**CAL Webinar**

**The World Around Us: Social Studies, Geography and Language in the Home**

**Webinar**

May 15, 2020

CAL Professional Development Team
solutions@cal.org
@CAL_Linguistics
#languageapplied

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**Introductions**

- You've been granted a virtual tour of your favorite place in the world.
- If you could travel anywhere virtually right now, where would you go?
- Let's add some fun: make sure to indicate if you're N-S-E-W!

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**Participation in Today's Webinar**

- Make sure your also set up for computer audio, so can best hear us.
- Please keep your mics on **MUTE**.
- Enter your questions/chat participation in the Questions box.
- We will respond to as many as possible to make them visible to all.

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**Webinar Series Registration**

http://cal.org/resource-center/freeresources

** Archived Webinars**

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Introductions

- So where would you like to be?
- Don't forget to add your directions of N-S-E-W

Chat

Agenda

- Introductions
- Educator Voices
- The language of Social Studies
- Social Studies & Geography activities
- Brainstorming session

Goals and Objectives

- Content objectives
  - We will present and brainstorm resources and activities that promote interactive social studies concepts and language.

- Language objectives
  - We will talk and chat about how to promote social studies & geography skills and language development in the home.

EDUCATOR VOICES

Distance Learning

1. Direct Instruction and Modeling
2. Discussion
3. Research and Exploration / Collaborative Tasks
4. Practice and Review
5. Assessment
6. Classroom Community
7. Parent Communication
1. Direct Instruction and Modeling
- Mini Lesson to explain
- Think Aloud
- Recording Lessons
- Asynchronous and Synchronous Sessions
- Office Hours – Re-Delivery Small Group

2. Discussion
- Google Classroom posts
- Flipgrid – as turn and talks
- Office Hours
- Breakout Groups

3. Research and Exploration
- Collaborative Tasks
- Storyjumper
- Google Slides
- Google Docs
- Quizlet
- Kahoot
- Nearpod

4. Practice and Review
- Quizizz
- Kahoot
- Quizlet
- Formative

5. Assessment / Reflection
- Project Assessment
- Flipgrid presentation
- Google Forms
- Formative
- Share with class / Explain

6. Classroom Community
- Talent show
- Jokes
- Tongue Twisters
- Share / Show and Tell
- Question of the day
- Lunch Bunches
7. Parent Communication

- Elaboration about expectation
- Weekly Email
- Checklist
- Questions parents can ask students
- Office Hours
- Survey
- Parent and Student training sessions
- Meeting set up
- Resources

THE LANGUAGE OF SOCIAL STUDIES

What Does this Word Cloud tell us about Social Studies?

Chat

Social Studies Language Tells Us a Story

Historical Accounts
Sources of Information
Historical Recount
Political Cartoons
Historical Explanations
Chronology
Conflicts & Responses
Political Science
Geographic Arguments
Analysis

Take into consideration...

- Some of the challenges that teachers face when helping English learners master social studies content are:
  1. **Background knowledge** ELs may not have the same background knowledge that their peers have or that textbook authors take for granted.
  2. Difficulty learning from textbooks. In social studies texts, facts and details are often condensed and authors often omit the type of concrete or anecdotal detail that can help ELs relate to unfamiliar concepts from their own experiences. Textbooks often contain a high concentration of new and complex vocabulary or sophisticated sentence structure.
  3. Difficulty learning from lectures. Some ELs find it difficult to understand different teachers’ accents and pronunciations. Others may have lived in the U.S. too short a time to have developed sufficient listening skills. Social Studies vocabulary plays various roles depending on the context. Using words from idioms, political cartoons, or vernacular to the academic style is tricky.

4. **Different perspectives** - ELs bring their own valuable and important experiences to the classroom. Often those experiences can be connected to the content in meaningful ways; however, if different points of view or ideas aren't expressed or identified, students will miss key concepts and ideas in the lesson.

5. **Academic language and vocabulary** ELs must learn the academic language and vocabulary needed to comprehend and produce new content — all while learning the new content and concepts at the same time!

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**Language–Content–Task Framework in Soc. St.**

Adapted from: Snow, D.J. (2000). The Academic Language of History & Social Studies

**Language–Content–Task Example**

Topic: American Revolution: Colonists strike back

**Task**

- Analyze charts & graphs identifying imports of tea and other supplies
- Change past tense in discussion and written summary of the Boston Tea Party as if writing a newspaper article during the event
- Annotate vocabulary in reading

**Social Studies Content**

- SQP2RS Activity for reading on Boston Tea Party

**Language**

- Interpret data in historical context
- Create Readers’ Theater Roleplay

**Transition Words and Phrases**

- Transition words and phrases:
  - signal relationships between ideas
  - help readers understand the logic of how ideas fit together
  - are used in persuasive and argumentative writing

**Poll #2**

- How much social studies are you adding to your home lessons?
  - A great deal, through hands-on activities and reading
  - Some, though hands-on activities and reading
  - Mostly through online videos or apps.
  - I've added a little social studies to our discussions
  - Not really adding social studies into our lessons

**SOCIAL STUDIES AND LANGUAGE ACTIVITIES**
Google Lit Trips

A collection of immersive 3D literary field trips where students virtually become traveling companions with characters in stories commonly taught in grades Kindergarten through high school.

Google Lit Trip

- One-Time Only Google Lit Trip Member Registration
  - Go to the Google Lit Trips website: [https://www.GoogleLitTrips.org](https://www.googlelittrips.org)
  - Upon submitting your registration an automated confirmation email from GLT Global ED
  - A donation is NOT necessary to request a Lit Trip
- Requesting a Google Lit Trip
  - Grade level groupings are approximations. You may find titles of interest in the grade levels just above or below the actual grade level you teach.
  - After you requested a Lit Trip, click on the automated email from GLT Global ED. Google Earth will automatically open your requested Google Lit Trip ready to present

Nearpod Virtual Reality Field Trips

- ¡Vamanos à Peru!

Oral History Using Apps

- Have students select a family member to interview as well as a time period/topic.
- Have students research the time period/topic and write 7-12 questions, depending on their grade levels.
- Have students or the interviewee share artifacts and pictures to amplify the discussion.
- Have students interview their family members via phone, conference platforms or other apps.
- Mini-lessons may include:
  - Selecting sources about the time period/topic.
  - Developing open-ended questions.
  - Asking follow-up questions.

Sample Topics

- World events
- Family immigration stories
- Joyous family news or celebrations
- An activity from childhood, adolescence, or young adulthood
- Best friends at various times in life
- A scary time and how you got through it
- Changes in technology throughout life
- Career decisions
Oral History Brainstorming Sheet

StoryCorps Suggested Questions

GRANDPARENT QUESTIONS:
1. Where did you grow up?
2. What was your childhood like?
3. Who were your favorite relatives?
4. What was your mom/dad like growing up?
5. Do you remember any songs that you used to sing to her/him? Can you sing them now?
6. What is the worst thing she/he ever did?
7. What were your parents like?
8. What were your grandparents like?
9. Are you proud of me?

What is a good question about living through the COVID-19 pandemic?

StoryCorps Questions

COVID-19 PANDEMIC QUESTIONS:
1. How has living through this experience made you feel?
2. Are you afraid? What frightens you?
3. What has given you comfort and hope during this time?
4. What has been the most challenging part of this experience?
5. What is the toughest part of your days right now? The best?
6. What’s the biggest way your life has changed because of the pandemic?
7. Is there someone you can’t see right now who you really wish you could?
8. How is this experience different from other historical events you’ve lived through?
9. If you could ask anyone from your life, living or dead, for advice on getting through this, who would it be and what would you ask them?
10. Do you or have you had COVID-19? What is/ was that experience like for you?
11. What memory of this time do you think will stay with you?
12. Has this experience changed you? If so, how?
13. What have you learned from this experience?
14. Who do you most worry about in your family or circle of friends right now?
15. If the quarantine ended tomorrow, what’s the first thing you’d do?
16. Is there anything you want to say to one given what we’re living through at this moment?

StoryCorps Questions


Other Family History Apps

- StoryCorps
- Treelines
- Twile
- FamilySearchMemories

HANDS-ON FUN

Family Language Tree

- Activities
  - Interview family members about the languages they speak or learned
    - What language(s) did they acquire/learn?
    - Why did they learn/acquire the language(s)?
    - How did they use the language(s)?
    - What was their proficiency levels of each language acquired/learned?
  - Create a family language tree using a family tree template
- Extension Activities
  - Create a family history report, scrapbook, audio book, website to share with family and classmates
  - Create a map with pins to track the languages or the places where your family members acquired the language
Family Language Tree Example

Play Risk to Learn Geography

Play Risk to Learn Geography – Simplified Rules

Materials

- Table top map of your choice
- Player tokens of different colors representing army troops
  - If 2 are playing, each gets 50 troops
  - If 3 are playing, each gets 35 troops
  - If 4 are playing, each gets 30 troops
  - If 5 are playing, each gets 25 troops
- Set of cards naming each continent, country, or territory depicted on the map. If you are including waterways, you might want to add tokens for navel vessels and cards depicting the waterways.
- 5 dice – 3 of one color (i.e. red) 2 of a different color (i.e. white)

Tokels can be any available materials: game board pieces, dried beans, Legos, pieces, bingo chips, jacks, clay balls or shapes, colored card stock. Anything to take up space.

Roll one die. Whoever rolls the highest number takes one token from his or her pile and places it onto any territory on the board, claiming that territory.

Continue in this way until everyone has run out of tokens. There is no limit to the number of tokens you may place onto a single territory.

After all territories are claimed, each player in turn places one additional army onto any territory he or she already occupies.

The defender will roll either 1 or 2 white (other colored) dice. To roll 2 dice, he or she must have at least 2 armies on the territory under attack.

You, the attacker, will roll 1, 2 or 3 red (colored) dice: You must have at least one more army in your territory than the number of dice you roll.

Compare the highest die each of you rolled. If yours (the attackers) is higher, the defender loses one army from the territory under attack. But if the defender’s die is higher than yours, you lose one army from the territory you attacked from.

Winner is the person who wins the most territories.

Geography Twister

Need: A large map and a spinner

Each player spins 2x. First time for location, the second time for the body part. Then find and label a globe or blank map.

Create a time capsule!

- We are living a time that will be historically significant!
- Encourage learners to view this period from the perspective of the future.
- What represents this time for them?
Create a time capsule!

- Consider
  - Time-frame: when do you want this discovered?
  - Audience: who is this for?
    - You?
    - Future generations of your family?
    - Future class at your school?
    - Unknown future person?

- Brainstorm items to include
  - Non-perishable
  - Representative
  - Personal
  - Appropriately sized
  - Put paper inside plastic sleeves or bags

Create a time capsule!

<table>
<thead>
<tr>
<th>Item</th>
<th>Significance</th>
<th>Name (if chosen)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabric scrap from sewing a mask, might include a label in a bag</td>
<td>Making masks is important at this time but has never been important to me before. I don’t want to include a mask because we need them!</td>
<td>Kate</td>
</tr>
<tr>
<td>A sticky note reminder to join a distance learning class</td>
<td>We can’t be together in class and this represents distance learning</td>
<td></td>
</tr>
</tbody>
</table>

Create a time capsule!

- Write a letter to include
- Support your learners:
  - Write a letter together
  - Provide a word bank from words you’ve brainstormed together
  - Provide a model letter
  - Provide a script to follow

Create a time capsule!

- Speak: explain your items for inclusion
- Support your learners:
  - Provide sentence frames
    - I included ___ because ___.
    - ____ represents this time to me because ____.
    - ____ is important to me because ____.
    - In the future, I want people to know ___ about this time.
  - Provide labels or names for items

Create a time capsule!

- Decide where you will “bury” your time capsule
  - Outdoors with a marker
  - Inside in a tucked away place like a closet or a storage space
- Use an appropriate container
  - Metal or glass are best for outside
  - A sturdy box could work for inside
Create a time capsule!

- Reflect on experience with a multi-media presentation:
  - Flipgrid video
  - Google slide presentation

Listing of Resources

- Mr. Donn Social Studies Website
  https://www.mrdonn.org/
- Geography games
  https://www.littlepassports.com/blog/educational/6-geography-games-make-learning-fun/
- Nearpod: https://nearpod.com
- National Geographic:
  http://www.nationalgeographic.org/education/student-experiences/explorer-classroom/sessions/
- Google Lit Trips
  https://www.GradeLitTrips.org
- Facing History and Ourselves (Journaling during the pandemic):

Your Turn

- Which activities would you like to adapt and use from home?
- What science activities or resources have you been engaging in with your students or kids?

Upcoming Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 19, 2020</td>
<td>Foundations of Dual Language Education</td>
</tr>
<tr>
<td>May 26, 2020</td>
<td>CAL SIOP for Dual Language Programs: A Focus on Scaffolding for Students Learning in Two Languages</td>
</tr>
<tr>
<td>May 29, 2020</td>
<td>Family and Community Wellness: Supporting Health and Learning in Summer 2020</td>
</tr>
</tbody>
</table>

http://cal.org/resource-center/freeresources

Other Online Learning Opportunities

- CAL’s self-paced asynchronous courses:
  - Academic Literacy Development for English Learners
  - Foundations of Literacy: The Nature of Reading
  - Fundamentals of Sheltered Instruction: Featuring the SIOP Model
  - Register now! Building Background and Comprehensible Input: CAL SIOP Essentials
    http://www.cal.org/what-we-do/online-courses
  - All courses are ~ 5 hours of course time
  - After completion, participants receive a CAL Certificate of Completion that can often be used to obtain continuing educational credits from your school or district.

CAL SIOP Training of Trainers: Now Online!

- Join us for a flipped classroom experience with asynchronous and synchronous learning, leveraging best practices in online learning and instruction.
  - CAL SIOP TOT: Foundations
  - CAL SIOP TOT: Advanced Coaching Strategies

Questions? Email solutions@cal.org
Thank You

- View this webinar and download the handouts on our CAL Resources page: [http://www.cal.org/resource-center/freeresources](http://www.cal.org/resource-center/freeresources)
- Join us Friday, May 29th 3-4pm EST: Family and Community Wellness: Supporting Health and Learning in Summer 2020
  - [https://attendee.gotowebinar.com/register/7995907348703631373](https://attendee.gotowebinar.com/register/7995907348703631373)

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