

# Talk \*\* Write \*\* Learn

## Zoot Suit Riots

David Irwin

Language Development Opportunities LLC

[www.langdevopps.com](http://www.langdevopps.com)

[dave@langdevopps.com](mailto:dave@langdevopps.com)



## Overview

**Talk \*\* Write \*\* Learn** (TWL) is a lesson design that increase ELLs' access to the Common Core State Standards (CCSS). It uses the ELPA21 English Language Proficiency Standards (ELPS) as a pathway to make connections to the CCSS in Speaking & Listening and Writing. It begins with specific application of academic conversation, which leads students to write key elements of those conversations in organizers, and later in narrative or expository text.

## Procedure

Objectives:

- A Talk \*\* Write \*\* Learn lesson begins with a **content objective** that is based on the CCSS, and a **language objective** that is based on an ELPS standard

Academic oral language:

- Students receive some kind of common input through their own reading, reading to them, showing a video or other media presentation, or any other common experience
- The input is “chunked”, or divided into parcels so that students can ask questions and process the information throughout the reading or presentation
- Students are given specific language frames, or sentence stems, based on the language objective

Written response:

- Students record their responses to the input based on their conversations
- Responses are further organized into an expository form
- Drafts are crafted into a final product

Assessment:

- Students use Conversation Counter to collect tally marks on the frequency of their use of the frames
- They assess the quantity and quality of their written responses
- Final papers are evaluated for writing components based on standards, including ELPS

## ELPA21 English Language Proficiency Standards (ELPS)

The ELPA21 ELP Standards were adopted in December 2013 in a 10 state consortium. The states are Arkansas, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia. If you are not from one of those states, your state's version of ELP standards will give you a similar roadmap into your state's content standards, and can be used in the same way in the TLW lesson design.

### An ELL can...

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade-appropriate speech and writing

## Objectives

	Standards	Combined Objectives
Content	CCSS RI 10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	I will analyze causes and outcomes of the Zoot Suit Riots, and defend my analysis
		by
Language: S&L	ELPS 6 analyze and critique the arguments of other orally and in writing	making an oral presentation of my findings
		and
Language: Writing	CCSS W 10.1 Write arguments to support claims, using clear reasoning and relevant and relevant evidence. (more not listed here)	writing an opinion piece that develops my claim using supporting information and evidence.

<b>9-12.4</b>	<p><b>An ELL can . . .</b></p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> <li>• express an opinion about a familiar topic.</li> </ul>	<ul style="list-style-type: none"> <li>• construct a claim about familiar topics</li> <li>• introduce the topic</li> <li>• give a reason to support the claim</li> <li>• provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• construct a claim about familiar topics</li> <li>• introduce the topic</li> <li>• provide sufficient reasons or facts to support the claim</li> <li>• provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• construct a claim about a variety of topics</li> <li>• introduce the topic</li> <li>• provide logically ordered reasons or facts that effectively support the claim</li> <li>• provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• construct a substantive claim about a variety of topics</li> <li>• introduce the claim</li> <li>• distinguish it from a counter-claim</li> <li>• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim</li> <li>• provide a conclusion that summarizes the argument presented.</li> </ul>
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## The Frames

We will be using the conversation skills of *elaborating* and *supporting an idea with evidence*. The frames we will use are:

Can you elaborate on...?

Can you tell me more about...?

What I mean is...

I think that...

In my opinion...

It seems to me that...

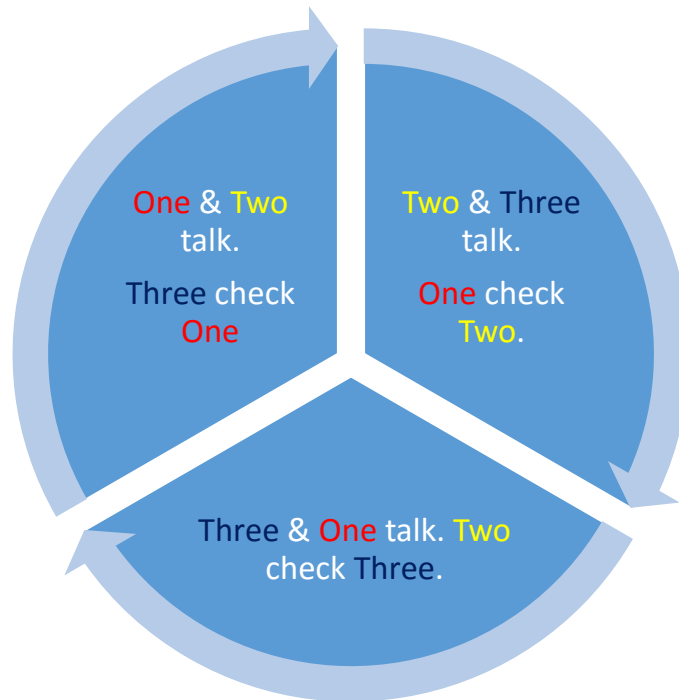
Can you give me an example from the text?

For example, ...

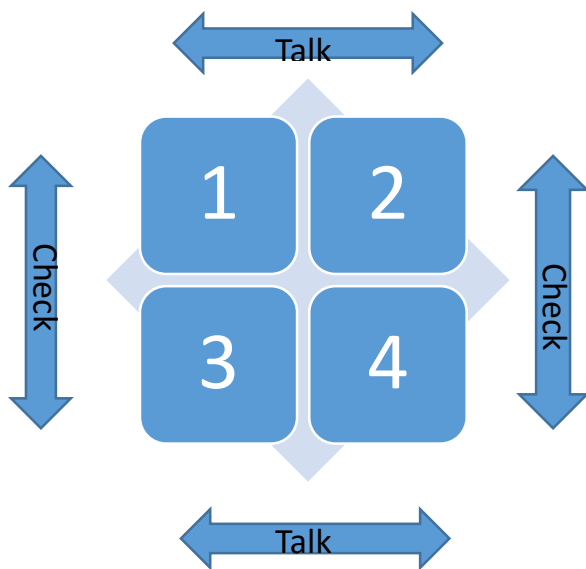
In the text (on page..) it said ...

## The Groupings

### Three Partners



### Four Partners



First round:  
1 & 2 talk; 3 & 4 score  
Second Round:  
3 & 4 talk; 1 & 2 score

# The Zoot Suit Riots

Name \_\_\_\_\_

## The Chunks

What are the styles (hair, clothes, language) in your high school?	<i>"The styles in my high school are..."</i>

Why do teenagers adopt certain styles in their groups?	<i>I think teens adopt certain styles because..."</i>

What are some of the noticeable parts of the zoot suit?	<i>A zoot suit has..."</i>



Why did the sailors and the zoot suiters mistrust each other?	<i>The sailors and the zoot suiters mistrusted each other because</i>

What were the causes of the Zoot Suit Riots?	<i>I think the causes of the riots were...</i>

Is there a “right” side? Can both sides have some legitimate claims? Are there more than two sides?	I think the _____ were right because... Both sides were right because... Both sides were wrong because... Here are some other considerations....

Are there conflicts between cultures today? Who is “advantaged”, who is “disadvantaged”? Who has power, who doesn’t? Does having power carry responsibility?

Make your claim with reasons. Partner, paraphrase what you hear.

### **Prewriting**

On the *PEAS organizer*, use your notes from all the chunks to organize your ideas.

- What factors contributed to the Zoot Suit Riots?
- Is there a “right” side? Can both sides have some legitimate claims? Are there more than two sides?
- Are there conflicts between cultures today?
  - Who is “advantaged”, who is “disadvantaged”?
  - Who has power, who doesn’t?
  - Does having power carry responsibility?

*NOTE: Subtopics or “points” are provided here to support ELLs in their first use of the strategy. This step will be scaffolded out later. Students are free to substitute their own points if their language is more developed.*

### **First draft(s)**

From the PEAS organizer, write your ideas in essay form: 5 paragraphs

*NOTE: Level 1 students complete one paragraph with assistance.*

### **Final Draft**

**Revise and replace** words and phrases to make your meaning clearer.

### **Presentation (optional)**

Students present their findings orally in groups, whole class, or video.



Introductory paragraph:

General background /context about the topic:

Thesis statement: must address all parts of the prompt AND take a strong position AND have a qualifier:

\_\_\_\_\_ because of the following points:

Point 1:

Point 2:

Point 3:

P 1:

P 2:

P 3:

E 1:

E 1:

E 1:

A of E1:

A of E1:

A of E1:

E 2:

E 2:

E 2:

A of E2:

A of E2:

A of E2:

S:

S:

S:

Conclusion: Restate thesis and points made, logically link to another time period or historical event:

## Conversation Counter

My Name \_\_\_\_\_

I'm Scoring \_\_\_\_\_

Date \_\_\_\_\_

Place a tally mark next to each talk move **your score partner** completes.

	I think that... In my opinion...
	Can you elaborate on...? Can you tell me more about...?
	For example, ... In the text (or video) it said ...
	So you think.... and your reasons are....

***Thank you and good luck! Call or email for a training in your district and/or model lessons in your school.***

David Irwin  
Language Development Opportunities LLC  
Vancouver, Washington  
[www.langdevopps.com](http://www.langdevopps.com)  
[dave@langdevopps.com](mailto:dave@langdevopps.com)  
360-903-0131

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