

Building Academic Vocabulary

Listed below are some important terms that identify many of the key concepts in World History & Geography 1500a.d. to Present. This list should be viewed as basic list of critical terms. There are many other terms that are important for students to know that are not on this list. It should serve as a starting point for teaching important terms in this course.

World History & Geography 1500a.d to Present

Absolute Monarch
Alliance
Civil disobedience
Cold War
Colony
Communism
Containment
Democracy
Depression
Developed/developing nation
Dictator
Diffusion
Enlightenment
Exchange
Genocide
Imperialism
Independence Movement
International organization
Isolationism
Market
Militarism
Nationalism
Natural Resources
Political Party
Raw Materials
Reform
Religious Toleration
Revolution
Self-determination
Standard of Living
Treaty
Unification
Urbanization

Instructional Example for: **Revolution**

STEP 1 – Teacher provides a description, explanation, or example of the new term.

A. Explanation of the term: The word **revolution** means a sudden change. An example might be the overthrow of a ruler or government. The word **revolution** is also used to describe a complete change or innovation in the way something is done.

B. Read Aloud

Select a short passage to highlight a target vocabulary word. This is effective since the word is used in context. Read aloud instead of students reading in a “round robin” format. Students tend to be overly concerned about pronunciation and do not focus on understanding. A teacher “read aloud” provides students with a risk-free opportunity to experience language. The printed text should be made available to the students via an overhead or a copy of the selection.

“Read alouds” can be used as stage setters, transitions and for closure. The reading can be selected from traditional, mainstream literature but should be augmented with multicultural literature. A variety of sources can be used such as primary sources, urban legends and news articles. This will build content knowledge and also provide content challenge.

For the example below, read the text aloud to the students while projecting the image. Provide a handout of the text to each student.

The Account of J.G. Millingen an English Witness of the French Revolution

The process of execution was also a sad and heart-rending spectacle. In the middle of the Place de la **Revolution** was erected a guillotine, in front of a colossal statue of Liberty, represented seated on a rock, a Phrygian [soldier’s] cap on her head, a spear in her hand, the other reposing on a shield. On one side of the scaffold were drawn out a sufficient number of carts, with large baskets painted red, to receive the heads and bodies of the victims. Those bearing the condemned moved on slowly to the foot of the guillotine; the culprits were led out in turn, and, if necessary, supported by two of the executioner’s valets,.. but their assistance was rarely required. Most of these unfortunates ascended the scaffold with a determined step - many of them looked up firmly on the menacing instrument of death, beholding for the last time the rays of the glorious sun, beaming on the polished axe; and I have seen some men actually dance a few steps before they went up to be strapped to the perpendicular plane, which was then tilted to a horizontal plane in a moment, and ran on the grooves until the neck was secured and closed in by the moving board, when the head passed through what was called, in derision, la lunette republicaine [the Republican toilet seat]; the weighty knife was then dropped with a heavy fall; and, with incredible dexterity and rapidity, two executioners tossed the body into the basket, while another threw the head after it. (Thompson, J.M., *English Eyewitnesses of the French Revolution*, Oxford: Blackwell, 1938)



(*An Execution, Place de la Revolution*, Pierre-Antoine Demachy)

STEP 2 – Students restate the description, explanation, or example in their own words.

Students describe ***revolution*** in their own words. These may be drawn from personal experience such as the change from CDs to ipods or from desktop computers to PDA (personal digital assistant). Some students may have experienced political revolutions in their native countries such as Zimbabwe, Sierra Leone or Venezuela. This can be done verbally or in writing.

STEP 3 – Students create picture, symbol, or graphic representation of the term.

After approaching the term linguistically, creating a non-linguistic representation requires students to process information in new ways. Students should not overdraw – these are supposed to be quick and simple representations. You might consider referring to these as “quick-draws.” It is critical for the teacher to model this and allow for practice. At first, students can be allowed to work together. These drawings can also be added to over time. The “representation” can be a sketch of the actual thing (diameter = a circle with an arrow), or a symbol (scales for justice). For the term ***revolution***, student representations might include drawings of changing technology, a sketch of the Declaration of Independence with John Hancock’s signature or a person “throwing away” the king or a monarch’s crown.

STEP 4 – Engage students periodically in activities that help them add to their knowledge of the term.

Students will read and analyze a wide variety of sources for the term revolution. The concept of revolution appears throughout the WHII curriculum (Commercial, Scientific, French, South American, Agricultural, Industrial, Russian, etc).

For example, students studying the French Revolution may encounter sources such as first-hand accounts like Millingen’s in the sample read-aloud, political cartoons, art work, The *Declaration of the Rights of Man and of the Citizen* (1789), secondary source readings or video clips of the events of the revolution. Later, when they study other examples of revolutions and encounter sources specific to the content, their understanding of the term may be refined. Students should be given the opportunity to revisit their initial descriptions and non-linguistic representations of the term to update or change them reflecting this expanded understanding. One way to accomplish this is through the use of a graphic organizer like the sample below.

STEP 5 - Students discuss the term with one another.

Student interaction plays a key role in vocabulary development, so teachers should organize students and ask them to discuss term revolution. One way to structure this is to provide students with a Metaphor Matrix like the one below. Students in small groups can discuss the concepts and complete the grid.

TERM	MORE GENERAL DESCRIPTION	TERM
<i>Commercial Revolution</i>		<i>French Revolution</i>
Economic change	New systems were put into place	Political change
Associated with the Age of Discovery	Changes/revolutions have occurred throughout history	Associated with the end of monarchy in France
New found emphasis on the importance of colonies including America	People and their culture change over time and these changes may impact other people and places	Influence of American Revolution on the French to view their government in new ways

STEP 6 – Involve students periodically in games that allow them to play with terms.

Games are an excellent way for students to reexamine their understanding of terms. After teaching the term revolution in several contexts, review by playing the game *Talk a Mile a Minute*. Sample lists of terms related to revolution are shown below.

Talk a Mile a Minute	Things Associated with the
<p>Directions</p> <ol style="list-style-type: none"> 1. Pair students as Talkers and Guessers. 2. Signal for Talkers (who can see the board) to give clues for one minute. They may not use any of the words on the list. Once the Guesser (who cannot see the board) has correctly identified all the clues, they must identify the overall topic. 3. Teams earn one point for each correctly identified term/topic. 4. Talkers and Guessers switch roles for each round. 	<p>Commercial Revolution</p> <p>Money</p> <p>Banks</p> <p>Mercantilism</p> <p>Colony</p> <p>Mother country</p>

<p>Things Associated with the Scientific Revolution</p> <p>Circulation</p> <p>Gravity</p> <p>Heliocentric</p> <p>Telescope</p> <p>Kepler</p>	<p>Things Associated with the French Revolution</p> <p>Enlightenment ideas</p> <p>American Revolution</p> <p>Bastille</p> <p>Louis XIV</p> <p>Napoleon</p>
<p>Things Associated with the American Revolution</p> <p>Enlightenment ideas</p> <p>Thomas Jefferson</p> <p>Declaration of Independence</p> <p>Constitution</p> <p>Bill of Rights</p>	<p>Things Associated with the Revolutions in South America</p> <p>Haiti</p> <p>Bolivar</p> <p>Independence</p> <p>L'Ouverture</p> <p>South America</p>
<p>Things Associated with the Industrial Revolution</p> <p>Enclosure Movement</p> <p>Natural resources</p> <p>Inventions</p> <p>Cottage industry</p> <p>Factory system</p>	

ASSESSMENT

**WHII.6e -- Grade 9
Revolution [in France]**

Criteria for assessing student understanding of academic vocabulary:

Level of Understanding	Description
5	<p>Student has mastered the use of the term and applies it to a wide variety of concepts consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are extensive • demonstrate sophisticated understanding • are accurate and appropriate • are highly detailed
4	<p>Student uses the term correctly consistently and applies it to a variety of concepts. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • demonstrate understanding • are accurate and appropriate • are detailed
3	<p>Student uses the term correctly consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • demonstrate understanding • are accurate and appropriate • are basic with some detail
2	<p>Student uses the term correctly but not consistently. Examples using the term:</p> <ul style="list-style-type: none"> • are provided • usually demonstrate understanding • are usually accurate and appropriate • are basic with no detail
1	<p>Student uses the term incorrectly or inconsistently. Examples using the term:</p> <ul style="list-style-type: none"> • are not provided • do not demonstrate understanding • are inaccurate or inappropriate • provide no detail
0	<p>Student fails to meet any performance descriptions listed above.</p>