect their tribe.

The filmmaker wanted you to know about the end of the Civil War.

How the United States expansion into Native Americans territory and the treaty between Americans and Native Americans. But the treaties didn't work for Native American soon.

Dance With Wolves was a famous film. Filmmaker was very successful. I really like this film. I learned about tribes. I learn about how American expanded their land, the culture of the Native Americans, and why Native American migrated to different places.

Dances with wolves was a good film to see. High school student and the students from other countries should go to see it to understand the history of the United States. That is very good story and easy for student understand.

Paper Four

Mei Mei's Essay: Comparing Immigration

Immigrants come from other countries. It is always difficult for them. When people want to have a better place to live, America is the top choice for immigrants. However, in the time period of 1880 though 1910, immigration was more difficult than it is today. Prior to the last century, the conditions for immigrants were hard. Their tenements were bad; they didn't have fair work; the kids didn't have chance to go to school. The immigrants also experienced different discrimination. Today, as an immigrant compared to them, I feel lucky I wasn't born at that period. I have a nice place to live with and I get free education. If I am sick, I can be cured for free as soon as possible. The advantages of inventions and technology make my life more fun. In both centuries, immigrants have the same reasons and same problems they had when they arrived in the United States.

It doesn't matter what century; people immigrated and left their own nations and came to a strange place. Mostly the immigrants come to America for the same reason. They came to find a better life and to make more money. There were some of immigrants that came to the United States, because their government made them feel unsafe. They wanted a freedom. Although people could find what they want in a new place, they also faced some problems. The first problem was with language. People need to learn different languages to communicate with people who could give them job

and pay them. Meanwhile immigrants suffered in many ways. People still **make fun of** people who come from different countries; they might **say bad words and trick them**.

During the years between 1880 and 1910, with industries increasing, more and more factories developed and innovated. The American economy grew. The growth provided opportunities for people who wanted jobs that attracted many people to come to this land. However, the population of immigrants grew too fast and there were not enough jobs for everyone.

People used to work in a really terrible working situations. People got hurt when they worked in the factories. Some of them died when there was big fire, because their elevator didn't work well and it was used as storage. When there were lots jobs, the wages were low. The immigrants only got sixteen cents an hour. People **couldn't have** good life. They only were able to live in very crowded tenements, which had no light, no running water, no windows, and no fresh air. Children in the early twentieth-century in a poor family would never ever let their **kids** go to school. **Kids** in immigrant families needed to work for their families. Even though they were just **kids**, people hired them to work on dangerous jobs with little payment. Ethnic discrimination was also **a big problem** for all immigrants. Some of established white people **didn't want** foreign workers, because they **didn't trust** them. Some thought immigrants were in a low class and they **couldn't work** for established rich white men.

Unlike a century ago, immigrants' lives are better. Today, we don't need to live in a nasty place. We all are able to rent nice apartments. There are enough rooms for our family and we have windows. The sanitation is great; people drink and use clear water. With technology development, people's lives get better. Immigrants can take airplanes to the United States instead of taking ships and climbing mountains. When they miss their family they can call them. The United States has many regulations that protect immigrants. There are minimum wage laws and limited hours of work allowed per day. Many people work for companies with life insurance and health insurance. Kids are luckier than the kids who lived a century ago. All the kids get free education from Kindergarten through twelve grades and kids can get free lunch in school. The United States also regulates all the businesses that hire people who are under age 16 or 18. The government also helps poor people with food stamps for poor immigrant families.

Over all, comparing the differences between 20th century and 21st century immigration. I'm happy I wasn't born in the early 1900s. As an immigrant today, I have a better life and I feel safe in the United States. I can get help from the government like medical care and free lunch in school. As a kid today, I have money to buy whatever I like, and I don't need to be worried about taking care of my family. I didn't need to work when I was little. I have better experiences than the immigrants of the past.

Paper Five

Abdul's Essay: Comparing the 1920s and the 1930s

The 1920 were a good time for Americans. It was a good time because women got the right to vote. Every thing was going well, until 1929 when the stock market crashed. That is when the Depression started. In the 1930s People were suffering. The two decades were very different.

The presidents of 1920s and 1930s were different. In the 1920 Presidents Collidge, Harding and Hoover were not very involved. In 1932 Americas had a new president his name was Franklin D Roosevelt. He was a really good president. People liked him because he did a lot of good things for the country for example he created a lot of good jobs for people and the economy grew up. The economy grew up slowly. President Franklin D Roosevelt was so loved by people that he was the only president who was elected a third term.

The economy in the 1920s was good. The women got right to vote. World War I was over. People were rich because they had invested money in the stock markets. People thought that stock markets would increase in the value. So they borrowed money from the banks and their money increased. People thought that the value of their money would increase. Then they run out of money because the people kept on borrowing from the banks. On October 24th, 1929. The stock market price fell. On October 29th, 1929 the stock market crashed. This period of time was called the Great Depression. It

is called the Great Depression because everybody ran out of money even the rich people Nobody was rich.

Even though the late 1920s was a horrible time. In 1932 president Franklin D Roosevelt was elected. And every thing started to get better. In 1932 President Roosevelt created new jobs for Americans who were unemployed. He also had New Deal for Americans. It was called the National Recovery Administration. It created an agency that made new jobs. It gave jobs to the Poor people. Another bill that passed was the Works Progress Administration. It was passed in 1935. It gave 4.8 billion to create jobs.

Even though the two-decades were different, there were still a lot of things that were the same like segregation. There was still segregation of the black people and white people. And when had right to vote in both decades.