

Social Studies

Activities/Handouts

ACTIVITY - 1

Activity/Handout

International BINGO

Have you ever traveled to another country?	Have you recently met someone from another country?	Do you teach any English language learners?	Were you born in another country?	Do you have relatives in another country?
Can you name five countries in Africa?	Can you speak a language other than English?	Have you ever studied about another part of the world?	Do you have a Spanish surname?	Does your family own a car made in another country?
Is any part of your clothing from another country?	Have you ever had a friend from another country?	FREE	Were you born in this state?	Can you name five countries in Latin America?
Is there a TV in your home made in another country?	Can you name five countries in Europe?	Do you enjoy foods from other cultures?	Have you ever traveled on an ocean liner?	Have you ever met someone from another country?
Can you name five countries in Asia?	Can you greet someone in another language?	Have you ever traveled on an airplane?	Do you listen to music that comes from another country or culture?	Do you own a car made in another country?

ACTIVITY - 2

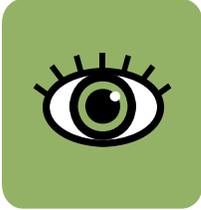
Activity/Handout

Active Viewing

Use this page to write down any notes from the video clip.

Name of video: _____

Things I saw that related to our topic...





Words I heard that relate to our topic...



This video made me feel...

ACTIVITY - 3

Activity/Handout

Year	Event	Description	Picture
1765	The Stamp Act	The British created an act requiring all newspapers and legal documents to carry a stamp purchased from the British. These taxes angered the colonists.	
1767	The Townsend Act	The British passed new taxes on glass, paper, teas, paints and other goods shipped to the colonies from Britain. The taxes were used to cover the cost for defending the colonies and pay the salaries of governors and judges in the colonies.	

1770	The Boston Massacre	<p>On the evening of March 5, Private Hugh White was on guard in front of the Customs House on King Street in Boston. A crowd of people had gathered and began harassing the soldier. The crowd continued to harass the soldiers with insults, and were throwing snowballs at them. In the commotion, someone yelled, "Fire!" and soldiers began shooting. Three townspeople were killed and eight more were wounded, two of which died later. No one knew who gave the order to fire.</p>	
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1773	The Boston Tea Party	<p>On the evening of December 16, a group of men calling themselves the "Sons of Liberty" went to the Boston Harbor. The men were dressed as Mohawk Indians. They boarded three British ships, the Beaver, the Eleanor and the Dartmouth, and dumped forty-five tons of tea into the Boston Harbor.</p>	
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1774	The Intolerable Acts	<p>The British parliament responded to the Boston Tea Party by passing four laws. The British closed the Boston Harbor pending the people of Boston paying for the lost tea and paying the required tax. They also eliminated the Massachusetts elected government council. They replaced it with council members appointed by the King. They gave the governor new powers, such as the ability to control public meetings. They also changed the Justice Act so that people charged with violent crimes would be tried in England. They expanded the Quartering Act requiring British troops to be housed in private homes. Lastly, to prevent the colonies from growing bigger and stronger, they passed the Quebec Act which extended the Canadian border southward to the Ohio River eliminating the colonies claim to the land.</p>	 A British soldier in a red uniform standing at attention. The soldier is wearing a red tunic with black buttons, a black waist sash, and a red breech. He is holding a rifle vertically in front of him. The background is a plain, light-colored wall.
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1774	The First Continental Congress	<p>The colonies held a meeting with representatives from each colony, except Georgia, in Philadelphia. The representatives gathered to discuss their response to the British "Intolerable Acts." They met to discuss their relationship with Britain and how to assert their rights with the British government. They wanted to appear as united colonies in their reply to Britain. They had three objectives: to compose a statement of colonial rights, to identify British parliaments violation of those rights, and to provide a plan that would convince Britain to restore those rights.</p>	
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ACTIVITY - 4

Activity/Handout

A

Falta de Información

La tabla de abajo muestra los nombres de unas ciudades y sus poblaciones. A la tabla le falta información. Utiliza las siguientes preguntas para conversar con otra persona y encontrar la información que falta.

¿Qué es la población de _____?

¿Cuál ciudad tiene la población de _____?

Ciudad	Población
San Pedro	
Tequistan	45,006
	71,213
Del Monte	
	32,701

Activity/Handout

B

Falta de Información

La tabla de abajo muestra los nombres de unas ciudades y sus poblaciones. A la tabla le falta información. Utiliza las siguientes preguntas para conversar con otra persona y encontrar la información que falta.

¿Qué es la población de _____?

¿Cuál ciudad tiene la población de _____?

Ciudad	Población
	50,235
Tequistan	45,006
La Laguna	
	67,250
San Pablo	

Activity/Handout

A

Information Gap

The table below shows the names of cities and their population. The table is missing some information. Use the following questions to speak to another person to find the missing information.

What is the population of _____?

Which city has a population of _____?

City	Population
San Pedro	
Tequistan	45,006
	71,213
Del Monte	
	32,701

Activity/Handout

Activity/Handout
B
Information Gap

The table below shows the names of cities and their population. The table is missing some information. Use the following questions to speak to another person to find the missing information.

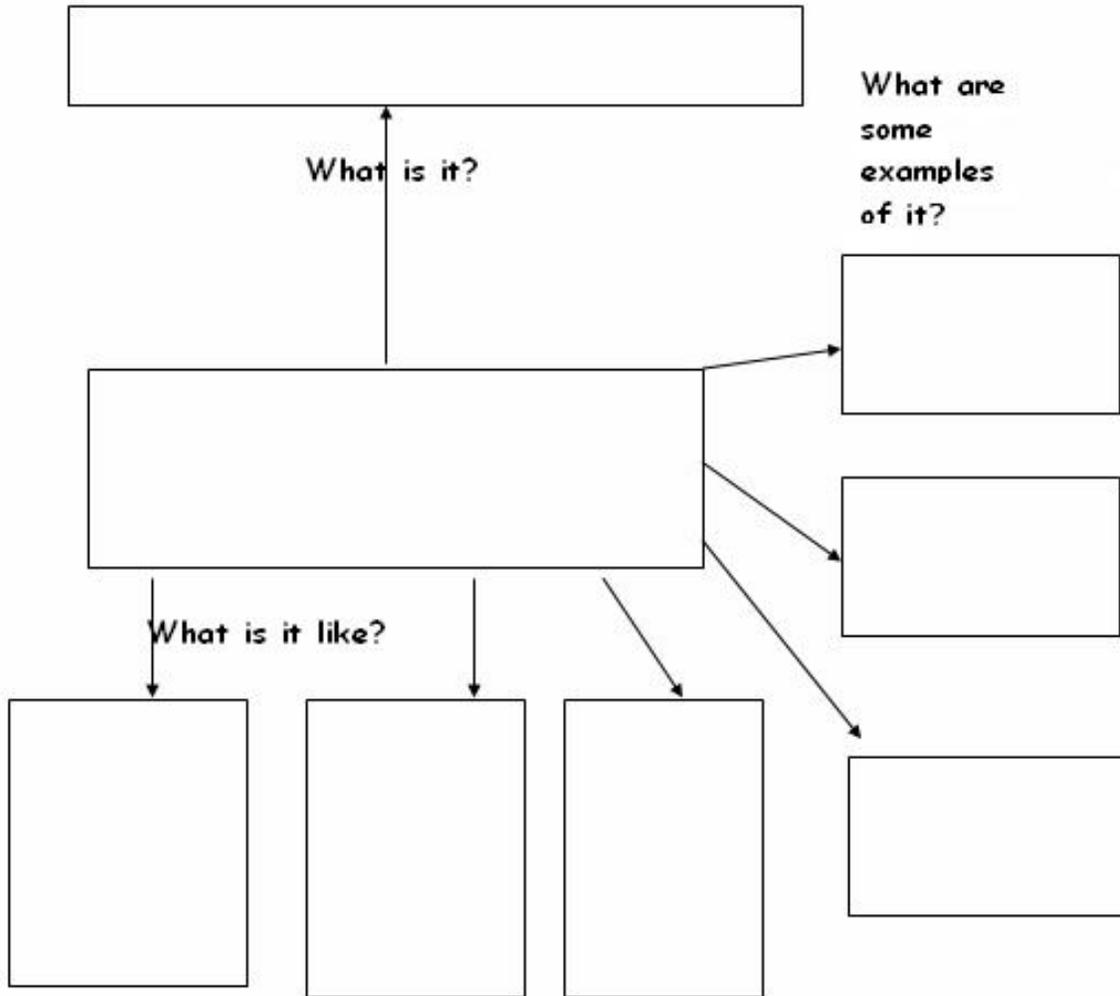
What is the population of _____?

Which city has a population of _____?

City	Population
	50,235
Tequistan	45,006
La Laguna	
	67,250
San Pablo	

ACTIVITY - 5

Concept Definition Map



ACTIVITY - 6

Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.

by Tannenbaum, Jo-Ellen

Many educators have come to recognize that alternative assessments are an important means of gaining a dynamic picture of students' academic and linguistic development. "Alternative assessment refers to procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom" (Hamayan, 1995, p. 213). It is particularly useful with English as a second language students because it employs strategies that ask students to show what they can do. In contrast to traditional testing, "students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce" (Huerta-Macias, 1995, p. 9). Although there is no single definition of alternative assessment, the main goal is to "gather evidence about how students are approaching, processing, and completing real-life tasks in a particular domain" (Huerta-Macias, 1995, p. 9). Alternative assessments generally meet the following criteria:

- * Focus is on documenting individual student growth over time, rather than comparing students with one another.
- * Emphasis is on students' strengths (what they know), rather than weaknesses (what they don't know).
- * Consideration is given to the learning styles, language proficiencies, cultural and educational backgrounds, and grade levels of students.

Alternative assessment includes a variety of measures that can be adapted for different situations. This Digest provides examples of measures that are well suited for assessing ESL students.

NONVERBAL ASSESSMENT STRATEGIES

"Physical Demonstration." To express academic concepts without speech, students can point or use other gestures. They can also be asked to perform hands-on tasks or to act out vocabulary, concepts, or events. As a comprehension check in a unit on Native Americans, for example, teachers can ask students to respond with thumbs up, thumbs down, or other nonverbal signs to true or false statements or to indicate whether the teacher has grouped illustrations (of homes, food, environment, clothing, etc.) under the correct tribe name. The teacher can use a checklist to record student responses over time.

"Pictorial Products." To elicit content knowledge without requiring students to speak or write, teachers can ask students to produce and manipulate drawings, dioramas, models, graphs, and charts. When studying Colonial America, for example, teachers can give students a map of the colonies and labels with the names of the colonies. Students can then attempt to place the labels in the appropriate locations. This labeling activity can be used across the curriculum with diagrams, webs, and illustrations.

To culminate a unit on butterflies, teachers can ask beginning ESL students to illustrate, rather than explain, the life cycle of butterflies. Students can point to different parts of a butterfly on their own drawing or on a diagram as an assessment of vocabulary retention. Pictorial journals can be kept during the unit to record observations of the butterflies in the classroom or to illustrate comprehension of classroom material about types of butterflies, their habitats, and their characteristics.

K-W-L CHARTS

Many teachers have success using K-W-L charts (what I know/what I want to know/what I've learned) to begin and end a unit of study, particularly in social studies and science. Before the unit, this strategy enables teachers to gain an awareness of students' background knowledge and interests. Afterward, it helps teachers assess the content material learned. K-W-L charts can be developed as a class activity or on an individual basis. For students with limited English proficiency, the chart can be completed in the first language or with illustrations.

Sample K-W-L Chart

K	W	L
Lincoln was important. His face is on a penny. He's dead now. I think Lincoln was a President. He was a tall person.	Why is Lincoln famous? Was he a good President? Why is he on a penny? Did he have a family? How did he die?	Lincoln was President of the U.S. He was the 16th President. There was a war in America when Lincoln was President. He let the slaves go free. Two of his sons died while he was still alive.

Before a unit of study, teachers can have students fill in the K and W columns by asking them what they know about the topic and what they would like to know by the end of the unit. This helps to keep students focused and interested during the unit and gives them a sense of accomplishment when they fill in the L column following the unit and realize that they have learned something.

ORAL PERFORMANCES OR PRESENTATIONS

Performance-based assessments include interviews, oral reports, role plays, describing, explaining, summarizing, retelling, paraphrasing stories or text material, and so on. Oral assessments should be conducted on an ongoing basis to monitor comprehension and thinking skills.

When conducting interviews in English with students in the early stages of language development to determine English proficiency and content knowledge, teachers are advised to use visual cues as much as possible and allow for a minimal amount of English in the responses. Pierce and O'Malley (1992) suggest having students choose one or two pictures they would like to talk about and leading the students by asking questions, especially ones that elicit the use of academic language (comparing, explaining, describing, analyzing, hypothesizing, etc.) and vocabulary pertinent to the topic. Role plays can be used across the curriculum with all grade levels and with any number of people. For example, a teacher can take on the role of a character who knows less than the students about a particular subject area. Students are motivated to convey facts or information prompted by questions from the character. This is a fun-filled way for a teacher to conduct informal assessments of students' knowledge in any subject (Kelner, 1993).

Teachers can also ask students to use role play to express mathematical concepts. For example, a group of students can become a numerator, a denominator, a fraction line, a proper fraction, an improper fraction, and an equivalent fraction. Speaking in the first person, students can introduce themselves and their functions in relationship to one

another (Kelner, 1993). Role plays can also be used in science to demonstrate concepts such as the life cycle.

In addition, role plays can serve as an alternative to traditional book reports. Students can transform themselves into a character or object from the book (Kelner, 1993). For example, a student might become Christopher Columbus, one of his sailors, or a mouse on the ship, and tell the story from that character's point of view. The other students can write interview questions to pose to the various characters.

ORAL AND WRITTEN PRODUCTS

Some of the oral and written products useful for assessing ESL students' progress are content area thinking and learning logs, reading response logs, writing assignments (both structured and creative), dialogue journals, and audio or video cassettes.

"Content area logs" are designed to encourage the use of metacognitive strategies when students read expository text. Entries can be made on a form with these two headings: What I Understood/What I Didn't Understand (ideas or vocabulary).

"Reading response logs" are used for students' written responses or reactions to a piece of literature. Students may respond to questions--some generic, some specific to the literature--that encourage critical thinking, or they may copy a brief text on one side of the page and write their reflections on the text on the other side.

Beginning ESL students often experience success when an expository "writing assignment" is controlled or structured. The teacher can guide students through a pre-writing stage, which includes discussion, brainstorming, webbing, outlining, and so on. The results of pre-writing, as well as the independently written product, can be assessed. Student writing is often motivated by content themes. Narrative stories from characters' perspectives (e.g., a sailor accompanying Christopher Columbus, an Indian who met the Pilgrims, a drop of water in the water cycle, etc.) would be valuable inclusions in a student's writing portfolio.

"Dialogue journals" provide a means of interactive, ongoing correspondence between students and teachers. Students determine the choice of topics and participate at their level of English language proficiency. Beginners can draw pictures that can be labeled by the teacher.

"Audio and video cassettes" can be made of student oral readings, presentations, dramatics, interviews, or conferences (with teacher or peers).

PORTFOLIOS

Portfolios are used to collect samples of student work over time to track student development. Tierney, Carter, and Desai (1991) suggest that, among other things, teachers do the following: maintain anecdotal records from their reviews of portfolios and from regularly scheduled conferences with students about the work in their portfolios; keep checklists that link portfolio work with criteria that they consider integral to the type of work being collected; and devise continua of descriptors to plot student achievement. Whatever methods teachers choose, they should reflect with students on their work, to develop students' ability to critique their own progress.

The following types of materials can be included in a portfolio:

Audio- and videotaped recordings of readings or oral presentations.

Writing samples such as dialogue journal entries, book reports, writing assignments (drafts or final copies), reading log entries, or other writing projects.

Art work such as pictures or drawings, and graphs and charts.

Conference or interview notes and anecdotal records.

Checklists (by teacher, peers, or student).

Tests and quizzes.

To gain multiple perspectives on students' academic development, it is important for teachers to include more than one type of material in the portfolio.

CONCLUSION

Alternative assessment holds great promise for ESL students. Although the challenge to modify existing methods of assessment and to develop new approaches is not an easy one, the benefits for both teachers and students are great. The ideas and models presented here are intended to be adaptable, practical, and realistic for teachers who are dedicated to creating meaningful and effective assessment experiences for ESL students.

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- Kelner, L.B. (1993). "The creative classroom: A guide for using creative drama in the classroom, preK-6. Portsmouth, NH: Heinemann.
- Pierce, L.V., & O'Malley, J.M. (1992). "Performance and portfolio assessment for language minority students. Washington, DC: National Clearinghouse for Bilingual Education.
- Tierney, R.J., Carter, M.A., & Desai, L.E. (1991). "Portfolio assessment in the reading-writing classroom." Norwood, MA: Christopher Gordon.

ACTIVITY - 7

Social Studies Assessment

1. What is the TEKS focus for your grade level?
2. Review the eight strands for social studies. Why should all teachers become familiar with these strands?
3. Name at least two reasons why social studies can be difficult for English language learners?
4. How does knowing the differences between BICS and CALP impact your instruction?
5. How can you use Cummins' four quadrants in designing your lessons?
6. How does the use of the native language help students learn social studies?
7. Describe four strategies and how you plan to use them in your classroom.
8. Name some supplementary materials that you will add to your resources.
9. How can you make the social studies textbook comprehensible?
10. Select two alternative assessments and tell why they should be used with English language learners.

ACTIVITY - 8

Culturally Relevant Texts

Freeman and Freeman, 2006

- Ada, A. F. (2002). *I Love Saturdays and Domingos*. New York: Atheneum Books.
- Anzadúa, G. (1993). *Friends from the Other Side*. San Francisco, Children's Book Press.
- Bunting, E. (1998). *Going Home*. New York: Harper Trophy.
- Byrd, L. (2003). *The Treasure on Gold Street: El tesoro en la calle oro*. El Paso, TX: Cinco Puntos Press.
- Cohn, D. (2002). *¡Si se puede! Yes, We Can!: Janitor Strike in L.A.* El Paso, TX: Cinco Puntos Press.
- Garcia, A., & Garcia, A. A. (2004). *Our Journey*. Barrington, IL: Rigby.
- Garza, C. L. (1996). *In My Family: En mi familia*. San Francisco: Children's Book Press.
- Gonzalez-Jensen, M. (1997a). *Judge for a Day*. Crystal Lake, IL: Rigby.
- Gonzalez-Jensen, M. (1997b). *Juez por un día*. Crystal Lake, IL: Rugby.
- Hayes, J. (2001). *El cucuy: A Bogeyman Cuento in English and Spanish*. El Paso: Cinco Puntos Press.
- Hayes, J. (2004). *La Llorona: The Weeping Woman*. El Paso: Cinco Puntos Press.
- Jiménez, F. (2001). *Breaking Through*. Boston: Houghton Mifflin.
- Jiménez, F. (1997). *The Circuit: Stories from the Life of a Migrant Child*. Albuquerque, N.M.: University of New Mexico Press.
- Jiménez, F. (1998). *La mariposa*. Boston: Houghton Mifflin.
- Morris, A. (2000). *Families*. Carmel, CA: Hampton-Brown.
- Pérez, A. I. (2000). *My Very Own Room: Mi propio cuartito*. San Francisco: Children's Book Press.
- Rodríguez, L. (1997). *America is her Name*. Willimantic, CT: Curbstone Press.

Salinas, B. (1998). *The Three Pigs: Los tres credos, Nacho, Tito, and Miguel*. Oakland, CA: Piñata Publications.

Salinas, B. (2003). *Cinderella Latina: La cenicienta Latina*. Oakland, CA: Piñata Publications.

Tsang, N. (2003). *Rice All Day*. Barrington, IL: Rigby.

Torres, L. (1998). *Liliana's Grandmothers*. New York: Farr StrausGiroux.

Wing, N. *JalapeñoBagels*. New York: Atheneum Books.

Selected References

Cruz, B.C., et al. (2003). *Passport to learning: Teaching social studies to ESL students*. Silver Springs, MD: National Council for the Social Studies.

Chamot, A.U., & O'Malley, J.M. (1994). *The CALLA handbook: Implementing the cognitive academic language learning approach*. New York, NY: Addison-Wesley Publishing Company, Inc.

Echevarria, J., Vogt, M.E., & Short, D. (2004). *Making content comprehensible for English learners: The SIOP model*. Boston, MA: Pearson Education, Inc.

Eastern Stream Center on Resources and Training (ESCORT) (1998). *Help! They don't speak English starter kit for primary teachers: A resource guide for educators of limited English proficient migrant students, grades Pre-K – 6*. <http://www.ael.org/cac/>

Eastern Stream Center on Resources and Training (ESCORT) (2001). *The help! Kit: A resource guide for secondary teachers of migrant English language learners*. www.escort.org

Ligon, F., & Tannenbaum, E. (1990). *Picture stories: Language and literacy activities for beginners*. White Plains, NY: Longman.

Selected Websites

A collection of online resources and maps: Maps101.com

Nationalgeographic.com

TEKS/TAKS Social Studies information: tea.state.tx.us/curriculum/social/index.html

The Social Studies Center: tea.state.tx.us/ssc

Bilingual/ESL information tea.state.tx.us/curriculum/biling

The Center for Applied Linguistics: cal.org

National Association for Bilingual Education: nabe.org

Teachers of English to Speakers of Other Languages: tesol.org/s_tesol/index.asp

Graphic Organizers in Spanish: eduplace.com/graphicorganizer/Spanish/index.html

Bob Bullock Museum in Austin, TX: the.story.of.texas.com

