



CREATE Update: *Social Studies*

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Overview

Big Idea—CREATE Social Studies: *What we did, what we learned, and where we are going.*

1. Describe instructional practices associated in improved outcomes in content knowledge and vocabulary acquisition for 7th grade English learners.
2. Demonstrate how above strategies were integrated in materials for 6th and 8th grades.
3. Share lesson design and strategies.
4. Discuss and link materials to participants' setting.

Original Study Purpose

- Address specific challenges in the education of English language learners in 7th grade social studies classrooms.
- Examine the efficacy of incorporating English-as-a-second language enhancements, such as incorporating visuals and pairing students purposefully, into traditional instruction.

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Most English language learners confront the challenge of learning on grade-level curricula in a new language at the same time they are learning that language. This is not only difficult for the students themselves but also for their teachers, few of whom have had specific professional development on effective approaches for delivering content instruction to students who are not proficient in the language of instruction.

The goal is to enhance knowledge acquisition and vocabulary/concept learning through systematic practices associated with improved outcomes for ELLs in middle school content classes.

The Social Studies Intervention

- Overarching activities:
 - focus on big idea and concept learning
 - use of peer mediated learning
 - provide opportunities for student discourse
 - use SIOP Model as framework for lesson design and delivery (integrated studies 1-2)

Evidence-Based Intervention Components	SIOP Echevarría, Vogt & Short, 2008
<ol style="list-style-type: none">1. Explicit vocabulary/concept instruction.1. Strategic use of video and purposeful discussion to build concepts.1. Use of graphic organizers and writing to build big ideas.1. Use of peer pairing.	<ul style="list-style-type: none">• Content & language objectives• Lesson preparation• Building background• Comprehensible input• Strategies• Interaction• Practice/application• Lesson delivery• Review and assessment

Participants and Settings

	<i>Study 1</i>	<i>Study 2</i>	<i>Study 3</i>	<i>Integrated Study 1</i>	<i>Integrated Study 2</i>
# Middle Schools	2	2	3	8	8
N	381	507	740	2,042	1,928
%EL	>30%	>30%	>30%	>30%	>30%
% Free/Reduced Lunch	>50%	>50%	>50%	>50%	>50%
# Social Studies Teachers	4	4	7	18	21

All studies took place in Central Texas in urban or near urban schools.

Summary of Findings (2006-2012)

- Treatment classes benefited from the instruction they received and outperformed the English learners in the comparison group on the researcher-developed vocabulary and comprehension measures.
- Students in treatment who were English learners gained academic vocabulary at the same rate as students who were not limited English proficient.

A strong rationale exists for implementing this instructional practice since it universally benefits all students in the class.

Update

- Extend previous work into social studies curriculum designed to include grades 6 and 8, plus updates to grade 7 materials
 - grade 6 = world history
 - grade 7 = Texas history
 - grade 8 = American history
- Test the efficacy of newly developed materials to see if effects transfer across grade levels

Topic		Lesson #
<i>Big Idea:</i>		
Standards		
Lesson Topic		
Objectives		Key Vocabulary
CONTENT—Students will:		<ul style="list-style-type: none"> • 3-4 words
<ul style="list-style-type: none"> • 		
LANGUAGE—Students will:		
<ul style="list-style-type: none"> • 		
Materials		Preparation
<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> •
Motivation (Engagement/Linkages)		5 min.
Presentation		20 min.
Vocabulary		(10 min.)
<ul style="list-style-type: none"> • Introduce today's vocabulary 		
Teacher-led or Peer-Paired Reading:		(10 min.)
<ul style="list-style-type: none"> • State the big idea. • Preview. • Read the questions. <ul style="list-style-type: none"> — <i>Who are</i> • Model thinking aloud. • As you read, demonstrate how to generate different types of questions. 		
Practice		6 min.
Review/Assessment		10 min.
<ul style="list-style-type: none"> • Students contribute their answers in a whole-class discussion. 		

1. Explicit vocabulary/concept instruction

- What we did
- How to do it
- Practice and links to participants

What we did

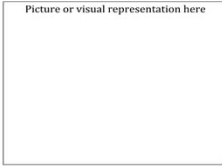
1. Select 3–4 vocabulary/concepts to pre-teach.
2. Explicitly teach the vocabulary/concepts.
3. Pair words/concepts with visuals.
4. Provide multiple exposures and practice opportunities with vocabulary/concepts.

vocabulary/concept

(cognate or Spanish translation)

Student friendly definition:

Picture or visual representation here



Synonyms:

1-2 Sentences using the word:

- 1.
- 2.

Turn and Talk

-
-

Vocabulary
The Mexican War, Lesson 1

boundary
(*limite*)


Cognate/translation

Pre-selected vocabulary

Student friendly definition

A fixed line that separates one thing from another
(e.g., countries, regions, states, etc.)

Picture/visual



Synonym: border

Synonyms

Sentences using word

Mexico claimed that the Nueces River marked the **boundary** between Texas and Mexico.

The **boundary** between Mexico and the United States is shown on the map.

Turn and Talk

- People use different things to mark a boundary. Think about your neighborhood. Where can you find a boundary that separates one thing from something else?
- What has been used to mark the boundary of your school's property?

Opportunities for student interaction

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Learning Log
The Mexican War, Lesson 1

Vocabulary: boundary, claim, declare, dispute

Word	Meaning	Synonym(s)
(límite)	A fixed line that separates one thing from another (e.g., a country, region, state, etc.)	
(demanda, reclamación)	Insist that something is correct without providing proof	
(declarar)	Announce something publicly or officially	
(dispute)	A disagreement or argument about something between two or more people/groups	

Examples of Use:
(fill in the blank with the appropriate vocabulary)

Texas _____ that the Rio Grande was the correct border between Texas and Mexico.

The United Nations is an organization that helps resolve international _____.

Mexico said that the Nueces River marked the _____ between Texas and Mexico.

The United States _____ war on terrorism after 9/11.

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Work together with group to fill in the blanks.

How to do it

1. Review content curriculum documents and standards.
2. Consider students' English language proficiency levels.
3. Plan collaboratively.
4. Review and attend to content vocabulary across content areas.
5. Select words strategically (both content and general academic).





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1. Unfamiliarity
2. High utility across subject areas

English language proficiency levels



<p>Advanced High Can handle grade-appropriate English with minimal second language acquisition support; limited English does not stand in the way of academic achievement</p>	
<p>Advanced Can handle grade-appropriate English, although ongoing second language support is needed</p>	
<p>Intermediate Limited ability to function in English in social and academic settings; can understand and use simple language structures and high-frequency English in routine contexts</p>	
<p>Beginning Little or no ability to function in English in social and academic settings</p>	

Choosing words to teach

Beck, McKeown, and Kucan, 2005

Tier 1 words are the most basic words that the majority of students know
Examples: state, past, war

Tier 2 words are high-frequency words that are critical for content understanding
Examples: annexation, colonist, emancipation

Tier 3 words are not frequently used across a variety of domains
Examples: nullification, status quo

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To begin thinking about which words are important to teach it is helpful to think of Beck's tiered words. Beck, McKeown, and Kucan outline teaching vocabulary based on learning "tier two" words—words that are not overly familiar, nor overly rare. Tier two words are found frequently across many domains and thus have the potential for greater impact on students' reading comprehension. Most of the words we've chosen are words from passages students will read or words/concepts heard in video clips.

We've also chosen Tier 1 and 3 words that are unknown to ELLs and that are key to the comprehension of content and readings.

What words would you directly teach?

From National Colonization Laws...

Mexico's leaders wanted more Mexicans to live in Texas. If Texas were heavily populated with Mexicans, the United States would be less justified in claiming Texas for its own. However, not enough Mexicans wanted to move to Texas. The risk of living near hostile Indians was too great.

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Here is a text taken from a Texas History Book. This might be something teachers assign to students to read in order to formulate reasons for why Mexico agreed to open up Texas to colonization.

Practice selecting some of the words above that you might need to pre-teach. Pick out 2 words. Be prepared to share your rationale and if you categorize your selections as tier 2 or tier 3 words.

Allow time for sharing and provide feedback.

Ex. Populated (tier 2—will come up in math, students may be familiar with population, or populating cells as in a spreadsheet, also tier 2 justify—again may be familiar with justifying their opinion or the reason for choosing a particular formula in math)

2. *Strategic use of video and purposeful discussion.*

- What we did
- How to do it
- Practice and links to participants

What we did

1. Locate short video segments that support the topic.
2. Introduce the video clip (can be before or after students have assigned text on the topic).
3. Preview what students will watch in the video and set the purpose.
4. Play video clip.
5. Conduct a brief discussion about the video (both pair and whole class discussion).



Video: "Treaty of Guadalupe Hidalgo"

Introduce the video.

- *As we have discussed, the Mexican and U.S. governments signed a treaty as a way to peacefully settle the ongoing disagreement and fighting over land. As you watch the video, think about whether there's a shift in power to either country and focus on these questions: **What land was Mexico fighting for?***

With the treaty, what two options did the Mexicans living in the Rio Grande have?

- Students watch the video clip.
- They may discuss the answer in their pairs and record their response.
- Teacher summarizes the video, highlighting the questions above by using a few responses from the students.

How to do it

1. Review content curriculum documents and standards.
2. Plan collaboratively.
3. Review and attend to big idea of the lesson.
4. Select video segments strategically.

1. Unfamiliarity
2. High utility across subject areas

3. Use graphic organizers and writing to build big ideas

- What we did
- How to do it
- Practice and links to participants

What we did

1. Conclude a lesson by asking students to complete a graphic organizer or some other brief activity that connects reading to writing through description, explanation, comparison, or summarization of important information covered in the lesson.
2. Bring the whole class back together, tying the conclusion of the lesson back to the content and language objectives presented at the beginning of the lesson.

REVIEW/ASSESSMENT

Today we have read about and discussed two battles in the Texas Revolution. Our main focus is the different people involved in this war and their reasons for fighting.

With your partner, you will discuss the people you read about today and how their actions pushed forward the revolution. In your graphic organizer, for each group of people write how their actions pushed forward the revolution and how the battles helped or hurt each group of people fighting.

We will discuss this as a whole group before today's dismissal.

- Students write their responses on their graphic organizer.
- Students contribute their answers in a whole-class discussion.

Review/Assessment:

Battles of Gonzales and Goliad

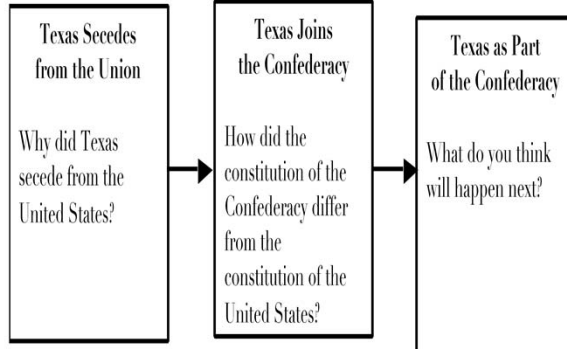
	Texas settlers	Mexican government
How did actions of the groups involved push forward the revolution?		
How did these battles help or hurt the groups of people fighting?		

REVIEW/ASSESSMENT

Today we read about the disputes between the North and the South. We know that the states thought their differences were so great that there could be no compromise, only war. So the southern states decided to secede from the United States and form the Confederacy.

- Discuss the events that led to Texas joining the Confederacy.
- Ask students to write their responses to the questions on their graphic organizer.

Students contribute their answers in a whole-group discussion.



How to do it

1. Review big idea, content and language activities.
2. Develop review/assessment activity to support comprehension through writing. Activity should assist students to organize ideas and information and to describe or support important information needed to understand the big idea.
3. Introduce writing activity and explicit procedures for completing it. Student then collaborate with their assigned partners on what kinds of information to include in this task, although each student is to individually produce a final product.
4. Once completed, bring the whole class back together and wrap-up the lesson and check for understanding.

4. Structured peer-pairing

- What we did
- How to do it
- Practice and links to participants

What we did

1. Used peer-assisted learning to actively engaged students.
2. Provided many opportunities for students to respond and to receive immediate feedback working with a partner to think, read, discuss, and write about lesson topic:
 - vocabulary/concept turn & talks
 - partner reading
 - generate and answer questions
 - review

How to do it

1. Pair students according to reading and language proficiency.
2. Rank order students according from highest to lowest.
3. Assigned partners, ideally pairing the highest scoring EL with the highest scoring non-EL and continuing until all students have a partner that can support them.

1. Unfamiliarity
2. High utility across subject areas

Concluding Remarks

- This intervention was developed to address the instructional and language needs of ELs, however, students who were not limited English proficient in the intervention classes also benefited.
- This finding is relevant for teachers who have both ELs and non-LEP students in their classrooms and who may be concerned about the possible detrimental effect for other students of instruction that targets second language learners.
- If effective instructional practices for ELs also benefit monolingual students, teachers have a strong rationale for implementing the instructional practice.
- English learners in the comparison condition made the least gains and lagged behind all other groups on both the vocabulary and content comprehension measures, providing further support for interventions such as the one in our studies.