

Vocabulary Instruction

Graphic Organizers for Vocabulary

Graphic organizers help students to visualize the relationships between words and their possible meanings. Graphic organizers can be used with explicit vocabulary instruction or as classroom assessment for learning as they give teachers a quick look at students' vocabulary knowledge.

Students can be given a choice of doing these graphic organizers on paper or digitally. Both methods have their advantages such as the ability to add images easily to digitized notes. Student learning styles vary so some will remember words better by hand writing them while others will make more connections to the word browsing for meaningful images. Some good graphic organizers for vocabulary instruction are:

- **Knowledge Rating Scale:** Good for pre-assessment of vocabulary words. Students rate their knowledge of vocabulary words.
- **AlphaBoxes:** Personal word wall for students. Students can collect vocabulary words over a period of time.
- **Note Taking Chart:** Organizer for recording words, meanings and something that gives the word meaning such as an image
- **Verbal Visual Word Association:** Organizer for recording words, meanings, a visual that represents the word and a personal association to the word
- **Own the Word:** Organizer for recording words, meanings, independently written sentences using the words, and an image that gives the word meaning

You can find digital templates for these organizers on the [Digital Graphic Organizers in Google Slides](#). These can be provided to students to use in Google Slides or printed for students to write on in hard copy.

Structured Academic Controversy

By the time students reach adolescence, many believe that every issue comes neatly packaged in a pro/con format, and that the goal of classroom discussion, rather than to understand your opponent, is to defeat him. Structured Academic Controversy provides an alternative by shifting the goal from winning classroom discussions to understanding alternative positions. This teaching approach encourages students to argue for both sides of a controversial issue and ultimately come up with a balanced opinion about that issue.

- Students work in pairs to become familiar with one side of an issue, and then debate with another pair who has become familiar with the opposing side.
- Pairs switch “sides,” become familiar with the opposing argument, and debate again.
- Finally, the two pairs come together to discuss the strengths and weakness of each side of the argument, come to a consensus about their collective opinion and present that idea to the other quads.

This approach encourages students to consider all sides of an issue equally before formulating a final opinion.

What Makes a Good Structured Academic Controversy

Topic with two clear sides

Topic that is relevant to the curriculum

Topic that is interesting to students

Topic with a variety of resources

Steps

1. Organize students into four-person teams comprised of two pairs.
2. Each pair reviews materials that represent different positions on a charged issue, such as “Was Abraham Lincoln racist?”
3. Pairs then come together as a four-person team and present their views to the other pair.
4. Rather than refuting the other position, the listening pair repeats back what they understood. Listeners do not become presenters until the original presenters are fully satisfied that they have been heard and understood.
5. After the sides switch, the pairs abandon their original assignments and work toward reaching consensus. If consensus proves unattainable, the team clarifies where their differences lie.

Essential Questions

Civil War

- Was reconstruction effective at helping slaves transition into freedom?
- In what ways did the abolition of slavery indicate progress or decline for the life of African Americans?
- How do the Civil War photos of Matthew Brady illustrate issues of freedom and equality for Americans?
- How did the issues of freedom and equality affect the causes and outcomes of the Civil War and what evidence supports these conclusions?
- How does the film Lincoln (2012) enhance and distort the historical record about President Lincoln, the Civil War and freedom for slaves?
- How did American conceptions of freedom and equality change during and just after the Civil War period?

World War II

- How did technological advancements during the Great Depression and WWII contribute to the US being a more just society?
- How did the Great Depression and WWII contribute to, and present barriers to, the US being a 'just' society?

Cold War

- Can an ideological war be more dangerous than a physical war?

Greece

- How did Alexander the Great change the lands he conquered?
- How do Greek myths and literature still influence our world today?

Imperialism

- What rights do citizens of a colony have?
- Why do nations desire to expand their influence and control over other territories?

Industrialization

- During the era of industrialization, how did economic decisions affect changes in population distribution?
- How did urban planning change as populations increased?

Legislative/Executive/Judicial

- Which of the three branches wields the most power?
- What is the role of the Supreme Court in determining human and civil rights?
- Has the office of President become too powerful? How would the founding fathers react to the modern presidency?

Resources

Content

[Simple History](#)

Short animated videos on a variety of World and American History topics

[Reading Through History](#)

Short videos created by teachers in Oklahoma explaining various topics from World and American history. Including a playlist on the Cold War

[Wiki Junior: Ancient Civilizations: Greece](#)

A wiki from WikiBooks. The major ancient civilizations pages are 'completed.' Pages on the less studied ancient civilizations are still under construction but contain information. Could be used as a source of basic information on many ancient civilizations but could also be a project for students to do research and contribute information.

Primary Source Documents

[British Library Interactive Timeline](#)

This British Library timeline allows you to explore collection items chronologically, from medieval times to the present day. It includes a combination of texts: those that allow glimpses of everyday life, remnants of political events, and the writings of some of our best known historical and literary figures.

[Songs from World War II](#)

The era produced many songs from all over the world. Popular music is an often overlooked primary source that can engage students more than the traditional text analysis.

Maps

[Chronos](#)

A chronological atlas organizing information from wikipedia in a map format. Use the timeline slider to see available information on rulers, battles, artifacts, cities, etc. Map also can be set to show ruler, population, religion and/or culture as the timeline slider is moved.

[World Population History](#)

Interactive map and timeline organized around historical themes, health, environment, food, technology, and people. Map shows population distribution across the world according to date selected on timeline. Timeline also has basic information about key events from each theme.

[Time Maps](#)

Maps of the World at certain points in history with text information on what was happening in different locations at the same time.

Historical Thinking Skills

Multiple Perspectives Part I

It is not the who, what, when and where this is open to reinterpretation, but the meaning of those events, personalities and ideas.

Multiple perspectives is an approach that examines a historical event, person or idea through the lens of its participants. But make sure when examining multiple perspectives that you do not confront too many perspectives at once so that students do not get frustrated.

With multiple perspectives it is key to identify the author(s) of the primary source documents, their connection to the events and their ideological tendencies as that information allows students to understand when, why and for whom the source was created.

When students are analyzing sources for an examination of multiple perspectives it is important to provide them with a list of people involved. This helps students comprehend a written passage and identify people mentioned in a historical source.

A challenge of introducing students to the concept of multiple perspectives is to ensure that they do not just reject evidence because it promotes a particular perspective.

From Bruce Lesh, "Why Won't You Just Tell Us the Answer?"



Literacy Activity

Four Reads

When historians read primary documents, they read at many different levels, paying attention to argument, purpose, context, content and credibility. Students need to learn that reading a primary document is a different reading process. Breaking the "reading" process into different steps helps students learn this.

Before the lesson, choose a primary document that relates to the content you are teaching. Read the primary document yourself. Underline the author's main argument and supporting evidence. Make notes in the margins about the author's purpose and the argument's credibility. Write questions that you have about the document.

With each of these steps, make a mental note of your thinking processes so you can model these for students later.

First Reading: Reading for Origins and Context

In this reading, ask students only to read the top of the document, where usually title, author, place, and date are provided. The point here is to note and make some sense of the information about the document's origins.

Why does this matter? Why is the person significant? Why is the date or period significant? Why is the place significant? Why is the context significant? What background information do I know about any of these?

Second Reading: Reading for Meaning

In this reading, ask students to read the body of the text. They should read through the text to understand the author's main idea and to get a sense of the document as whole. Ask students to underline only the sentence or phrase that best captures the author's main idea.

Third Reading: Reading for Argument

In this third reading, ask students to read through the body of the text again. This time students are reading to examine how the argument is constructed. Students should underline any support for the argument and write in the margins next to the underlined support.

What assertions, evidence, or examples are used to support or give credibility to the author's argument?

Fourth Reading: Reading like a Historian

In this reading, ask students to go into the text one last time. Students should write in the margins as they read to answer key questions.

Given the author of the document, what bias or perspective might be expressed? How does that shape our understanding of the argument? Given the date of the document, what is the document responding to or in dialogue with? Given the place and audience of the document, how is the argument shaped to be effective?

Professional Development

EU in NC Study Tours

On January 25-26, 2018, CES will host a study tour open to K-12 educators.

The two-day study tours includes meetings, discussions, and interactive sessions with faculty experts on European and EU studies as well as with practitioners in the Triangle. Additional sessions are held on integrating content learned into the classroom.

2018 study tour participants will be able to receive certification of two continuing education credits and approximately 20 hours of professional development provided they complete the post-tour lesson plan and module creation.

Hotel accommodations and some meals will be provided to selected applicants for the nights of the conference – participants will be contacted with more details if selected.

[See the 2018-2019 study tour program](#)

[Apply on the UNC CES Website](#)

Integrating Technology

Historical Figures Trading Cards

Creating trading cards is a creative way for students to show what they know about specific historical figures. These trading cards can also be used for review before an exam or to play simple games in class such as Who Am I or 20 Questions. Games such as these are great brain breaks or activities to use for when class ends a few minutes early.

Trading cards can focus on themes such as significant innovators or chronology such as important figures in the Civil Rights Movement.

Creating trading cards requires students to research or recall facts about the person and consider the person's historical significance as well as the effect that person has had on history.

Tools for Making Trading Cards

Publishers

Pages

Keynote

[Trading Card Creator from ReadWriteThink](#)

Historical Images

[National Archives](#)

[Spartacus Educational](#)

[Fordham Univ. Multimedia](#)

[LIFE Photo Archive](#)

[Library of Congress](#)

[Wikimedia Commons](#)

Try Out Google Maps Games

[Where is....](#)

Players must drop a pin on the stated city. Points are deducted for distance from correct location. Good activity for students to do as a bell ringer or at the end of class when there are a few minutes left before the bell rings.

[GeoGuessr](#)

Players are shown an image from street view and must infer what is the location. Points are given based on proximity to actual location.

Don't forget to check the [Secondary Social Studies Webpage](#) for announcements & current Professional Development opportunities