

# Active Vocabulary

## *The Key to Comprehension in Elementary Social Studies*

*Cheryl Best- [cherylbest5@gmail.com](mailto:cherylbest5@gmail.com)*

*5<sup>th</sup> grade Teacher- Wolf Ridge School, Bunker Hill, Illinois*

*Barbara O'Donnell- [bodonne@siue.edu](mailto:bodonne@siue.edu)*

*Department of Teaching & Learning, Southern Illinois University Edwardsville*

*Amy Wilkinson- [amwilki@siue.edu](mailto:amwilki@siue.edu)*

*Teaching with Primary Sources, Southern Illinois University Edwardsville*

# Why do we need Social Studies Instruction?

- ▶ When educators give young students plenty of practice in evaluating conflicts, understanding opposing perspectives, and imagining the lives of others, they set them up for success in their personal relationships, the workplace, and the world.
- ▶ The skills taught in elementary level social studies are fundamental, but so is the knowledge. As their worlds expand, school-age children may begin to encounter problems like racism and gender inequality for the first time. Social studies can give them a framework to understand these experiences.
- ▶ Students need to understand the vocabulary of a topic in order to understand the topic.

<https://go.newsela.com/rs/628-ZPE-510/images/Social-Studies-is-Essential.pdf?alid=496870667>

# Research

- ▶ Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world."
- ▶ "...instruction that offers rich information about words and their uses, provides frequent and varied opportunities for student to think about and use words and enhances student language comprehension and production."  
*Bringing Words To Life. Robust Vocabulary Instruction 2002.* Beck, I, McKeown, M & Kucan. L
- ▶ Vocabulary is a strong indicator of student success.  
(Baker, Simmons, & Kame'enui, 1997).
- ▶ Have students put information into their own words. This process, which I call "recoding," is necessary to make sure students understand the word. This is a vital step in the memory process. Skipping this step can be disastrous as students may have a misconception that will be placed in long-term memory through incorrect rehearsals (Sprenger, 2005).
- ▶ **Findings of the National Reading Panel**
  - ▶ Intentional instruction of vocabulary items are required for specific texts.
  - ▶ Repetition and multiple exposures to vocabulary items are important.
  - ▶ Learning in rich contexts is valuable for vocabulary learning. Vocabulary tasks should be restructured as necessary.
  - ▶ Vocabulary learning should entail active engagement in learning tasks.
  - ▶ Computer technology can be used effectively to help teach vocabulary.
  - ▶ Vocabulary can be acquired through incidental learning. How vocabulary is assessed and evaluated can have differential effects on instruction.
  - ▶ Dependence on a single vocabulary instructional method will not result in optimal learning.



## Did you know?

A position statement from the National Council for the Social Studies states that early social studies instruction should be:

- ✓ Meaningful
- ✓ Integrative
- ✓ Value-based
- ✓ Challenging
- ✓ Active

Source: [NCSS](#)

Source: Newsela



- ▶ Children's acquisition of vocabulary is essential for gains in reading comprehension and reading development. Struggling readers often do not make gains in their reading comprehension because they have a limited reading vocabulary. Enhancing the vocabulary development and growth for children who are experiencing reading difficulties enables them to better identify key concepts in text that they read, make inferences within and between texts, and increase their abilities to comprehend.
- ▶ Teaching vocabulary and the incidental learning of words should not be viewed as competitive forces that create a good/bad dichotomy. Instead, it should be acknowledged that learners develop vocabularies through both approaches, and that teachers need to know when students would benefit from explicit instruction that initially teaches word meaning by application in meaningful narrative and expository text

McKeown , M. G. (1993). Creating effective definitions for young word learners. *Reading Research Quarterly*, 28, 16-33.



# The Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicated portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom— and that government of the people, by the people, for the people, shall not perish from the earth.

# Civil War Vocabulary

- ▶ Civil War
- ▶ Abolition
- ▶ Emancipation
- ▶ Dedicated
- ▶ Nation
- ▶ Consecrate
- ▶ Devotion
- ▶ Union
- ▶ Confederate
- ▶ Slavery



## Women Suffrage Vocabulary

- ▶ Rights
- ▶ Voting
- ▶ Suffrage
- ▶ Movement
- ▶ Declare
- ▶ Slogan
- ▶ View point
- ▶ Equal
- ▶ Gender
- ▶ Petition
- ▶ Passive

- Ask, “Why is “We the People” an action phrase?”
- Have students go throughout the world to see when various countries gave women the right to vote.
- Have students use one source as an intro to the study.
- Do the Vocabulary Wall with four primary sources.
- Use *Ain't I a Woman* speech to have students use the vocabulary to explain the speech.
  - Ask students, “How does Sojourner show action?”

<http://www.womenhistorymonth.gov/for-teachers/>

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/womens-words/>

<https://www.thesojournertruthproject.com/compare-the-speeches/>

<http://teacher.scholastic.com/activities/suffrage/>

<https://www.nps.gov/articles/sojourner-truth.htm>

<http://www.loc.gov/teachers/professionaldevelopment/tpsdirect/pdf/Connecting-with-Primary-Sources.pdf>

# Students Using the “Wall” to apply their understanding to the words



<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>  
<https://www.loc.gov/rr/program/bib/civilrights/home.html>  
<https://www.loc.gov/item/today-in-history/december-01/>

# Vocabulary for the study of Civil Rights/Segregation

## Essential Questions:

In what ways do people promote positive change?

How do “we the people” protect or uphold our rights?

## Civil Rights Vocabulary

**Activism** (noun) the act of doing something, like participating in a march or boycott to create change in the world

**Activist** (noun) the person who is doing something to create change

**Boycott** (noun) refusing to deal with/buy from a person, business or organization

**Civil Rights** (plural noun) rights that guarantee freedom and equality to everyone

**Demonstration** (noun) publicly expressing support or protest  
**Equality** (noun) being equal in rights and privileges

**Integration** (verb) to bring people together across different groups, such as race and religion

**Jim Crow** (noun) the system of rules and practices used to discriminate against African-Americans

**Justice** (noun) fairness, following the law

**Martyr** (noun) a person who is put to death or injured greatly on behalf of a belief or cause

**Protest** (noun) making public your dislike or disapproval of something

**Segregation** (noun) the practice of separating out by race, religion or other group from others

**Tolerance** (noun) a fair, objective and accepting attitude toward those who are different from you



**HEAR!— MRS. ROSA PARKS**

Whose arrest, because she refused to be segregated, led to the Bus Boycott in Montgomery, Alabama.

BALTIMORE BRANCH N.A.A.C.P.

**KICK-OFF MASS MEETING**



**SUNDAY, SEPTEMBER 23, 1956 - 3 P.M.**

**SHARP STREET METHODIST CHURCH**



## Civil Rights Vocabulary

**Activism** (noun) the act of doing something, like participating in a march or boycott to create change in the world

**Activist** (noun) the person who is doing something to create change

**Boycott** (noun) refusing to deal with/buy from a person, business or organization

**Civil Rights** (plural noun) rights that guarantee freedom and equality to everyone

**Demonstration** (noun) publicly expressing support or protest Equality (noun) being equal in rights and privileges

**Integration** (verb) to bring people together across different groups, such as race and religion

**Jim Crow** (noun) the system of rules and practices used to discriminate against African-Americans

**Justice** (noun) fairness, following the law

**Martyr** (noun) a person who is put to death or injured greatly on behalf of a belief or cause

**Protest** (noun) making public your dislike or disapproval of something

**Segregation** (noun) the practice of separating out by race, religion or other group from others

**Tolerance** (noun) a fair, objective and accepting attitude toward those who are different from you

► [https://www.loc.gov/resource/mss85943.001906/?sp=2&r=-0.83,-0.139,2.66,1.36,0Parks, Rosa. Rosa Parks Papers: Events, -2005; Featuring or honoring Parks; 1956 to 1959. - 1959, 1956. Manuscript/Mixed Material. https://www.loc.gov/item/mss859430239/.](https://www.loc.gov/resource/mss85943.001906/?sp=2&r=-0.83,-0.139,2.66,1.36,0Parks, Rosa. Rosa Parks Papers: Events, -2005; Featuring or honoring Parks; 1956 to 1959. - 1959, 1956. Manuscript/Mixed Material. https://www.loc.gov/item/mss859430239/)

► Lee, Russell, photographer. *Negro drinking at "Colored" water cooler in streetcar terminal, Oklahoma City, Oklahoma.* Oklahoma City Oklahoma City Oklahoma City. United States, 1939. July. Photograph. [https://www.loc.gov/item/2017740552/.](https://www.loc.gov/item/2017740552/)

► A Greyhound bus trip from Louisville, Kentucky, to Memphis, Tennessee, and the terminals. Sign at bus station, Rome, Georgia Digital ID: ( ) cph 3b22541 <http://hdl.loc.gov/loc.pnp/cph.3b22541> Reproduction Number: LC-DIG-fsa-8d33365 (digital file from original neg.) LC-USW3-037939-E (b&w film nitrate neg.) LC-USZ62-75338 (b&w film copy neg. from file print) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <http://hdl.loc.gov/loc.pnp/pp.printhttp://loc.gov/pictures/resource/cph.3b22541/>

Mrs. Nettie Hunt, sitting on steps of Supreme Court, holding newspaper, explaining to her daughter Nikie the meaning of the Supreme Court's decision banning school segregation] Digital ID: (b&w film copy neg.) cph 3c27042 <http://hdl.loc.gov/loc.pnp/cph.3c27042> Reproduction Number: LC-USZ62-127042 (b&w film copy neg.) Repository: Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA <https://www.loc.gov/exhibits/brown/brown-brown.html>

► Young boys harassing the Horace Baker family, the first African American family to move into the all white Delmar Village neighborhood of Folcroft, Pennsylvania <http://www.loc.gov/pictures/item/99402534/>

► [http://www.americaslibrary.gov/aa/king/aa\\_king\\_subj.html](http://www.americaslibrary.gov/aa/king/aa_king_subj.html)

► <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/civil-rights/>

## How did Cheryl know that this activity was successful?



85-90% of her students made a B or higher on this unit. There were only 3 F's.

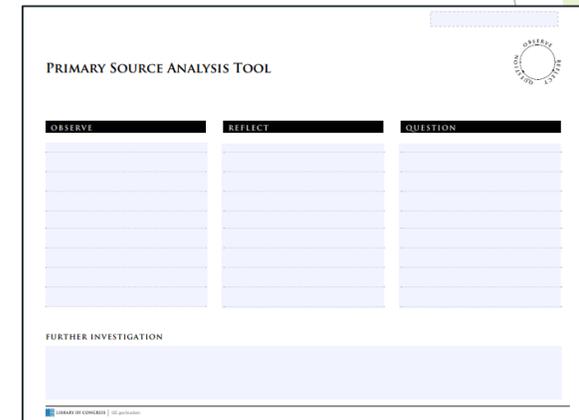
Two of those students were absent regularly (2-3 times a week), and the other student was not ready for 5<sup>th</sup> grade and is being considered for testing.

She used this activity two additional times since this unit and saw similar results. Students began to utilize the vocabulary words like integration, freedom, and segregation in other units.

**Learning was occurring!  
Connections were being made!**

# Where do I start?

- ▶ Timelining is a year long activity
- ▶ Teach students how to analyze a primary source
  - ▶ Observe / Reflect / Question  
See / Think / Wonder
  - ▶ **Source the primary source-** When was it made, by whom, and location, context?
- ▶ Teach students how to talk one another when analyzing primary sources (I agree because, I disagree because...)
  - ▶ Respectful Talk / Collaborative Talk are good guides



PRIMARY SOURCE ANALYSIS TOOL

OBSERVE REFLECT QUESTION

See / Think / Wonder

FURTHER INVESTIGATION

LIBRARY OF CONGRESS | All rights reserved

The image shows a worksheet titled 'PRIMARY SOURCE ANALYSIS TOOL'. It features three columns for 'OBSERVE', 'REFLECT', and 'QUESTION', each with several rows of horizontal lines for writing. Below these columns is a section labeled 'FURTHER INVESTIGATION' with a large rectangular box for notes. A circular logo with the words 'OBSERVE', 'REFLECT', and 'QUESTION' is in the top right corner. At the bottom left, it says 'LIBRARY OF CONGRESS | All rights reserved'.

# Setting Up the Wall

1. **Select no more than 7 primary sources that can help students answer the essential question presented.**  
(5<sup>th</sup> grade)

*Choose less with younger grades.*

2. **Choose 10–12 big idea vocabulary words.**

*\*Choose vocabulary words that help students answer the essential question. Choose less with younger grades.*

3. **Set up a space that allows for group interaction.**

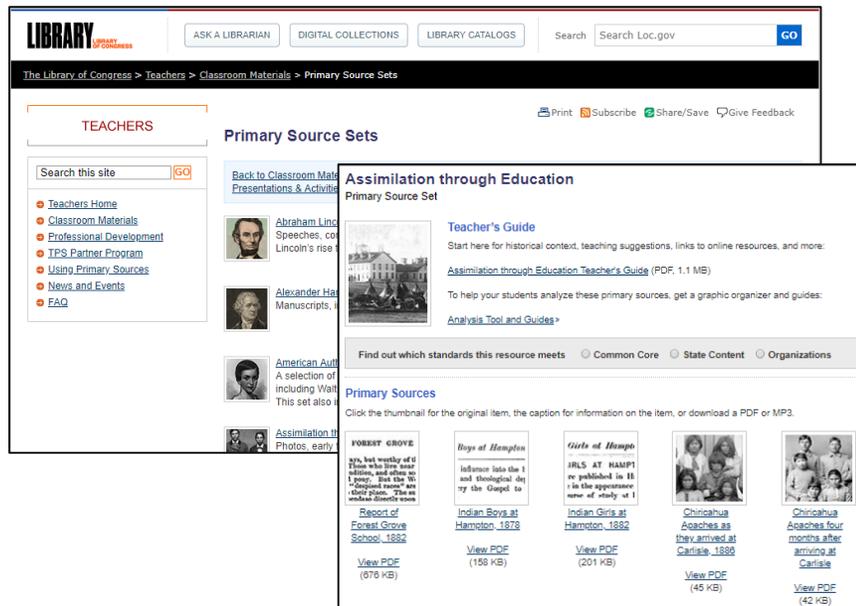
4. **Listen to the interactions (optional, but powerful!)**

5. **Revisit the “Wall” before testing as a review piece. Allow for revisions or creation of new sentences to strengthen understanding.**

# SEARCHING FOR PRIMARY SOURCES

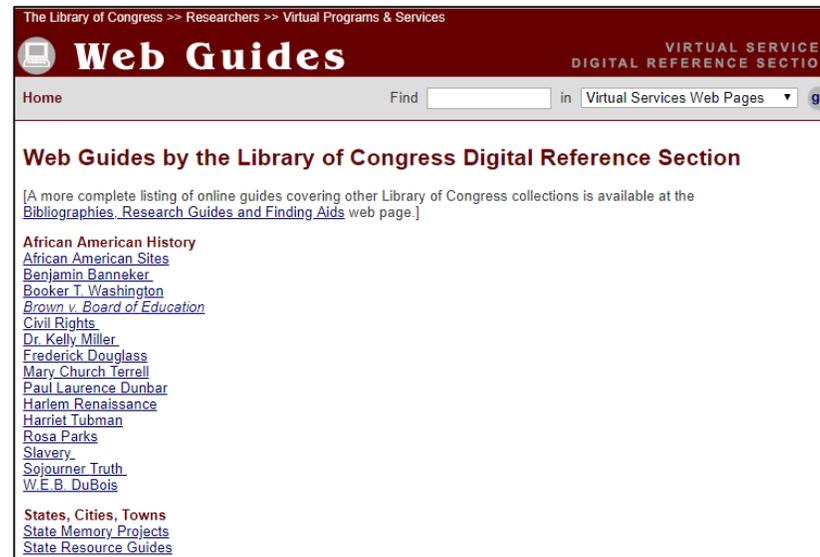
## *Library of Congress- LOC.GOV*

- ▶ Primary Source Sets  
Teachers Page- Library of Congress



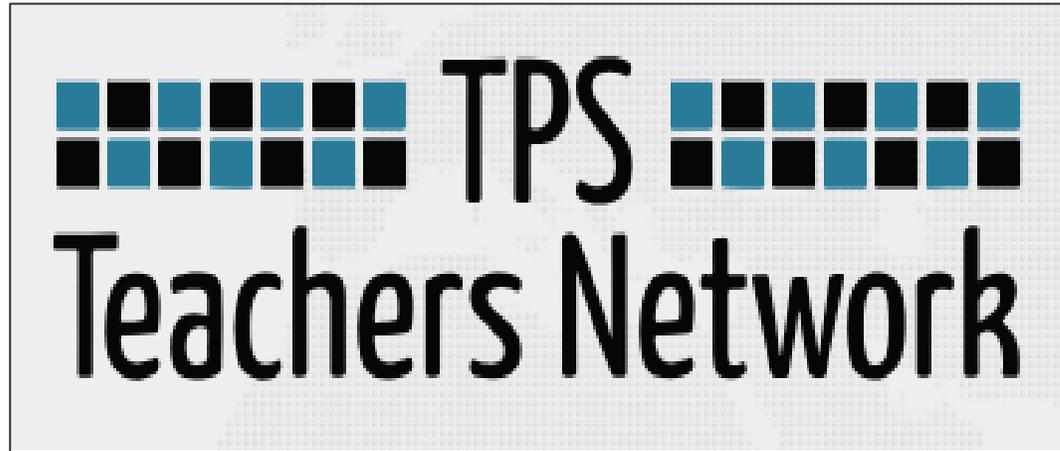
The screenshot shows the Library of Congress website's 'Primary Source Sets' page for teachers. The page has a dark header with navigation links like 'ASK A LIBRARIAN', 'DIGITAL COLLECTIONS', and 'LIBRARY CATALOGS'. Below the header, there's a search bar and a breadcrumb trail: 'The Library of Congress > Teachers > Classroom Materials > Primary Source Sets'. A sidebar on the left lists various resources for teachers, including 'Teachers Home', 'Classroom Materials', and 'Using Primary Sources'. The main content area is titled 'Primary Source Sets' and features a 'Teacher's Guide' for 'Assimilation through Education'. This guide includes a description, a PDF link, and a section for 'Primary Sources' with thumbnails and links to view PDFs of various historical documents and photos.

- ▶ Web Guides  
Library of Congress



The screenshot shows the 'Web Guides' page from the Library of Congress Digital Reference Section. The page has a dark header with the title 'Web Guides' and a search bar. Below the header, there's a section titled 'Web Guides by the Library of Congress Digital Reference Section' with a brief description. A list of links follows, including 'African American History', 'Benjamin Banneker', 'Booker T. Washington', 'Brown v. Board of Education', 'Civil Rights', 'Dr. Kelly Miller', 'Frederick Douglass', 'Mary Church Terrell', 'Paul Laurence Dunbar', 'Harlem Renaissance', 'Harriet Tubman', 'Rosa Parks', 'Slavery', 'Sojourner Truth', and 'W.E.B. DuBois'. At the bottom, there are links for 'States, Cities, Towns', 'State Memory Projects', and 'State Resource Guides'.

Other portals: Digital Library of America, National Archives, Collection portals at local state libraries, to name a few!



Create & Share Primary Source Sets

<https://tpsteachersnetwork.org>

Thank you for attending!

*Cheryl Best*  
*cherylbest5@gmail.com*

*Barbara O'Donnell*  
*bodonne@siue.edu*

*Amy Wilkinson*  
*amwilki@siue.edu*

Download PowerPoint  
and materials from:

<http://www.siue.edu/tps/conference-materials.shtml>