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A Teacher's Guide to Develop Strategies to Teach Vocabulary Meaning in Social Studies

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A TEACHER'S GUIDE TO DEVELOP STRATEGIES
TO TEACH VOCABULARY MEANING IN
SOCIAL STUDIES

A Project Report
Presented to
The Graduate Faculty
Central Washington University

In Partial Fulfillment
of the Requirement for the Degree
Master of Education

by
Jennifer Helen Kyllö
May 1983

A TEACHER'S GUIDE TO DEVELOP STRATEGIES
TO TEACH VOCABULARY MEANING IN
SOCIAL STUDIES

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A vocabulary enrichment supplement to social studies for use at the sixth grade was developed. The guide included thirty-two vocabulary activities of various strategies to further enhance the social studies program. The activities developed use strategies from context clues, cloze, categorization, conceptual development, dictionary, thesaurus, vocabulary cards, and review. Student involvement was emphasized throughout the guide.

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Chapter 1

BACKGROUND OF THE PROJECT

Comprehension of vocabulary is a requirement in the acquisition of social studies concepts to which Herber (1978) adds that students must be able to use the technical language of a subject in order to communicate the essential ideas. Students need to be involved with vocabulary development. Thomas and Robinson (1977) quoted Deighton who stated "What is needed for all learning is interest. A sense of excitement about words, a sense of wonder, and a feeling of pleasure -- these are the essential ingredients in vocabulary development." (p. 13)

Involvement also includes concept development. Harris (1979) wrote that "most instructional emphasis goes into reading information and gaining concepts." (p. 299)

Students need extra instructional work beyond the teacher's manual in developing in concept-based vocabulary. Without developing this vocabulary, their comprehension of the text is inadequate and/or information can be insufficiently retained.

Statement of the Problem

Vocabulary concepts are the basis of social studies. The subject includes heavy emphasis on new vocabulary and concepts for the reader to learn, understand, and apply. Jarolimek (1977) stated "the vocabulary load of social studies reading material, which is undeniably heavy, is one of the major causes of poor comprehension and faulty reading in social studies." (p. 235) There is a lack of instruction for students to help them understand the new vocabulary they encounter in the content reading of social studies.

The need for activities and strategies to develop vocabulary concepts became evident after an examination of six different social studies teachers' manuals to get a general idea of the preteaching of vocabulary in social studies books. "Cultures", American Book Social Studies, (1979) was examined in depth because this text is used in Bethel School District. The teachers' manuals examined did not provide enough strategies for vocabulary development. There were insufficient lessons to develop word meanings through student involvement and contextual clues. This observation is supported by Gray (1963) who stated that texts can include too many concepts with little explanation. Because teachers' manuals for social studies books do not provide enough in the way of instructional suggestions for vocabulary there is a need to develop materials and activities to teach students the vocabulary so that they can read the textbook with comprehension.

Purpose of the Project

The purpose of the project was to develop thirty-two vocabulary strategies for sixth grade teachers to use to improve the teaching of social study concepts. The strategies include directions for use by teachers to teach vocabulary concepts prior to introducing each chapter in the social studies text, "Cultures", American Book Social Studies (1979). The project also provides activities using vocabulary in context, cloze, concept building, categorizations, dictionary, thesaurus, vocabulary cards, and review. The vocabulary words were chosen after a study of methods developed by Herber (1978), Gaskin (1981), and Jarolimek (1977) which is discussed in the related research.

Limitations of the Project

The project was limited to the text used at the sixth grade level. The vocabulary words chosen in the study were confined to the vocabulary found in "Cultures", American Book Social Studies (1979).

Two lessons to enrich vocabulary were prepared for each of the sixteen chapters in the text.

Definitions of Terms

For the purpose of this paper the following terms have been defined:

Categorization. "to organize data in groups; classify." Harris (1981:45).

Cloze. "any of several ways of measuring a person's ability to restore omitted portions of an oral or written message from its remaining context." Harris (1981:53).

Comprehension. "understanding what is read." Harris (1981:266).

Concept. "an abstract idea; general meaning." Harris (1981:61).

Concept Development. "the process of, or stages in, the development and acquisition of understanding of an abstract idea." Harris (1981:62).

Content. "the ideas or subject matter found in a communication source, especially printed or written." Harris (1981:66).

Direct Instruction. "a systematic plan for achieving a specific goal or result." Harris (1981:89).

Incidental Instruction. "an unstructured way of teaching." Harris (1981:151).

Readability Level. "case of understanding or comprehension because of style of writing." Harris (1981:262).

Strategy. "a systematic plan for achieving a specific goal or result." Harris (1981:311).

Vocabulary. "those words known or used by a person or group." Harris (1981:349).

Summary of the Following Chapters

Chapter 2 presents a review on the related literature of the project. Chapter 3 gives a description of the procedures used to develop the vocabulary concepts. Chapter 4 includes a teacher's guide and examples of the materials developed for the project. Chapter 5 summarizes the project and presents conclusions and recommendations for future study.

Chapter 2

REVIEW OF THE RELATED LITERATURE

The review of the literature summarizes research on vocabulary and conceptual development in social studies. This chapter is divided into sections under the headings of concepts, context, cloze, categorization, dictionary and thesaurus, vocabulary cards, review, and criteria to select vocabulary.

Introduction

Word knowledge is the key to reading. Authorities reported research which pointed to the validity of teaching word knowledge or vocabulary. Johnson (1978) cited research by Davis which demonstrated the importance of word meaning in reading comprehension. Johnson (1978) wrote that the more we read, the more words we learn.

Vocabulary should be taught in a direct manner. Incidental learning is a "hit or miss" situation. Culyer (1978) reported research by Gray and Holmes on history content and direct and incidental instruction. The group given direct vocabulary instruction performed significantly better. Vaugh (1979) cited research by Eichholtz and Barb who employed directed and incidental learning of vocabulary. The results also favored the directed study. Gaskin (1981) summed up that teachers need to provide specific, direct instruction:

"There are many reasons why students should have teacher guidance as they read content material. In reading social studies ... students face a number of special difficulties. Social studies often deals with unfamiliar matters, usually remote in time and place. Readability levels of texts tend to be high in comparison with the grade levels for which they

are intended, in part because they contain many technical terms which are new to students, in part because their authors try to crowd a great deal of information onto each page. This crowding results in high density concept and omission of the concrete details that make for interesting reading." (pp. 323-324)

Harris and Smith (1976) agreed with this summary and stated that instructional emphasis is primarily concerned with recalling specific information and gaining concepts.

Jarolimek (1977) stated that vocabulary instruction in social studies was needed because the child must be able to speak and write using technical concepts and needs to understand them. If students cannot use the language of a particular concept, they will not comprehend the reading of that content.

The remainder of this chapter reviews specific literature which deals with ways to provide directed learning for vocabulary development.

Concepts.

A concept is defined as "a generalization drawn from particulars" (Webster, 1963). When students read, they acquire particulars which are structured into a generalization. This generalization developed from particulars is called a concept. Vocabulary development is the particulars for conceptual development. Conceptual development is a prerequisite in understanding social studies. Harris and Smith (1976) stated that because developing concepts and a specialized vocabulary are integral to reading, specialized content instruction for reading in the content areas can be said to be always occurring.

Students need specialized instruction to handle the concepts presented. Jarolimek (1977) and Robinson (1975) agreed with the need for direct instruction when they both stated that today's curricula in social studies

texts are focused on conceptual approaches. Their premise is further supported by Herber (1978) who wrote "The formation of concepts (ideas) and their use is of critical importance to students who wish to be successful in their studies, but students frequently lack facilities in handling concepts." (p. 20)

Students do need to know concepts in order for understanding of the text to take place. Thomas and Robinson (1977) developed an imagery of concepts as being rungs of a ladder, the higher the rung, the more difficult the concept.

What can be done to help students see the concept? Bruland (1974) stressed the need for students to associate concepts with words in order to adequately learn the vocabulary. Jarolimek (1977) wrote that concepts are more meaningful if the students can relate them to a past experience. Another way to reach understanding is through mental imagery. Vaughan (1979) cited studies by Paivio and Bower which showed that this is one of the major ways information is stored in memory.

Concepts can also be limited if the vocabulary is limited. Herber (1978) stated limited meanings of words means limited meaning of concepts which leads to limited meaning of the subject.

The formation of a concept is the initial step a teacher takes in teaching an idea. Forgan and Mangrum (1976) discussed how a concept is formulated by first teaching the specific understanding of a word, then the functional understanding and, last, a general concept. Jarolimek (1977) compiled ways to learn conceptual ideas: listing, grouping, labeling, experiencing, hypothesizing and testing, examples and nonexamples. Herber (1978) extended these strategies by the use of graphic organizers in which students organize the key words into a display which represents the concept

being studied. He reported that the activity made a difference in students' understandings of the concepts. These teaching strategies encourage student participation which gives them a purpose for reading and a sense of the concepts.

Context

Context clues are words that surround an unknown word. They can be used to determine the meaning of the word and are a useful tool to unlock concepts and multiple meanings. Students should learn how to use context clues for there is more to comprehension of a word than just knowing its definition.

Herber (1978) wrote

"Being able to define a word does not guarantee that one knows what the word means. True, the definition is a start. But until the word is connected with other words with related experiences, it does not develop its own character, its meaning for the user." (p. 135)

Dechant (1964) went further and stated that

"the pupil ... must interpret meaning in its broader contextual sense. The word has meaning as part of a sentence, the sentence as part of a paragraph, and the paragraph as part of the story." (p. 322)

Context clues were studied by Thomas and Robinson (1977) and Ekwall (1981) who agreed that the use of context can be of great aid to students' understanding of a word. Stieglitz and Stieglitz (1981) suggested teachers must provide meaningful context for exploration support of vocabulary for if words are given in isolation, inappropriate meanings might be chosen. Herber (1978) and Jarolimek (1977) also identified the need for words to be presented in context instead of in isolation. Johnson and Pearson (1978) and Jarolimek (1977) wrote that the use of context helps the reader to value the whole sentence and paragraph rather than the individual word.

Gipe (1978-79) conducted a study whose purpose was to provide some substantiation for vocabulary instruction and to study four different types of vocabulary instruction. Of the four approaches, using context was the most effective, though association, categorization, and dictionary were found effective also.

Herber (1978) categorized context clues into seven divisions: experience, comparison, synonym, summary, association, mood, and previous experience. Two other authorities, Dulin (1970) and Culyer (1978), have also divided the clues into similar categories. However, Ames (1970), Johnson (1978), Herber (1978), and Spache (1976) all recommended not teaching the classifications of context clues. Each stressed not to make labeling the types of context clues a focus but to help the reader develop the habit of thinking out the relationships and drawing on their own past experiences. Ames (1970) conducted a study with college graduate students and the use of contextual aids. He found that aids did indeed help them to unlock word meanings. Ames suggested the use of context but the goal was to make students generally aware of the power of context in determining the meaning of unknown words.

Words can also have multiple meanings. Gipe's (1980) study suggested that a new word be used in several sentences. Culyer (1978) also stated that it is important to learn multiple meanings.

Gipe (1978-79) (1980) and Dechant (1964) identified the benefits of synonyms with context clues. Dechant (1964) wrote that the meaning of the word is frequently given by a synonym in the sentence. He suggested making the word more meaningful by having a student substitute their own synonym in place of the word. Gipe (1978-80) cited research by Thomson

and Tulving who found out that when items are presented together, they are more likely to be recalled together.

Authorities suggested some ways to present context clues. Herber suggests (1978) that the position of the word in the sentence can give contextual clues. Jarolimek (1977) recommended using the vocabulary in the setting found in the text for directed study, and that the instruction should be presented in short, highly motivated settings.

Herber (1978) stated that most teachers do not have the time to teach all the new vocabulary. Therefore, the organization of vocabulary acquisition must be arranged to teach as many meanings as possible in the shortest period of time. Thomas and Robinson (1977) recommended that teachers first search through the text for words that may cause difficulty and preteach them to the students. When preparing the lessons, Harris and Smith (1976) recommended that

"Students need experiences equal to their grasp of concepts as well as experiences that expand the level of their understanding. By planning instruction to draw on past experiences and concrete examples, vocabulary and concepts will usually develop routinely." (p. 309)

Cloze

The cloze procedure has been discussed by numerous experts. Harris and Smith (1976) described cloze as "a term derived from 'closure', which refers to the human tendency to fill incomplete pictures, sentences, or other stimuli which are incomplete." (p. 123) A cloze passage can be prepared by deleting words in the passage appropriate for the purpose. The student provides the missing word by reading the passage and examining the context around the blank. Harris and Smith (1976) wrote that the student's ability to see relationships among words can be measured by

cloze. This premise is supported by Johnson and Pearson (1978) and Bortnick and Lapardo (1973) who concurred that the cloze procedure made use of context clues and can be used to determine how effectively a child can use them.

Bortnick and Lapardo (1973) suggested a need to use cloze and how to apply it in the classroom. Johnson and Pearson (1978) and Bortnick and Lapardo (1973) maintained that it is a powerful tool to use when teaching students how to use context clues. They stressed that the child needs to read up to the unknown word and then beyond for more clues. It is important for the teacher to discuss with the students reasons why they chose that word because this points out the signals and clues of the context.

Categorization

Categorization is a method used to arrange ideas and things into classes according to a system. In categorization, the words can be arranged into classes which show what relationship the word has to the system or category. Gipe (1980) wrote "learning word meanings can also be viewed as a categorizing task whereby meanings can be taught by their inclusion in a category with other known words having similar meaning." (p. 398) Other authors support this statement. Gillet and Kita (1979) and Jarolimek (1977) wrote that a basic human cognitive activity is the categorizing or grouping together of different things into classes based on common qualities.

Results of a study by Smith, Shoben and Rips were cited by Gipe (1978-79). The study supported the idea that "a new word's meaning can become known by including it in a category by other known words which represent one concept of the new word's meaning." (p. 626)

Vaughan (1979) reviewed research by Mandler who had one group categorize words while the other group did not. The subjects who categorized the words had better recognition of them than the other group. Vaughan (1979) cited other studies by Miller and Selfridge (1950), Asch (1969), D'Agostine (1969), Mandler, Pealstone, and Koopmans (1969), and Strand (1975) whose research supported the idea that organization does affect recognition.

Gillet and Kita (1979) cited experts such as Piaget, Bruner, and White who agreed that categorization appears to be one of the most basic and powerful operations in human thinking.

Jarolimek (1977) concluded that "The human intellect makes great use of this system of classifying, categorizing, and organizing vast amounts of specific knowledge with which it deals." (p. 56)

Dictionary and Thesaurus

The use of the dictionary for teaching vocabulary was discussed by numerous writers. Herber (1978) stated that the function of the dictionary should be taught concurrently with the vocabulary. It should be viewed as a tool to confirm definitions, hunches, arguments, pronunciations, etc. Thomas and Robinson (1977) wrote that students must learn how to use the pronunciation key and to be able to select the correct meaning of the word in order to use the dictionary with competency.

Hardin, Beanstein, and Carroll (1980) said that the dictionary also makes constant use of context for students must be able to choose the correct definition if the word has more than one meaning. Johnson and Pearson (1978) and Dechant (1964) said that there will be times when even good students will need to consult the dictionary to discern or affirm the intended meaning of a word in the context provided.

Johnson and Pearson (1978) also discussed another useful tool, the thesaurus. They wrote

"The thesaurus is a fantastic aid to a classroom vocabulary instruction. The thesaurus can be a tremendously useful aid in expanding students' writing, reading and speaking vocabularies. It can be of invaluable help in suggesting new words, less common words and more precise words for the many tired, overused words in a child's lexicon." (p. 141)

Johnson and Pearson (1978) wrote that students should acquire the habit of going to a dictionary or a thesaurus to verify a meaning, gain precision, and expand vocabulary. Johnson and Pearson (1978) and Spache (1976) agreed that these books are two of the most useful of reference materials.

Vocabulary Cards

Traditionally, teachers have had students write a vocabulary word on a card and drilled from that. Wilson (1981) emphasizes that there is seldom a reading situation where words are used in isolation. Therefore, they should not be taught in isolation. Robinson (1975) suggested that words should be learned in large contextual language frames rather than in isolated lists of words. Wilson (1981) states that there is little use for isolated word drills; any meaning the word contains can be lost. He suggested putting the vocabulary word on one side and then using the word in a phrase or sentence rich with context on the other. Dechant (1964) supported this and made the recommendation to include the pronunciation and definition of the word also.

Hood (1974) supported both writers by advocating the use of phrase cards instead of word cards. Children need to see the vocabulary in context because that is how they will read it. It helps "bridge the gap between isolated words and real language." (p. 579) She suggested not

selecting too many vocabulary words because this can discourage the reader. The words used in contextual phrases or sentences will help the reader to see the use of learning the new vocabulary. Contextual phrases or sentences will help the student read and understand the context.

Review

Several authorities support the statement that review helps strengthen retention of vocabulary concepts. Culyer (1978) and Forgan and Mangrum (1976) emphasized a need for regularly spaced, systematic review of the terms. Their statements are further supported by Herber (1978) who stated that review of vocabulary from previous chapters is necessary for students to keep these concepts in their sight vocabulary. Reteaching is not necessary, just present the words, visually and orally.

Criteria for Vocabulary Selection

Harris and Smith (1976) wrote that content teachers need to know ways to teach vocabulary because, as Herber (1978) pointed out, "Students do have problems with technical vocabulary words with special meaning in various subjects." (p. 130) The problem for the teacher is to identify the technical vocabulary and the overall total concepts of the particular material being covered in class. When choosing the vocabulary words, Dechant (1964) and Spache (1976) both stressed that the teacher should build upon the children's previous experience so that they remember and can apply meaningful data for longer periods of time.

Gaskin (1981) and Herber (1978) stated that when teachers analyze the material, they should choose the words that represent the major concepts to be learned. Jarolimek (1977) wrote that the words and terms needing special attention in social studies were "1) technical terms 2) figurative

terms 3) multiple meanings 4) terms peculiar to a locality 5) words easily confused with other words 6) acronyms 7) quantitative terms."

(p. 236) Herber (1978) gave four criteria for selecting vocabulary:

- 1) key concepts: vocabulary which represents the crucial ideas.
- 2) relative value: prioritize the vocabulary.
- 3) students' background: narrow list by determining formally or subjectively words they already know.
- 4) facilitation of independence: a) check to see if words on list are in text. b) all words should be taught now. (pp. 138-141)

Dechant (1964) wrote that words can have more than one meaning, depending on usage in context and that the pupil must have numerous means at his disposal for developing word meanings.

All the authorities listed have stressed the need to teach the vocabulary first. According to Culyer (1978), teachers should not

"teach vocabulary after the students have read the material. This is done often in the content area. Unfortunately, a student who has read a selection no longer has an immediate need to learn and use the new words." (p. 34)

Research has indicated that the use of context clues, categorization, the cloze procedure, use of dictionary, thesaurus, vocabulary cards, and review contribute to students' growth of vocabulary. Students' background experience also contributes to an expanded vocabulary. Social studies texts examined by authorities indicated an overload of new vocabulary and technical terms. Teachers need supplemental materials to help students develop above strategies to enrich and enhance the reading of the content of the textbook in content areas.

Chapter 3

PROCEDURES OF THE STUDY

The following procedures were used to develop the vocabulary activities for conceptual development in social studies. Step one was research. Research was investigated to ascertain the need for vocabulary development to supplement the sixth grade social studies text. Authorities supported the use of supplementary activities in vocabulary. Evidence from research indicated that students were attempting to read at frustrational level due to high density, unfamiliar vocabulary. Research identified different activities to use in teaching vocabulary.

Step two was the selection of vocabulary words from each chapter of the text, "Cultures", American Book Social Studies (1979). Using Herber's (1979) criteria for vocabulary selection, 1) key concepts 2) relative value 3) students' background 4) facilitation of independence, lists of fourteen to twenty-one words per chapter were selected.

Step three was development of the vocabulary activities. These lists were matched with the appropriate strategy: context clues, cloze, categorization, use of the dictionary, thesaurus, and vocabulary cards, and review. It was estimated that two enrichment activities per chapter were adequate for student involvement and teaching time to be set aside to teach vocabulary.

Step four involved writing the teacher's guide which included procedures to be used in teaching vocabulary activities. The guide includes an introduction, specific instructions for the teacher, an outline of the activities, the word lists, appropriate dittos and answer key. The complete guide is found in Chapter 4.

Chapter 4
THE PROJECT

A teacher's guide to develop strategies to
teach vocabulary meaning for social studies

The purpose of this project is to provide vocabulary strategies for sixth grade teachers to use to improve social studies concepts. The activities provide the opportunity for students to use and practice vocabulary in different contents.

Introduction to the teacher

1. The guide is presented in outline form. Materials needed for the chapter are listed at the beginning of each chapter. The symbol (T) means teacher directed and the symbol (S) means student directed.

2. Outline parts A and C in Chapters 2-16 all refer back to Chapter 1, parts A and C. Repeat Chapter 1, parts A and C for those chapters.

3. The appropriate dittos and answer key for each chapter are following each chapter outline.

4. Part C of each outline refers to vocabulary cards. 5 x 3 index cards can be used with a hole punched in the upper left corner and held together with a ring.

5. Review is needed after each chapter. This can be done by using the vocabulary cards in: playing Around the World, flashcards, orally go over with class, develop own and class ideas.

6. When strips are needed for an activity, provide extra paper for those who need it.

CULTURES

I. Chapter One

Materials: vocabulary lists, context clues ditto, dictionary, text,
vocabulary cards (known as the Bank)

A. (T) Pass out list of vocabulary words

1. (T) Pronounce
2. (S) Repeat

B. (T) Pass out ditto

1. (S) Fill in blanks with vocabulary words
2. (T) When completed, point out and discuss clues with students as to how each word was chosen

C. (T) Pass out vocabulary cards to each student

1. (S) Write word on one side
2. (S) Put word in a sentence or phrase rich with context clues
3. (S) Punch holes and use ring to hold together
(Add each chapter's vocabulary to the Bank)

CULTURES

CHAPTER ONE VOCABULARY LIST

1. culture
2. society
3. case study
4. resources
5. Celsius
6. Bushpeople
7. kilometer
8. scientist
9. Tasaday
10. Mindanao
11. custom
12. technology
13. centimeter
14. community
15. value
16. global
17. gemsbok

NAME _____

DATE _____

CULTURESCHAPTER ONE: CONTEXT CLUES

DIRECTIONS: Fill in the blanks using the words from your vocabulary list.

1. _____ means a way a group of people live.
2. A group of people forming a single community is a _____.
3. A _____ is a method used to describe a person or example in detail.
4. The _____ James Parker had to use around him was water, tires, canvas, and mirror.
5. The temperature was 34 degrees _____.
6. The people who live on and off the desert are called _____.
7. James Parker has to walk five _____ to reach civilization.
8. A _____ is a trained person who specializes in a branch of science.
9. A small island in the Philippines, _____, is where the _____ people live.
10. It is part of their _____ to eat frogs, berries, and crabs.
11. _____, or the knowledge of how to use tools, is an advanced part of our society.
12. The snail can crawl only _____ at a time.
13. If you live in a _____, you share the same area, work and interests as those around you.
14. We place much _____ on friendship, diamonds and possessions.
15. Concerning the world's problem is a _____ matter.
16. The _____ leapt high into the air when it heard a lion approach.

CULTURESANSWER KEYCHAPTER ONE

1. culture
2. society
3. case study
4. resources
5. Celsius
6. Bushpeople
7. kilometers
8. scientist
9. Tasaday
10. custom
11. technology
12. centimeters
13. community
14. value
15. global
16. gemsbok

CULTURES

II. Chapter 2

Materials: vocabulary lists, dictionary, text, thesaurus, the Bank

A. Repeat from Chapter 1

B. (T) Write words on board

1. (S) Brainstorm for synonyms

2. (S) Use word in sentence

3. (S) Read aloud to class

C. Repeat from Chapter 1

CULTURES

CHAPTER TWO VOCABULARY LIST

1. communication
2. Olympic Games
3. civilization
4. participate
5. satellite
6. colony
7. independence
8. dormitory
9. corporation
10. system
11. economy
12. strike
13. import
14. industrial
15. manufacture
16. Communist
17. atmosphere
18. pollution

CULTURES

III. Chapter 3

Materials: vocabulary lists, central word puzzle ditto, dictionary,
text, the Bank

- A. Repeat from Chapter 1
- B. (T) Pass out central word puzzle ditto
 - 1. (S) Complete using text and dictionary
 - 2. (T) When completed, point out and discuss with students
how each was chosen
- C. Repeat from Chapter 1

CULTURES

CHAPTER THREE VOCABULARY LIST

1. archeology
2. dig
3. excavation
4. expedition
5. theory
6. geology
7. oasis
8. tell
9. specialist
10. specialization
11. geologist
12. radiocarbon dating
13. obsidian
14. Centennial
15. Bicentennial
16. volcano
17. isolated

NAME _____

DATE _____

CULTURES

CHAPTER THREE: CENTRAL WORD PUZZLE

DIRECTIONS: Fill in the blanks with the vocabulary list words using the context clues given.

1. s _____

2. _ _ p _ _ _ _ _

3. _ _ e _ _ _

4. c _ _ _ _ _ _ _ _

5. _ i _

6. _ a _ _

7. _ _ _ l _ _ _ _ _

8. _ _ _ i _ _ _ _ _ _ _ _ _ _

z
9. _ _ _ a _ _ _ _ _

10. t _ _ _

11. _ _ _ i _ _ _ _ _

12. _ o _ _ _ _ _

13. _ _ _ n _ _ _ _ _

i
s
14. _ _ o _ _ _ _

l
15. a _ _ _ _ _ _ _ _

i

s

l

t

e

d

NAME _____

CULTURESCHAPTER THREE: CENTRAL WORD PUZZLE

CONTEXT CLUES FOR PUZZLE

1. a person who has a great deal of knowledge about a special topic
2. a journey for a special purpose
3. idea based on thought
4. one hundred years
5. digging up of a place to find clues about humans who lived there long ago
6. a spot in a desert where there is water
7. a scientist who studies rocks and rock formation
8. a method of telling how old items are
9. see #5
10. a special mound under which ancient remains are buried
11. hard volcano black rock used for tools, weapons, jewelry, and trade
12. a vent in earth's surface through which molten rock, ashes, etc. are ejected
13. two hundred years
14. study of rocks and rock formation
15. study of ancient history

CULTURESANSWER KEYCHAPTER THREE

1. specialist
2. expedition
3. theory
4. centennial
5. dig
6. oasis
7. geologist
8. radiocarbon dating
9. excavation
10. tell
11. obsidian
12. volcano
13. bicentennial
14. geology
16. archeology

CULTURES

IV. Chapter 4

Materials: vocabulary lists, scissors, extra blank paper, dictionary,
the Bank

A. Repeat from Chapter 1

B. Categorization

1. (S) Cut vocabulary list into strips plus five extra strips
2. (T) Write headings on board
 - a. Types of Writing
 - b. Person
 - c. Objects
 - d. Travel
 - e. Agriculture
3. (S) Copy headings on the five extra strips
4. (S) Arrange words under the categories
5. (T) Discuss

C. Repeat from Chapter 1

CULTURES

CHAPTER FOUR VOCABULARY LIST

1. civilization
2. nomad
3. caravan
4. irrigation
5. chariot
6. surplus
7. ziggurat
8. pictogram
9. ideogram
10. Sumerian
11. phonogram
12. cuneiform
13. proverb
14. scribe
15. alabaster
16. pharaoh
17. reign
18. flax
19. sacrophagus
20. papyrus
21. adj-mer

CULTURESANSWER KEYCHAPTER FOURTYPES OF WRITING

pictogram

ideogram

phonogram

cuneiform

PERSON

nomad

Sumerian

scribe

pharaoh

adj-mer

(reign)

OBJECTS

sarcophagus

papyrus

flax

alabaster

ziggurat

TRAVEL

caravan

chariot

AGRICULTURE

irrigation

surplus

civilization

CULTURES

V. Chapter 5

Materials: vocabulary lists, context clues ditto, text, dictionary,
the Bank

A. Repeat from Chapter 1

B. (T) Pass out context clues dittos

1. (S) Complete

2. (T) Discuss

3. (S) Write own sentences underneath each sentence

4. (S) Read aloud to class

C. Repeat from Chapter 1

CULTURES

CHAPTER FIVE VOCABULARY LIST

1. interdependence
2. personality
3. Phoenicians
4. Lydians
5. Mohenjo-Daro
6. Kushities
7. Meroe
8. Ganges River
9. Olmec
10. hieroglyphic
11. Chavin
12. Mayan
13. astronomy
14. Hitties
15. magnet
16. trade route
17. Silk Road

NAME _____

DATE _____

CULTURESCHAPTER FIVE: CONTEST CLUES DITTO

DIRECTIONS: Fill in the blanks using the words from the vocabulary list.

You may use your text and dictionary for help.

1. The Chinese traded silk with the Mediterranean people so thousands of caravans carried the treasures on the _____.
2. The _____ people of Mexico built centers for religious purposes.
3. It was hard to decipher the _____ on the wall but one picture finally broke the code.
4. The city drew people to it like a _____ because it was so exciting.
5. The scientist peered into the telescope at the star and then eagerly looked up its name in the _____ book.
6. The _____ lived in the high Andes Mts.
7. In Southeastern Mexico, the _____ combined religion with math and astronomy.
8. A kingdom of Africa, Kush, was built by the _____ who named their major city _____.
9. The _____ was blocked by the bandits so the caravans could not deliver the goods to China.
10. The _____ was the center of ancient cities in India because they could use its water for many purposes.
11. The _____ between the mother and child was evident.
12. Tacoma has more _____ as the Tacoma Dome and waterfront are being developed.

NAME _____

CULTURESCHAPTER FIVE: CONTEXT CLUES DITTO

13. The _____ sailed their boats on the Mediterranean Sea and traded with others.
14. Because of the discoveries of drainage systems, writings, bronze and copper, the city of _____ was thought to be an advanced civilization in India.
15. Because they used iron for weapons, the _____ were able to defend themselves easily.
16. The _____ invented the idea of using coins for money which made trading easier.

CULTURESANSWER KEYCHAPTER FIVE

1. Silk Road
2. Olmec
3. hieroglyphics
4. magnet
5. astronomy
6. Chavin
7. Mayans
8. Kushities
9. trade route
10. Ganges River
11. interdependence
12. personality
13. Phoenicians
14. Mohenjo-Daro
15. Hittities
16. Lydians

CULTURES

VI. Chapter 6

Materials: vocabulary lists, scissors, extra blank paper, text, dictionary, the Bank

A. Repeat from Chapter 1

B. Categorization

1. (S) Cut vocabulary list into strips plus three extra strips
2. (T) Write headings on board
 - a. Greece
 - b. Rome
 - c. China
3. (S) Copy headings on the three extra strips
4. (S) Arrange words under the categories
5. (T) Discuss

C. Repeat from Chapter 1

CULTURES

CHAPTER SIX VOCABULARY LIST

1. Confucius
2. techniques
3. myth
4. city-state
5. metropolis
6. politics
7. epic
8. dynasty
9. democracy
10. tutor
11. javel
12. discus
13. philosopher
14. lyric
15. ancestor
16. dictator
17. Byzantine Empire
18. assembly
19. Socrates
20. Communist

CULTURESANSWER KEYCHAPTER SIX

Greece		Rome	China
assembly	lyric	myth	Confucius
Socrates	tutor	dictator	dynasty
philosopher	javelin	Byzantine Empire	ancestor
myth	discus		communist
city-state			
metropolis			
politics			
epic			

CULTURES

VII. Chapter 7

Materials: vocabulary lists, matching ditto, text, dictionary,
map of world ditto, the Bank

A. Repeat from Chapter 1

B. Matching ditto

1. (T) Pass out

2. (S) Using text as source, match tribe to area and
the words to their definitions

3. (T) Discuss

C. World Ditto

1. (T) Pass out

2. (S) Label where each tribe is from using text as source

3. (T) Discuss

D. Repeat from part C of Chapter 1

CULTURES

CHAPTER SEVEN VOCABULARY LIST

- | | |
|-----------------|-----------------|
| 1. migration | 17. Franks |
| 2. khan | 18. Aleuts |
| 3. Mongols | 19. descendents |
| 4. hordes | 20. Goths |
| 5. savannah | 21. Eskimos |
| 6. Muslim | |
| 7. Aztec | |
| 8. Inca | |
| 9. typhoon | |
| 10. barbarian | |
| 11. Huns | |
| 12. Latin | |
| 13. Burgundians | |
| 14. Angles | |
| 15. Saxons | |
| 16. Jutes | |

NAME _____

CULTURES

DATE _____

CHAPTER SEVEN: MATCHING DITTO

DIRECTIONS: Write the correct area by the tribe.

TRIBESAREA

Mongols _____

Germanic

Muslim _____

Aztec _____

Arab

Inca _____

Mexico

Huns _____

Burgundians _____

Peru

Angles _____

China

Jutes _____

Saxons _____

Mongolia

Franks _____

Alaska

Aleuts _____

Goths _____

Eskimos _____

DIRECTIONS: Match the word with its definition.

____ 1. migration

a. offspring of a certain group

____ 2. khan

b. Roman language

____ 3. hordes

c. move from one place to another

____ 4. savannah

d. rough, cruel people

____ 5. typhoon

e. chief

____ 6. barbarian

f. fierce windstorm

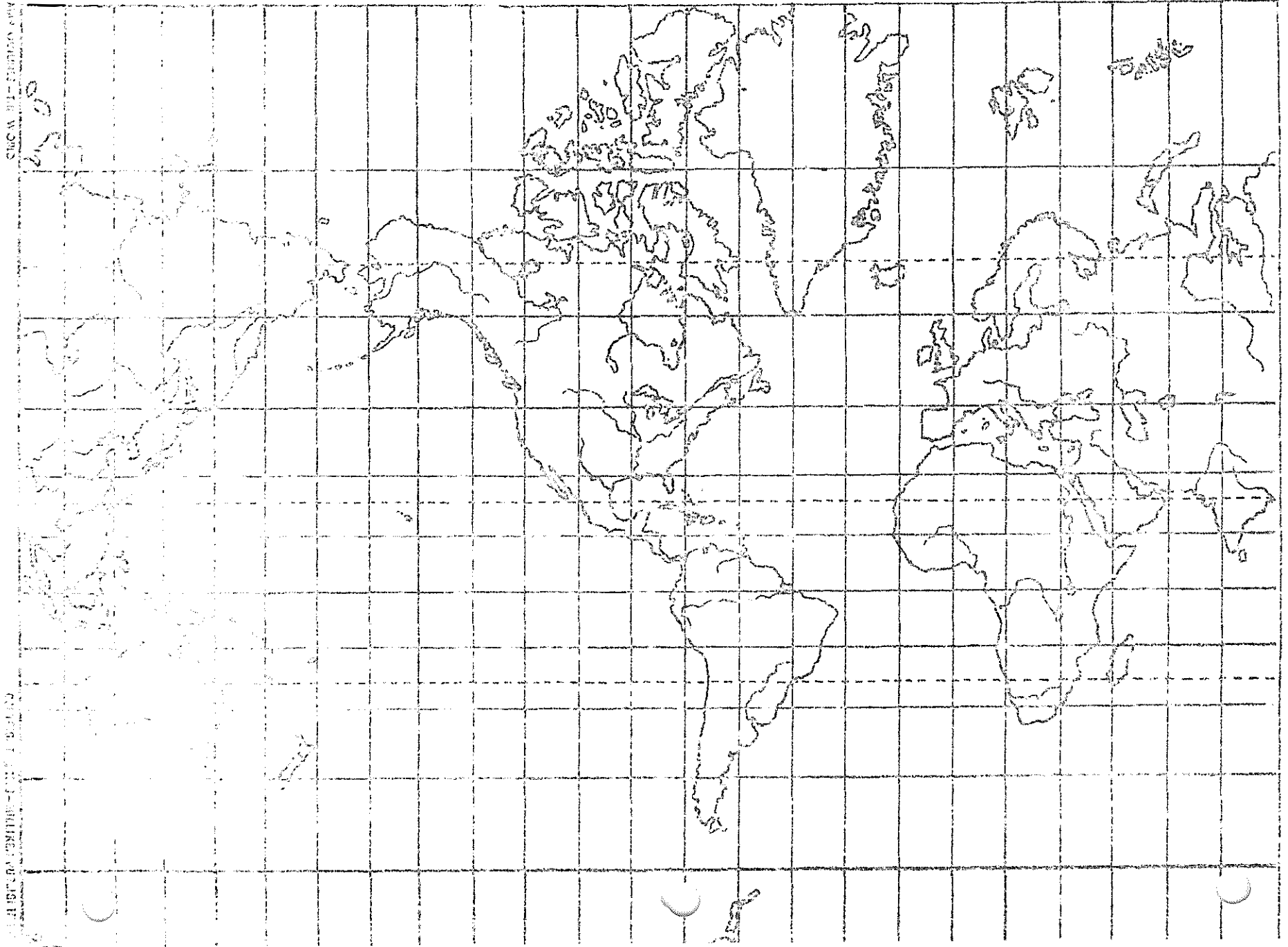
____ 7. descendents

g. large masses of people

____ 8. Latin

h. land of tall grasses

A LOOK AT THE WORLD



CULTURES

NAME _____

DATE _____

ANSWER KEYCHAPTER SEVEN: MATCHING DITTO

DIRECTIONS: Write the correct area by the tribe.

TRIBESAREAMongols China, Mongolia

Germanic

Muslim ArabAztec Mexico

Arab

Inca Peru

Mexico

Huns GermanicBurgundians Germanic

Peru

Angles Germanic

China

Jutes GermanicSaxons Germanic

Mongolia

Franks GermanicAleuts Alaska

Alaska

Goths GermanicEskimos Alaska

DIRECTIONS: Match the word with its definition.

c 1. migration

a. offspring of a certain group

e 2. khan

b. Roman language

g 3. hordes

c. move from one place to another

h 4. savannah

d. rough, cruel people

f 5. typhoon

e. chief

d 6. barbarian

f. fierce windstorm

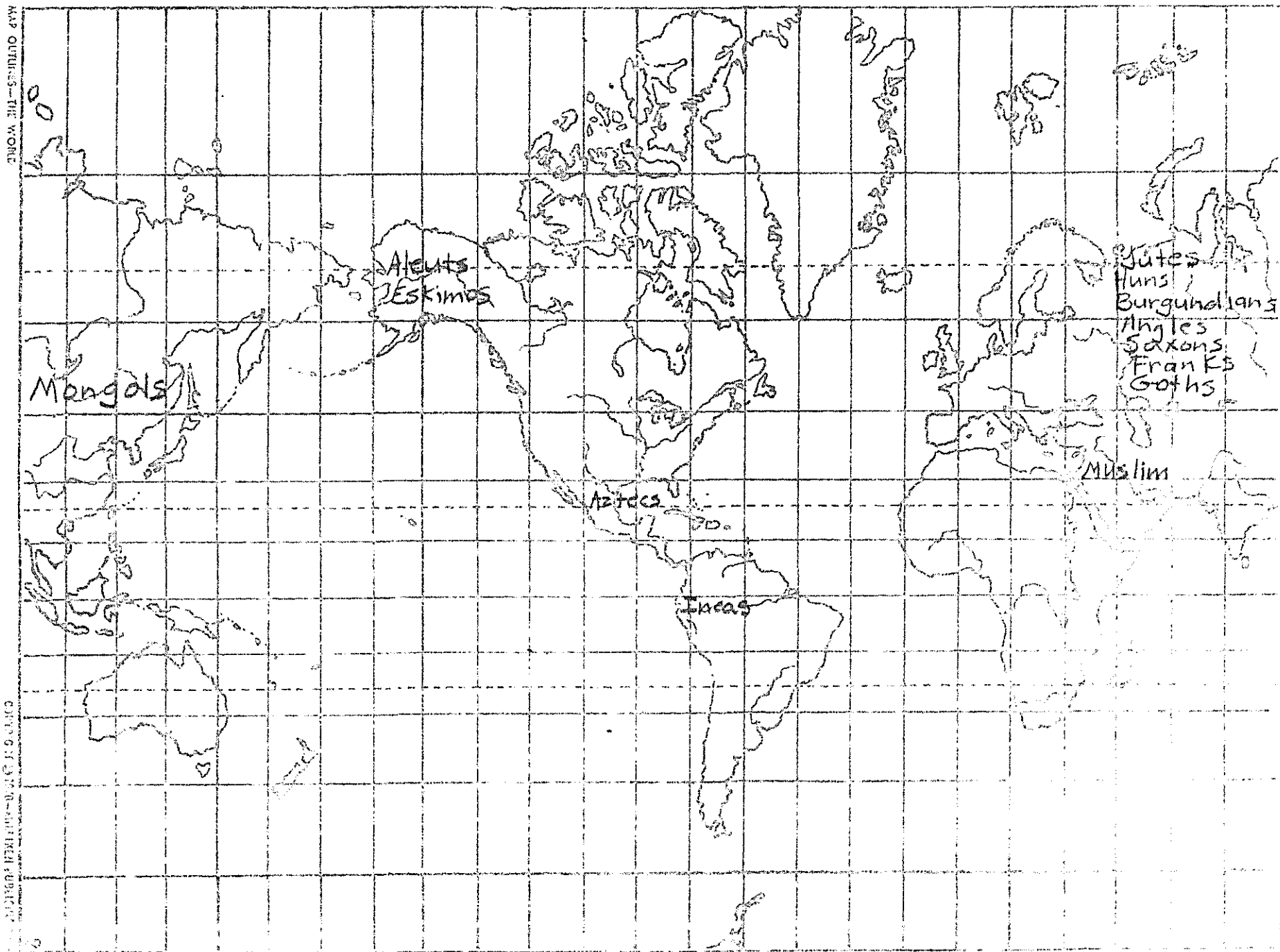
a 7. descendents

g. large masses of people

b 8. Latin

h. land of tall grasses

A LOOK AT THE WORLD



CULTURES

VIII. Chapter 8

Materials: vocabulary lists, scissors, dictionary, text, magazines,
large newsprint, glue, tape, the Bank

A. Repeat from Chapter 1

B. Magazine cut and paste

1. (T) Assign equal number of students to each word
2. (S) Look up definition of word
3. (T) Pass out magazines and newsprint
4. (S) Cut out one to three pictures that illustrate concepts of their word and paste on newsprint
5. (S) Write definition below pictures
6. (S) Tape around the room
7. (T) Give each group of students word other group has
8. (S) Write word under which poster they think is depicting word
9. (T) Discuss
10. (T) Keep poster up for duration of chapter

C. Repeat from Chapter 1

CULTURES

CHAPTER EIGHT VOCABULARY LIST

1. Stonehenge
2. hypothesis
3. druids
4. pagan
5. astronomy
6. alignment
7. Easter Islands
8. Ra
9. "Iliad"
10. saga
11. Atlantis
12. Paris
13. Aphrodite
14. Vinland
15. Polynesians
16. Homer
17. Thor Hyderdahl
18. Vikings
19. Henrich Schlieman
20. Gerald Hawkins

CULTURES

IX. Chapter 9

Materials: vocabulary lists, context clues ditto, text, dictionary,
the Bank

- A. Repeat from Chapter 1
- B. (T) Pass out context clues ditto
 1. (S) Complete
 2. (T) Discuss
- C. Repeat from Chapter 1

CULTURES

CHAPTER NINE VOCABULARY LIST

1. tapestry
2. embroidery
3. serfs
4. feudal system
5. Magna Carta
6. Parliament
7. Franciscans
8. fairs
9. barter
10. cathedral
11. buttress
12. Crusades
13. monks
14. Dominicans
15. Christendom
16. Marco Polo
17. stimulate
18. Saladin
19. orders

NAME _____

CULTURESCHAPTER NINE: CONTEXT CLUES DITTO

DIRECTIONS: Fill in the blanks with the proper word from the vocabulary list and use the text and dictionary to help you.

The _____ (1) hung on the wall and was woven of bright colors. The _____ (2) on it was done with delicate stitches. _____ (3) had _____ (4) for it with a cow at the _____ (5).

Because of the _____ (6), the _____ (7) were barely able to make a living. They worshipped at the _____ (8) every Sabbath.

The king was forced to sign the _____ (9) which gave more power to the people. A _____ (10) was formed to represent their rights.

The knights of _____ (11) (European countries) formed the _____ (12) and fought against _____ (13) to win back Palestine. They had to scale _____ (14) built on fortresses to conquer the enemy.

Two different branches or _____ (15) of _____ (16) were called the _____ (17) and the _____ (18). They taught people to read and write which encouraged people to learn.

CULTURESANSWER KEYCHAPTER NINE

1. tapestry
2. embroidery
3. Marco Polo
4. barter
5. fair
6. feudal system
7. serfs
8. cathedral
9. Magna Carta
10. parliament
11. Christendom
12. Crusades
13. Saladin
14. buttresses
15. orders
16. monks
17. Dominicans
18. Franciscans

CULTURES

X. Chapter 10

Materials: vocabulary lists, scissors, extra blank paper, dictionary, text, the Bank

A. Repeat from Chapter 1

B. Categorization

1. (S) Cut vocabulary list into strips plus five extra strips
2. (S) Write headings on board
 - a. Time Periods
 - b. People
 - c. Science
 - d. Places
 - e. Sea
3. (S) Copy headings on the five extra strips
4. (S) Arrange words under the categories
5. (T) Discuss

C. Repeat from Chapter 1

CULTURES

CHAPTER TEN VOCABULARY LIST

1. Renaissance
2. anatomy
3. botany
4. salon
5. apprentice
6. gravity
7. laws of nature
8. scientific method
9. latitude
10. caravel
11. astrolabe
12. universe
13. Elizabethan Age
14. Leonardo da Vinci
15. Galileo
16. Queen Elizabeth
17. Prince Henry of Portugal
18. Bartholomew Diaz

CULTURESANSWER KEYCHAPTER TENTime Periods

Elizabethan Age

Renaissance

People

Leonardo da Vinci

Bartholomew Diaz

Galileo

Queen Elizabeth

Prince Henry of Portugal

apprentice

Science

anatomy

universe

botany

gravity

laws of nature

scientific method

Place

salon

latitude

Sea

caravel

astrolabe

CULTURES

XI. Chapter 11

Materials: vocabulary lists, large newsprint, text, dictionary, the Bank

A. Repeat from Chapter 1

B. Grouping

1. (T) Pass out large newsprint to every 2-3 students
2. (S) Write OLD WORLD in middle of newsprint
3. (S) Using lines to show relationships, use all vocabulary lists words and branch off from OLD WORLD
4. (S) Switch paper with other groups
5. (S) Examine similarities and differences
6. (S) Repeat several times
7. (T) Make large one with class input

C. Repeat from Chapter 1

CULTURES

CHAPTER ELEVEN VOCABULARY LIST

1. Pacific Ocean
2. Northwest Passage
3. Ferdinand Magellan
4. conquerors
5. Hernando Cortes
6. Montezuma
7. Aztec
8. empire
9. immunity
10. minority
11. reservation
12. plantation
13. West Indies
14. adventurers
15. Old World
16. Spice Islands
17. colony
18. New World

CULTURES

XII. Chapter 12

Materials: vocabulary lists, context clues ditto, text, dictionary,
the Bank

- A. Repeat from Chapter 1
- B. Context clues ditto
 - 1. (T) Pass out
 - 2. (S) Complete
 - 3. (T) Discuss
- C. Repeat from Chapter 1

CULTURES

CHAPTER TWELVE VOCABULARY LIST

1. prosperity
2. Divine Right of Kings
3. middle class
4. nation
5. French and Indian War
6. nationalism
7. Parliament
8. House of Commons
9. House of Lords
10. Glorious Revolution
11. Bill of Rights
12. representatives
13. documents
14. constitution
15. kingdom
16. taxes

NAME _____

DATE _____

CULTURESCHAPTER TWELVE CONTEXT CLUES DITTO

DIRECTIONS: Read the sentence. Using context clues, write your own definition of the underlined word beneath the sentence.

1. The prosperity of MacDonald's Restaurants has enabled it to branch off all over the world.

2. "What ever I say is law," replied the king. "I have the Divine Right of Kings so off with his head."

3. The English and Colonists fought against France and Native Americans over land in the New World. During the French and Indian War, many were killed.

4. Saying the Pledge of Allegiance is a show of nationalism.

5. The President, Senate, and Supreme Court rule our nation of people.

6. The rich and poor do not belong to the middle class.

7. The king cannot raise taxes without consent of the Parliament which is composed of the House of Commons and the House of Lords.

8. England's Glorious Revolution gave them the chance to overthrow the old king and name a man of their choice.

CULTURES

NAME _____

CHAPTER TWELVE CONTEXT CLUES DITTO

9. The parliament first made the new rulers sign a Bill of Rights so they wouldn't interfere with the Parliament's decision.
-
10. Anyone over eighteen can vote for a representative who becomes a member of the legislature.
-
11. With trembling hands, the archeologist lifted from the tomb the ancient documents which would tell the secret of the treasure.
-
12. Our constitution lists the rights of the people and limits what the government can do.
-
13. A kingdom is the opposite of a democracy where the people govern themselves.
-
14. In order to raise money for schools, the people must pay taxes on property.
-

CULTURES

XIII. Chapter 13

Materials: vocabulary lists, scissors, extra blank paper,
dictionary, text, the Bank

A. Repeat from Chapter 1

B. Categorization

1. (S) Cut vocabulary list into strips plus five extra strips
2. (T) Write headings on board
 - a. Machines
 - b. Places
 - c. Organizations
 - d. Industrial Revolution
 - e. Other
3. (S) Copy headings on five extra strips
4. (S) Arrange words under categories using INDUSTRIAL
REVOLUTION as the main heading
5. (T) Discuss

C. Repeat from Chapter 1

CULTURES

CHAPTER THIRTEEN VOCABULARY LIST

1. Industrial Revolution
2. cultivation
3. thresher
4. combine
5. cottage industry
6. flying shuttle
7. spinning jenny
8. water frame
9. factory
10. cotton gin
11. telegraph
12. Morse Code
13. microbe
14. textiles
15. patent
16. urban
17. rural
18. space satellite
19. labor union

CULTURESANSWER KEYCHAPTER THIRTEENMachines

cultivator

thresher

combine

spinning jenny

flying shuttle

water frame

cotton gin

telegraph

space satellite

Places

factory

urban

rural

Organizations

cottage industry

labor union

Other

Morse Code

textiles

patent

CULTURES

XIV. Chapter 14

Materials: vocabulary lists, central word puzzle ditto, text,
dictionary, the Bank

- A. Repeat from Chapter 1
- B. (T) Pass out central word puzzle ditto
 1. (S) Complete
 2. (T) Discuss
- C. Repeat from Chapter 1

CULTURES

CHAPTER FOURTEEN VOCABULARY LIST

1. British Commonwealth
2. Great Britain
3. sphere of influence
4. protectorate
5. prejudice
6. warlords'
7. opium
8. Chiang Kai-shek
9. Mao Tse-tung
10. prime ministers
11. protectorate
12. empire building
13. Boxer Rebellion
14. Philippines
15. Cuba
16. Japan
17. China
18. dredge
19. Suez Canal

CULTURES

NAME _____

CHAPTER FOURTEEN CENTRAL WORD PUZZLE

J

14. _ _ _ _ _ a _ _ _ _

15. p _ _ _ _ _ _ _ _ _ _

a

16. _ _ _ _ _ n

CULTURES

NAME _____

CHAPTER FOURTEEN CENTRAL WORD PUZZLE

CONTEXT CLUES

1. country or territory that is under the protection of a more powerful country
2. the countries and territories under British rule
3. harmful opinion or feeling against a person or a group
4. country in Northern Europe
5. leader of Republic China
6. harmful, powerful drug
7. country who continues to control more and more countries and territories
8. communist leader of China
9. strong leaders in China
10. large island nation south of Florida
11. the most important official in many democratic governments
12. largest country in Asia and world
13. scoop out mud, etc. to deepen harbors, channels, etc.
14. important waterway which is a shortcut that bypasses Africa
15. group of islands in South Pacific
16. Chinese who opposed foreign influence and fought against it

CULTURESANSWER KEYCHAPTER FOURTEEN

- | | |
|-------------------------|---------------------|
| 1. protectorate | 9. war lords |
| 2. British Commonwealth | 10. Cuba |
| 3. prejudice | 11. prime ministers |
| 4. Great Britian | 12. China |
| 5. Chiang Kai-Shek | 13. dredge |
| 6. opium | 14. Suez Canal |
| 7. empire building | 15. Philippines |
| 8. Mao Tse-Tung | 16. Boxer Rebellion |

CULTURES

XV. Chapter 15

Materials: vocabulary lists, large newsprint, text, dictionary,
the Bank

A. Repeat from Chapter 1

B. Grouping

1. (T) Pass out large newsprint to every 2-3 students
2. (S) Write RUSSIA, UNITED STATES, and GERMANY spaced apart on the newsprint
3. (S) Using lines to show relationships, use all vocabulary list words and branch off to and from the three headings
4. (S) Switch paper with other groups
5. (S) Examine similarities
6. (S) Repeat
7. (T) Make large one on board with class input

C. Repeat from Chapter 1

CULTURES

CHAPTER FIFTEEN VOCABULARY LIST

1. total war
2. trench warfare
3. inflation
4. superpower
5. Cold War
6. self-determination
7. czar
8. Nicolai Lenin
9. dictatorship
10. General Assembly
11. League of Nations
12. Adolf Hitler
13. Nazism
14. persecute
15. concentration camp
16. Allied Forces
17. United Nations
18. Palestine
19. Israel
20. international law

CULTURES

XVI. Chapter 16

Materials: vocabulary lists, category ditto, text, dictionary,
the Bank

- A. Repeat from Chapter 1
- B. (T) Pass out category ditto
 - 1. (S) Complete, using vocabulary list, text, dictionary,
and past knowledge as sources
 - 2. (T) Discuss
- C. Bar Graph
 - 1. (T) Discuss bar graph
 - 2. (T) Make one using example from class
(hair color, eye color, etc.)
 - 3. (S) Develop one
 - 4. (S) Share
- D. Repeat from Part C of Chapter 1

CULTURES

CHAPTER SIXTEEN VOCABULARY LIST

1. social justice
2. non-violent resistance
3. commune
4. free economic system
5. Mahatma Gandhi
6. India
7. favela
8. squatter
9. nutrition
10. purdah
11. passive resistance
12. bar graph
13. racial discrimination
14. chador

NAME _____

DATE _____

CULTURESCHAPTER SIXTEEN CATEGORY DITTO

DIRECTIONS: Use text to fill in the blanks.

List social justices

1. _____

2. _____

3. _____

4. _____

List non-violent (passive) resistance

1. _____

2. _____

3. _____

4. _____

List racial discrimination

1. _____

2. _____

3. _____

4. _____

List nutritional foods

1. _____

2. _____

3. _____

4. _____

CULTURES

NAME _____

CHAPTER SIXTEEN CATEGORY DITTO

List great leaders of countries

1. _____
2. _____
3. _____
4. _____

List living conditions

1. _____
2. _____
3. _____
4. _____

CULTURES

NAME _____

ANSWER KEY

DATE _____

CHAPTER SIXTEEN CATEGORY DITTO

DIRECTIONS: Use text to fill in the blanks.

List social justices

1. _____
2. _____
3. _____
4. _____

List non-violent (passive) resistance

1. _____
2. _____
3. _____
4. _____

List racial discrimination

1. purdah-women live separately from men in the Middle East
2. chader-veil to wear in public
3. _____
4. _____

List nutritional foods

1. _____
2. _____
3. _____
4. _____

KEY

p.2

CULTURESCHAPTER SIXTEEN CATEGORY DITTOList great leaders of countries

1. U.S.
2. England
3. India - Mahatma Gandhi
4. _____

List living conditions

1. communes'
2. favela - slums in Peru
3. squatters - live where they don't belong
4. _____

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A teacher's guide of vocabulary strategies was developed to supplement the text "Cultures" American Book Social Studies (1979). The guide included thirty-two vocabulary activities. The activities included context clues, conceptual development, dictionary, thesaurus, vocabulary cards, cloze, review, and categorization. Student involvement was emphasized in all vocabulary chapter activities.

The teacher's guide was developed to be reproduced and used by other sixth grade teachers throughout the district. It was to be used as a supplement and enrichment program to the social studies text. The guide is intended to be easy to follow and uses a minimum of classroom time while focusing on and teaching the essential vocabulary concepts. Through use of this kind of material, it is hoped that the teachers will be encouraged to develop enrichment activities.

Several recommendations could improve this study. One recommendation is to develop pre- and post tests to measure vocabulary gain from the activities. Another is to further develop and modify the vocabulary activities. Additional activities should be developed and changes made as needed. And finally, more research should be conducted on successful vocabulary activities and how these can be added to the instructional program.

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