GeoCivics: *Vocabulary Game*
www.teachgeocivics.com

Teacher(s) Mr. Johnson	Lesson title: Vocabulary Game	Grade Level: 6-10 grade

Notes: This lesson will take 3-4 days to complete.

Pre-existing Knowledge:
- Students should be able to annotate for facts and details (5-Ws)
- Students should know how to identify key facts and details on a map.
- Students should be able to work together with partners and explain their thinking.

Overview: "Decolonization, process by which colonies become independent of the colonizing country. Decolonization was gradual and peaceful for some British colonies largely settled by expatriates but violent for others, where native rebellions were energized by nationalism." - *Britannica*

National & State Social Studies Standard(s): State based on topic & state/territory
National Curriculum Standards for Social Studies:
- **Theme 3: People, Places, and Environments:** This theme helps learners to develop their spatial views and perspectives of the world, to understand where people, places, and resources are located and why they are there, and to explore the relationship between human beings and the environment.

NY Standards for Social Studies: Speaking and Listening
- **Comprehension and Collaboration:** 1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

National & State Geography Standard(s):
National Geography Standards
- **Essential Element VI. THE USES OF GEOGRAPHY:** Standard 18 - How to apply geography to interpret the present and plan for the future.

NY Standards for Geography (Grades 9-12)
- **C. Comparison and Contextualization** 5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place

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Purpose: In this lesson, students will experience collaboration and analysis to deepen their understanding of independence. Students will be able to articulate their understanding of vocabulary and definitions then connect it to formal concepts of change. Students will also be able to understand and apply their knowledge to develop an understanding of decolonization.

ELA Standards (To teach/review and support emergent multilinguals (EMLs) English language development):
- **Common Core State Standards: CCSS.ELA-LITERACY.CCRA.SL.1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ISTE Student Standard: *7. Global Collaborator*
- c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

Language Functions:

Expressing an Opinion	Reporting a Group's Idea	Paraphrasing
I think/believe that . . .	We decided/agreed that . . .	So you are saying that . . .
In my opinion . . .	We concluded that . . .	In other words, you think . . .
Based on my experience, I think . . .	Our group sees it differently…	What I hear you saying is . . .
	We had a different approach…..	

Culturally Responsive Lesson Strategies: See Rubric below. What strategies will you include in your instructions to make lessons/assignments more culturally responsive?
- Connection: More than one real-life connection made or represented but mostly from the experiences of the dominant culture.
- Voice: Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.

Objective(s): (Explicit & Measurable - suggested one per standard in each category.):
1. SWBAT collaborate and examine definitions and images.
2. SWBAT develop their own meaning of new vocabulary and make connections to historical examples.
3. SWBAT describe their understanding of historical events, nations and people change over time.

SIOP Elements					
Preparation	**Scaffolding**	**Grouping Option**	**Assessment**	**Integrating Processes**	**Application**
- Adapting content - Linking to background	- Modeling - Guided practice - Independent practice	- Whole class - Small groups - Partners	- Individual - Group - Written	- Reading - Writing - Speaking	- Hands on - Meaningful - Linked to objectives

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- Linking to past learning - Strategies used	- Comprehensible input	- Independent		- Listening	- Promotes engagement

Evidence of Mastery (Measurable):

Formative:
After finding out which definitions and images match with vocabulary terms, students will be asked to create their own meaning of the term and write an example to represent the vocabulary word. Students will discuss and share their answers in their small groups. The teacher will make note of the students' responses for use as a Formative Assessment of the students' learning.

Summative: After students have shared their examples of the new vocabulary terms, students will independently respond to *"With the new vocabulary terms and definitions, what do you think decolonization is? Use 3 or more vocabulary words in your answer."* The teacher will use the Explanation Rubric below to grade students' work, with a score of 3 or higher indicating mastery.

Levels of Accomplishment	Criteria	Points
Exceeds expectations	- Included only 3 words that relates to decolonization - Included advance command of descriptive langauge - Showed clear understanding of topic	4 → 3.1
Meets expectations	- Included only 2 words that relates to decolonization - Included intermediate command of descriptive langauge - Showed mostly clear understanding of topic	3 → 2.1
Approaches expectations	- Included only 1 word that relates to decolonization - Included basic command of descriptive langauge - Showed somewhat clear understanding of topic	2. → 1.1
Fails to meet expectations	- Does not complete assignment	1. → 0

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Key vocabulary	**Materials**
- nationalism (n.) - strong feelings of support for one's nation - nonviolence (n. - the use of peaceful means, not force to bring about political or social change - movement (n. - a group of people working together to advance their shared ideas - independence (n.) - the state of being free from outside control - oppress (v.) - to treat in a way that is cruel or not fair - control (v.) - to use power to manage or command - human rights (n.) - rights that belong to all human beings, such as the rights to life, freedom, and dignity - reform - (verb) to change; (noun) a change - protest - (verb) to express one's disagreement , (noun) a statement or action to express one's disagreement - imperialism (n.) - the policy of extending a country or empire's power and influence over another by taking over its land and/or government - majority (n.) - the greater number or part - minority (n.) - the small number or part	- Highlighter sets for table groups **Vocabulary Game - *download separately*** *Worksheets page 1-2* *Activity: Directions - 1 for each group* *Envelopes of cut outs: Each envelope should have 12 terms, 12 definitions, and 12 images.* *Task: Writing Definitions page 5-6*

Source(s):
- https://www.britannica.com/topic/decolonization
- https://www.brooklynmuseum.org/features/africa_timeline
- https://study.com/academy/lesson/changes-in-africa-after-world-war-ii.html

Engage

Teacher Will:	**Student Will:**
Using Vocabulary game document: 1. ***Have students***: Answer the Visual Thinking Strategy (VTS) questions while observing and analyzing the image. **DO NOW:** VTS (See, Think, Wonder) → *1. What do I See? 2. What do I Think? 3. What do I Wonder?* 2. **Discussion:** Ask students to share their thoughts on the images. Think, Pair, Share question, *"4. After*	1. Students will actively analyze the image, make observations then write down their responses. **(Preparation: Linking to background) (Integrating Processes: Listening/Speaking/ Writing) (Grouping: Independent/Small Group)** 2. Students participate in conversation about what they see, think, and wonder about the images.

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examining this image, which "historical" concept is happening and explain what it means." 3. **Objective Introduction:** Explain that students will learn how colonized nations and people gain independence.	**(Grouping: Whole Class/Independent)** **(Application: Meaningful/Promotes engagement)**

Explore - DAY #1	
Teacher Will: Mini-Lesson: *Decolonization* **Ask IQ #1 -** *What are some important facts and details about decolonization?* **NOTE:** The teacher will have already placed students into groups strategically, providing language and or learning support for ELLs/SPED and gifted students as needed. Each table will have an envelope of 12-terms, 12-definitions and 12-images that were cut out previously. **Using Vocabulary game document:** 1. First, the teacher will model "Think Aloud" reading strategy (the teacher reads aloud a section of a text, pausing every now and again to reveal what they are thinking about and doing in order to understand what they are reading) with the whole class to activate student knowledge and experience. Students will then respond *(Quick Hands/popcorn style)* and share their answers out loud so the teacher can list them on the board or screen. 2. Teacher will tell the students to look at the "Mini-Lesson" chart on their worksheets and ask the whole class *to* follow the annotation instructions while reading and listening to the Decolonization paragraph and maps. 3. After students have annotated the paragraph, the teacher will tell them to share their answer with the class. **NEXT,** the teacher will write the details, and facts (5-W's) on the board, or with a smartboard and projector. 4. Immediately after the *"Mini-Lesson"* share out is complete, the teacher will pass out the envelopes of pieces for the Vocab Game but do not let students open them. Do not pass out the activity worksheets (pages 5-6)	**Student Will:** 1. Students will actively listen to the teacher read to the whole class then take 1-2 minutes to quickly annotate for cognates and the 5-Ws. Students will then respond *(Quick Hands/popcorn style)* and share their answers out loud so the teacher can list them on the board or screen. **(Scaffolding: Modeling/) (Gouping: Whole class)** **(Integrating Processes: Listening/Speaking)** 2. Students follow the annotation instructions while reading and listening to the Decolonization paragraph and maps. 3. After students have annotated the paragraph, the teacher will tell them to share their answer with the class. **NEXT,** the teacher will write the details, and facts (5-W's) on the board, or with a smartboard and projector. 4. *"Mini-Lesson"* share out **(Gouping: Small Group) (Integrating Processes: Listening/Speaking/ Writing) (Assessment: Written)**

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Explain: Formative Assessment Activity - CARD SORT GAME	
Teacher Will: **Using Vocabulary game document:** 1. Teacher will project the activity Instructions and pass out one copy of the instructions to each group. Teacher will begin reading the game instructions and rules. **Teacher Notes:** Explain the instructions while modeling with the envelope and its pieces. TELL THE STUDENTS not to OPEN the envelope until the timer starts (5 mins) → *1. First, groups of 4 - 6 students will separate Terms, Definitions and Images.* → *2. Next, groups must match the term with its definition and picture.* → *3. As a team, read the definitions and examine the images then discuss which ones match with each other.* → *4. Groups must correctly complete all definitions with images.* → *5. After 5 minutes, the team with the most complete and correct matches wins.* 2. TEACHER checks in with the class before starting the timer and letting the students play the game. Remind students that each term has only one definition and only one image. TELL the students that there can be 12 full complete vocab terms matches. TERM + DEFINITION + IMAGE. 3. READY, SET, GO! Start the timer then take a walk around the classroom and make sure that each group has emptied the envelope and separated the terms, definitions, and images. Help each group with organization then watch what happens as the group discusses and collaborates.	**Student Will:** 1. Students will get into their groups and speak with their group members about their thoughts and any questions about the activity. 2. Students match vocabulary per directions. 3. Share out with the whole class their responses to questions #1 & # 2. **(Grouping: Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking) (Application: - Linked to objectives/Promotes engagement)**
Elaborate	

Teacher Will: **IQ #2 –** *How can you define the terms in your own words and what examples do you think of?*	**Student Will:**

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1. After 5 minutes had ended, tell all groups to stop and look over their matches for one more check and to make changes in the next 30 seconds. 2. Now, Teacher will stop everyone again and say "DO NOT TOUCH YOUR PIECES." Teacher walks around with a post-it or notepad and counts the group's correct matches. Do not tell the group how many they got right until you finish counting all groups. At the front of the room, Teacher will announce the groups with the most correct answers and reveal the answer key on the smartboard projector and give each group a printout of the answer key. 3. Let students discuss their thoughts about the definitions and images for about a minute. During this minute, pass out the blank *"Definitions Worksheet (page 5-6)"* to each student. 4. After that minute, get the class's attention and announce that now each student needs to complete the *"Definitions Worksheet"* and they can work together with creating their own definitions and sharing examples for each vocabulary term. **ASK: IQ #2 – How can you define the terms in your own words and what examples do you think of?** 5. Circulate the room and make sure they are talking to each other and using the answer key.	1. Students will double check this match and talk about any possible changes to the terms, definitions, and images. 2. Students will collaborate in their small groups to help with defining each vocabulary term and think of examples. By using each other's ideas and thoughts they can write down their understanding of each term and write down examples. 3. Students discuss their thoughts about the definitions and images. 4. Using the *"Definitions Worksheet"* students work together with creating their own definitions and sharing examples for each vocabulary term. **(Grouping: Small groups/ Whole class) (Integrating Processes: Listening/ Speaking/Written)**

Evaluate - Summative Assessment	
Teacher Will: 1. Tell students to go to the last component on the back of page 6 and emphasize that this is incredibly important because this is independent work. 2. After students have shared their examples of the new vocabulary terms, students will independently respond to *"With the new vocabulary terms and definitions, what do you think decolonization is? Use 3 or more vocabulary words in your answer."* 3. Circulate the classroom: observing and listening to groups and *reminding* **them use the vocabulary and explain in detail** because this will be graded based on a rubric. DO NOT ask who needs help.	**Student Will:** 1. Student will go to the last component on the back of page 6. 2. Students will independently respond to *"With the new vocabulary terms and definitions, what do you think decolonization is? Use 3 or more vocabulary words in your answer."* **Grouping: Whole class)(Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking) (Application: Linked to Objectives/Promotes engagement)** 3. Actively listening and looking at the last component of the plan for the message.

	4. Students will be listening, agreeing or disagreeing and compromising on answers to questions then writing down their thoughts to the components of the plan.

Extensions(s): TRUE or FALSE game - Students in the same groups can test their understanding of the vocabulary words with the sentence example in the file. Project a sentence and have groups discuss for 15 seconds about if the word was used correctly in the sentence then raise their answer "TRUE or FALSE". Next, reveal the correct answer and give points to those groups who got it right. The group(s) with the most correct answers get extra credit points.

FRAYER MODELS - Have groups look at the list of new vocabulary words and each student chooses a different word to use to create a FRAYER MODEL then extend their understanding and use of the word.