The Effects of Student Acquisition in Technical Content Vocabulary to Eleventh Grade Students in a Social Studies Classroom

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Abstract

Twenty-seven 11th grade students enrolled in one United States history class in a suburban high school participated in two studies on vocabulary instruction. The first study was using the teacher instruction regularly used. This consisted of direct instruction, pretest and posttest while also using some mnemonic strategies for major concepts during World War One. This first teacher strategy lasted approximately two weeks and involved the same 27 students used in the second strategy (29 students in the first strategy; two students were not in the second study). The results from a pretest and posttest did show significant gains using the teacher based strategies listed above. The second research-based strategy involved using graphic organizers- most specifically the Frayer model. This instruction took place over an approximate two-week time period while studying the United States “Roaring Twenties”. The students consisted of the same 11th grade teenagers, mean age of 16.5 years of age. The students in the research-based strategy of the Frayer model were given a pretest and posttest. The gains were not as significant as to the previous study however. Students in the second study were front-loaded on material from the study guide and teacher led discussion on the 1920s prior to the pretest over the “Roaring Twenties”. This front-loading could have skewed the data to make the gains seem not as significant as in the first strategy when no front-loading or review of the study guide was given prior to the pretest over WWI. In review of the data, to see true gains using this vocabulary strategy of the Frayer Model, no front-loading should be given prior to the pretest in any future studies.

Keywords: Frayer, mnemonic, vocabulary, secondary, graphic organizers
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The importance of vocabulary instruction in the content area is instrumental for major concepts of that area to be understood. When teaching the specific content in a high school history classroom whether the instruction is on battles or allies of WWI or the presidents and economic structure of the “Roaring Twenties”, the vocabulary content must be addressed with care. Without the major vocabulary words pertaining to each subject matter being specifically taught the instruction of the era or unit is meaningless.

There are a variety of ways to introduce and teach vocabulary, but one has to make it meaningful to the students and somehow pertain to their life or interests. Also, repetition is key- the word cannot simply be introduced and forgotten, but the word has to become apart of the new language the student is using and associating it to the new history unit being presented.

In these studies, two research-based strategies are being presented. One study, teacher based, but also realized it it research based, is the mnemonic strategy instruction. This study was used in presenting material and new vocabulary over WWI. By using this strategy the students were able to memorize allies of WWI with F.I.R.E. (France, Italy, Russia, & England) and also the four M.A.I.N. causes for WWI (i.e.: Militarism, Alliance System, Imperialism, & Nationalism). To take this strategy to the next step, students created an acrostic poem for further in-depth analyzation of each of the four causes of WWI (Appendix B)

In the second, research-based strategy, students used graphic organizers most specifically the Frayer model of instruction. Here the students used this organizer repetitively to quiz themselves over the vocabulary of the “Roaring Twenties”. In the beginning of the unit, the students filled out the organizer cooperatively for each vocabulary term- identifying the definition, characteristics, examples, & non-examples. Then, over the course of the unit being taught, the students took 10 minutes per class period to review with their peers the vocabulary through the use of the Frayer model flash cards.

Review of Literature

Fontana, Scruggs, and Mastropieri (2007) studied mnemonic strategy instruction in inclusive secondary social studies classes. This study took place in an urban mid-Atlantic high school with a diverse student population. The mnemonic strategy was compared to direct instruction on academic performance on 59 students (27 boys and 32 girls) where 13 of the 59 were previously identified as LD, 46 students were general education, and 14 of those were identified as English language learners (ELLs).

Within the mnemonic strategy teachers used keyword strategies to remember the material. Specific words identified by association were created by the class to cue an interactive dialogue- each term identified /defined and linked to key word using acronyms, and then acrostics to focus on key elements. This strategy was compared to direct instruction which targets in on presenting the content in headings on a powerpoint presentation with a definition on the slide. In direct instruction the teacher pronounced & explained information pertaining to the key word and clarified for understanding. Through Fontana, Scruggs, & Mastropieri’s research they found that students with learning disabilities scored higher when
learning vocabulary mnemonically rather than with direct instruction. Also, student engagement was higher with mnemonic instruction rather than with direct. However, evidence also showed that general education students had little or no difference retaining the information being taught between the two strategies of mnemonic or direct instruction.

Bryant, Goodwin, Bryant, and Higgins (2003) investigates research on vocabulary interventions categorized into four areas: (1) computer assisted instruction, (2) fluency-building vocabulary, (3) mnemonic strategy instruction, and (4) concept enhancement instruction. For technical vocabulary instruction, concept enhancement instruction is key. Social studies is conceptually based where ideas build upon previously introduced content. This content should be analyzed with prior knowledge and making connections from previous content to new material being taught. Concept enhancement instruction is what is addressed in the following: A definition instruction condition was compared to activating the students’ background knowledge, developing conceptual understanding, and building semantic relationships among word meanings through semantic mapping, semantic feature analysis, or semantic/ syntactic feature analysis. Sixty-one junior high school students with LD participated in the study (41 male students and 20 female students). Students used a set of vocabulary words and generated a map that depicted the relationship between vocabulary words.

The students were assessed on context related meanings of the vocabulary studied in a 30 question test, 15 of the questions were context related while an additional 15 questions were focused on the student’s ability to apply new situations to the vocabulary. Overall results revealed students who participated in concept enhancement instruction (semantic mapping, semantic feature analysis, basically using graphic organizers: i.e. Frayer model, compare contrast, cause and effect, concept maps) outperformed students who received definition instruction on vocabulary and comprehension items. These vocabulary strategies/interventions can be administered before reading, during reading, or after reading, to assess and develop a deeper understanding of the material in its given context. Thus, instructional techniques must focus on ways to enhance retention at the word meaning level and then use this to assist in the comprehension of text. Students must learn strategies such as graphic organizing to assist in vocabulary comprehension of technical content based text. Using these strategies will develop a deeper understanding of the conceptual meaning of words that often define vocabulary in a content-area text.

Idol (2011), studies the impact of improving reading in content areas in expository text through the use of critical thinking maps. The schema theory is organizing people’s thinking process through reading in using graphic organizers (critical thinking maps). In this study the subjects observed were six diverse high school students (median age 16) whose teachers identified them as having difficulty with reading comprehension. Four of the six students were comprehending three years below grade level and two students showed 2.8-1.2 years below reading grade level. All six students attended the same medium-sized, mid-western city high school. Before the study took place the original method of instruction in a social studies classroom was reading an expository text out of the current American History book and answer questions without using the critical thinking map. Using the new strategy, the students used a critical thinking map while reading certain passages from the book. The map for critical thinking was a graphic organizer to categorize themes while reading. It was organized in the following manner: 1.
Important events, points, or steps, 2. Main idea/lesson, 3. Other viewpoints/Opinions, 4. Reader’s conclusion, 5. Relevance to Today. All six students showed positive shifts in their ability to respond to the generic questions, asked after reading each lesson. The most impressive improvements were seen in the remedial students; all four made strong and positive shifts in comprehension.

Kinder and Bursuck (1993) analyze history strategy instruction on the problem-solution-effect analysis, timeline, and vocabulary instruction in a secondary social studies environment. The intervention included 24 students and three teachers across three classes for 3-6 weeks. After implementing the strategies of direct instruction, student note taking, constructing timelines and vocabulary definitions with graphic organizers— the results indicated immediate and educationally significant improvement. The problem-solution-effect analysis is a single framework, or structure, that appears to account for many historical events and to facilitate the linking of historical facts and concepts.

The first part of instruction was identifying vocabulary through bold-faced words. The students recorded these words in a notebook and after reading the passage, defined the term in their own words. In addition to the vocabulary identification, students found information from the text provided and made a timeline by skimming for dates and addressing what happened and why it was historically significant. Third, the students took the vocabulary and teamed up using peer tutoring by asking students in their group to identify the term and what it meant. This continued until all students knew all the vocabulary terminology. Related to the timeline, this device became reciprocal in peer tutoring and asking what came first or second in a series of events. By analyzing certain passages from the text using specifically these techniques, it leads into the problem-solution-effect analysis— or further breakdown of the passage through the use of the graphic organizer (see Appendix A).

In summary, the instructor reviewed the above strategies with care and implemented the mnemonic strategy into the classroom. This was a strategy already being used in a junior level American history course and now the data was going to be recorded on that strategy. In addition to the teacher based mnemonic strategy as outlined in Fontana, Scruggs, and Mastropieri (2007) the instructor also chose a graphic organizer strategy in implementing the Frayer model. Both strategies are widely used to instruct content vocabulary.

Methodology

Study One: Teacher-selected Strategy

Participants. The participants in this study are eleventh graders from a suburban high school in the mid-west. This is a non-inclusive American History course with twenty-nine students. The students mean age is 16.5 years of age. Out of the twenty-nine students, seventeen are girls and the remaining twelve students are boys.
Procedures. The teacher-based strategy was using mnemonic methods of instruction pertaining to key vocabulary words and concepts regarding World War One. First, the students were given a pretest over vocabulary terms and main ideas about WWI. There was no front loading on material prior or study guides provided. The pretest was administered online in a multiple choice format. The students were able to see their scores immediately and then record their results. After the first day of direct instruction and introduction of the four main causes that resulted in WWI, the students started using this new vocabulary learned to analyze a deeper understanding using the mnemonic strategy. To understand the war, one has to realize how it begun many years or even decades before by different forces in remote locations. The students related this complex era into the four M.A.I.N causes for WWI in an acronym or mnemonic device. Each of the letters from MAIN stand for a reason that WWI began: M=Militarism, A=Alliance system, I=Imperialism, & N=Nationalism. If the students can recall and relate these terms to important people, places, & events surrounding WWI, then their understanding of the concept will be that much greater. For a deeper level of understanding the students were assigned an acrostic poem using the acronym MAIN. The students could use words or pictures to describe what they knew about the term and how it related to WWI. Students later were quizzed over the acronym of MAIN and its meaning and students scored exemplary. These vocabulary terms branched out from the four main causes to other more specific details in WWI such as battles, statistics, weapons, and leaders- all of which were presented in the pretest and posttest. Student examples of the study one project are found in Appendix B.

Assessments. The students were given a pretest over WWI as noted above. The pretest consisted of 20 multiple choice questions in an online setting. The content was a variety of vocabulary and concepts centering around the era of the first world war. An example of this pretest for WWI is provided in Appendix C. The teacher based strategy was to use the mnemonic strategy in teaching vocabulary and was modified a bit by compiling that strategy and connecting it with an acrostic poem for deeper understanding. The same assessment was given at the end of the unit to test the students' knowledge after the strategy. The pretest and posttest were identical and students saw a significant gain from the pretest to the posttest two weeks later.

Results. Administered to the students was a pretest and posttest of the same questions to the case study group of the same 29 students in a midwest suburban high school. The pretest was given on the first day the first world war was introduced to the students with no warning or prep time to study. The pretest consisted of 20 online multiple choice questions. After approximately two weeks and focusing a major part of instruction on a mnemonic strategy project poem, the students took a posttest. The posttest over WWI was the same test administered as a pretest. The results of the pretest/posttest are shown in Figure 1. After successful implementation of the teacher-based (and research based) strategy or mnemonic strategy, the students had significant gains as seen below in Figure 2.

Figure 1. Pretest and posttest results for 29 eleventh graders on a WWI vocabulary test.
Figure 1. Results of the pretest/posttest on WWI vocabulary using the teacher-selected strategy.

Two students showed no increase in score and stayed the same with the WWI vocabulary assessment, and one student actually scored one point below their pretest score; however, most students (26/29 students) showed improvements ranging in significant gains up to 40-50%.

**Study Two Research-based Strategy**

**Participants.** The participants in this study are eleventh graders in a suburban midwest high school. This study involves a non-inclusive American History class with 27 students (16 girls and 11 boys).
Procedures. Content for the vocabulary instruction was based on Kansas state standards and textbook material surrounding the 1920s American History. The students were instructed during the unit in teaching vocabulary how conceptually WWI connects to the Roaring 1920s because of post war conditions. In addition to utilizing background knowledge through the use of graphic organizers (i.e.: Frayer model, semantic mapping, cause and effect, summarizing) students were introduced to new concepts of the 1920s that made it different than any other decade in American History.

Instructional strategies and procedures for the graphic organizer condition (Frayer Model) were implemented for approximately 15-20 minutes every two days at the beginning of class. After this time, students received their regular planned instruction (lecture with explicit instruction, note taking, then assignment) until the end of the period. The Frayer model was used as a flash-card method to review and test student knowledge based on 1920s vocabulary. Students initially after the pre-test and review of the study guide, took class time to fill out the Frayer model. The students divided the study guide of terms into sections and each completed their set of terms based on the model. When stuck on a term, the students had their cooperative learning groups to ask for help. The Frayer model is a circle in the middle where the term goes and on four corners of the circle a box is outlined for further explanation of the term. The student must identify for each term the definition of the term in their own words, some characteristics of the term, examples of the term and then non-examples of the term. For the 15-20 minute study sessions the students worked in their pre-selected cooperative learning groups (table families) to quiz each other on the term in the likes of the game show “Pyramid.” The student holding the card makes the other students guess the term by saying examples or characteristics of the term. The students had fun while testing their knowledge of the 1920s term.

Assessments. The students were assessed in a similar manner as with study one in a pretest and then posttest form. In the pretest, the students were given 18 matching questions with a word bank consisting of vocabulary terminology. The vocabulary had been briefly introduced in a discussion format or front-loading by using the students’ study guide. The students had not been given any prior instruction on the vocabulary except what was briefly discussed through the study guide. In reflection, perhaps this discussion of the study guide should have been postponed until after the pre-test was administered. The Frayer model was issued that same day after the pre-test and the students were taught the vocabulary strategy. Other graphic organizers to assess prior knowledge and conceptual links (cause and effect, compare and contrast) to previous units were also used throughout the unit to reinforce learning.

After approximately two weeks of instruction and using the Frayer model on a daily basis to reinforce vocabulary retention and content knowledge, the students were given the same pre-test as a posttest to review for the unit exam. In 20 of the 27 cases, the students improved their score; in six of the 27 cases, the students’ scores stayed the same, and in one case the student’s score decreased by two points.

Results. The students were given a pretest on a new unit in study two “The Roaring 1920s” on Oct. 21, 2011. The pretest was made up of 18 of the main vocabulary words during this unit. The test was a matching test with definitions and terms available. The students were not given any study time; however, the new study guide with words and concepts had been administered already with a brief overview to the
major goals and ideas of the unit to get the students excited about what they were about to learn. This was front loading their brain but might have given them a slight edge when taking the test. Figure 3 shows the results of the pretest and posttest for the 27 students taking the 11th grade 1920s Test.

Figure 3. Pretest and posttest results for 27 eleventh graders on 1920s Vocabulary

Pretest scores ranged from 10 to 18. Most students did relatively well on the pretest. This could have been because the students were given a study guide prior to the pretest which front loaded their brain with information regarding the unit and its major concepts prior to the pretest being administered. During the duration of the unit on the 1920s (approximately 2 weeks), students were using the Frayer Model graphic organizer to study and assess vocabulary knowledge pertaining to the unit.

Figure 4 shows the gain scores for the 27 students taking the 11th grade 1920s Vocabulary Test

Figure 4. Gain scores for 27 11th graders taking the 1920s Vocabulary Test
In figure four the data shows that for the 1920s vocabulary gains using the Frayer model of instruction, most students made gains in their scores. Six students did not make any gains meaning their scores stayed the same and one student dropped their score by two points. However, out of 27 students, 20 students or 74% of the students scored above their pretest score by one to four points.

Discussion

Study One: Teacher-selected Strategy

Vocabulary is key in presenting unfamiliar material to students. In study one, the teacher-based strategy was using direct instruction while combining this with a mnemonic strategy project. In direct instruction, students were introduced to a fun and easily identifiable way to remember the four main reasons that started the first world war. This war was not born overnight but rather mounting and festering over decades. The students were led by the instructor as to what the M.A.I.N acronym meant and then relaying this information to WWI. Once students grasped the vocabulary retention of what the acronym stands for (M=Militarism, A=Alliance system, I=Imperialism, N=Nationalism), they took that same word and created an acrostic poem describing the vocabulary term. This assignment encouraged students to think more critically and in-depth to find clues to describe the vocabulary word. Prior to the strategy being introduced or any direct instruction taking place, the students were given a pre-test to assess their knowledge. Later, after approximately two weeks, students were finishing up the unit, had completed the acrostic poem project, and then took the posttest to again assess their knowledge. The posttest was given as a review tool before the larger unit exam. Students were able to see gains right away, which gave them confidence and correct answers to verify before their major unit exam. The gains from pretest to posttest over WWI vocabulary were significant as shown in figure 1 and 2 above.

Study One: Research-based Strategy

In study two students learned to utilize the Frayer model in vocabulary comprehension when learning 1920s terminology. Students used the Frayer model (Appendix D) and graphic organizers to reinforce knowledge and vocabulary throughout the unit. Students at the beginning of the unit were given prior introduction of the vocabulary through a study guide and pretest assessment. After the initial presentation of the vocabulary and short explanation of goals and main ideas, the students used the Frayer model as a group of flash cards to fill out and use cooperatively through peer teaching. The assignment of teaching students how to properly fill out and where to gain resources to knowledge regarding the vocabulary took approximately 45 minutes to one hour in length. After this time, the framework is set for the duration of the unit. Students took approximately 15 minutes at the beginning of each class period to review with their table families (cooperative learning groups) the terminology. Students made games out of the vocabulary such as using the flash cards as the game Pyramid when giving clues but not the term trying to get the other students to guess the vocabulary. This worked well, it was interactive and engaging.

One misstep in study two was that the pretest should have been administered without warning or any front loading and should have consisted of more difficult or in depth vocabulary than what was used. The students score very well on the pretest and so the gains were not as significant as in study one. All
Comparison of Study One and Study Two Results

In comparing study one and study two to a social studies classroom curriculum, both strategies worked well and were effective in learning technical vocabulary. The first strategy of mnemonic acronyms & using acrostic poems to learn vocabulary was successful in its attempt. Content vocabulary over the first world war can be complex but using this method, it breaks the more general content up into categories as to what started the war and then the more specific details branch out from there for further understanding. Pretest and posttest data revealed that the strategy worked in a regular education junior level American history class. All students except one made improvements in their score.

The second study of using graphic organizers, most specifically the Frayer model in organizing and learning vocabulary went just as well as the first study. However, the data does not show as much of a learning increase in reference to the scores of the pretest and posttest in study two when compared to study one. Although the scores are not as dramatic, the second research-based strategy is just as effective as the teacher-based strategy in study one. The method in which the students were introduced to the initial vocabulary words of the 1920s unit did in the instructor's opinion skew the data. The students were unknowingly front-loaded on issues and context of the 1920s through an anticipatory discussion of the study guide. In trying to get the students excited about what they were about to learn, the instructor gave away key details prior to the pretest. Using this information, it is believed that the students had an advantage on the second pretest over the 1920s that the students did not have when taking the pretest over the first world war. As a result the gain scores between strategy one and strategy two was not as significant. In both studies, the students did show improvement from pretest to posttest so in essence most students gained knowledge after the particular strategy was implemented.
References


Appendices
Appendix A

Problem/Solution: Cause and Effect

PROBLEM/SOLUTION
Cause and Effect

Problem:

because

because

because

as a result

as a result

as a result

Solution:

NAME ____________________________ DATE ___________
Appendix B

Mnemonic Strategy: Examples of Acrostic Poems or Visual representations of M.A.I.N.
Appendix C

WWI Pretest & Posttest for Teacher-Based Strategy

World War I (1914–1919) (taken online)

Click the button next to the response that best answers the question.

1. Which was a reason that the United States entered World War I?
   ● sympathy for Germany among some Americans
   ● American neutrality
   ● desire to help the Russian czar
   ● German threats to neutral shipping

2. The overall goal of President Wilson’s Fourteen Points was to
   ● promote imperialism.
   ● force the Central Powers to pay for war damages.
   ● preserve Europe’s system of democracy.
   ● resolve this war and prevent future wars.

3. Why did Serbian nationalists plot the assassination of the Archduke of Austria-Hungary?
   ● The Archduke had murdered many Serbs.
   ● The Archduke was making democratic reforms.
   ● They wanted to free Bosnia from Austrian rule.
   ● They wanted to start a world war.

4. Why did the British declare war on Germany in 1914?
   ● to punish Serbia
   ● to gain colonies
   ● to protect Belgium
   ● to gain territory

5. What was the significance of the Treaty of Brest-Litovsk?
   ● It promised that Germany would no longer utilize U-boats.
   ● It guaranteed the delivery of rations to soldiers in desolate areas.
   ● It awarded areas of the Middle East to the Allied forces.
   ● It ended Russian participation in World War I.

6. Why did the European nations form alliances?
   ● to create trading opportunities
   ● to protect themselves
   ● to isolate the United States
   ● to prevent war between Europe and the United States

7. What part of the peace plan did Wilson consider his greatest achievement?
   ● limits on arms
   ● the League of Nations
   ● self-determination
   ● payment for Allied losses

8. The draft required
   ● men to serve in the military.
   ● Americans to support the war.
   ● businesses to produce war goods.
• officials to run government departments.

9. The Triple Alliance included
• Germany, Austria-Hungary, and Italy.
• Spain, Bulgaria, and Serbia.
• Albania, Montenegro, and Romania.
• France, Russia, and Britain.

10. The United States 369th Infantry Regiment, made up of African Americans,
• never fought in combat.
• carried out special missions for the marines.
• received France's highest medal for distinguished service.
• were only allowed to serve in the Navy.

11. Isolationists in the Senate opposed the Treaty of Versailles because
• President Wilson had not negotiated it.
• they believed it would draw the United States into European wars.
• it called for freedom of the seas.
• it did not call for the League of Nations.

12. The decision of Russia to leave the war meant that
• more American troops could travel to Europe.
• the Allies could stop fighting.
• Germany could concentrate on the other Allies.
• the United States could also leave.

13. When war broke out in Europe in 1914, the United States
• remained neutral.
• favored the Central Powers.
• entered the war on the side of the Allies.
• declared war on Russia.

14. Which of the following was a cost of World War I?
• the collapse of the world trade
• the division of Germany by the Allies
• Britain's loss of its overseas colonies
• the deaths of more than 8 million people

15. Soon after arriving in Europe, American troops
• helped break through French lines.
• helped save Paris from a German attack.
• were unable to save Paris from capture by the Germans.
• attacked Russia after it had made peace with Germany.

16. The United States government responded to American critics of its involvement in World War I by
• protecting freedom of speech.
• making criticism of the war illegal.
• ignoring them.
• allowing criticism of the government but not of the war.

17. Which of the following statements best describes the role of women during World War I?
• They did not make significant contributions to the war effort.
• They took over many men's jobs and kept the economies of their nations going.
• Their role during wartime remained the same as their role during peacetime.
• They fought alongside men on the front lines.

18. Which of the following best describes the situation of the Allies in 1917?
• close to winning the war
• not worried about Russia
• suffering great losses
• ready with fresh soldiers

19. What effect did World War I have on the American economy?
• It caused a decline in foreign trade.
• It had no effect.
• The economy grew stronger.
• The economy slowed.

20. Many Americans felt personally involved with the war between the Allies and the Central Powers because
• they felt ties of culture and language to Britain.
• the cost of consumer goods was skyrocketing.
• troops were being sent overseas by the thousands.
• the U.S. borders were closed to tourists and vacationers.
Appendix D

Vocabulary Lesson Plan Study 2: Frayer Model

Goals: For students to achieve mastery in the 1920s vocabulary knowledge and concepts.

**Vocabulary/themes:**
- Mass media in 1920s: radios, movies, jazz (causes and effects)
- Flappers
- Prohibition (causes and results)
- Life for women: changes
- Teaching of Evolution in schools- Scopes Trial
- Morals and manners in politics
- Immigration laws- tightened up (causes and effects)
- Babe Ruth and the life of baseball on American culture
- Harlem Renaissance: goals & contributions, people
- Race Riots in Chicago 1919
- Ku Klux Klan: what was their purpose & how had it changed from the Civil War era to the post WWI era?
- Marcus Garvey & UNIA
- Fundamentalists in America- Christianity
- Urban life vs. City life
- William Jennings Bryan
- Key features of Republican administrations of 1920s
- Red Scare- Communism in America with relation to the Russian Revolution
- Vladimir Lenin of Russia & Bolsheviks
- Economy of 1920s- (BIG- understand how it got to this artificial high and then how it dropped) causes and effects
- Installment plans & buying on credit, speculation, quota, consumer economy, buying on margin, welfare capitalism, isolationism- American Economy
- Capitalism- American way of economics
- Isolationism: American view on world after WWI- why, effects of?
- Result of boom in automobile industry
- National Origins Act 1924
- Productivity in industry in 1920s
- Sacco & Vanzetti Trial
- Fordney-McCumber Tarriff Act
- Harding and Coolidge- foreign policy strategies/beliefs
- Kellogg-Briand Pact
- Hoover’s idea on economy?
- Al Capone
- Charles Lindbergh
- Louis Armstrong
- Warren Harding
- Amelia Earhart
• Herbert Hoover
• Lost Generation
• Speakeasy
• Bootlegger
• Jazz Age
• Disarmament
• Assembly line
• Laissez faire
• Teapot Dome
• Gross National Product
• Henry Ford

Lesson:
1. Students are given a set of flash cards that are a tiny version of the “Frayer Model”- example given below. Teacher explains how the Frayer model works noting that it is a strategy to learn new vocabulary and study it through quizzing each other in table families on a daily basis.

2. 
   a. Students are split into table families consisting of 6-8 students each.
   b. Each table family is given a Frayer model flash cards.
   c. There are 48 vocabulary words/concepts so students are assigned for each table family approximately six vocabulary words.
   d. Students then complete a flash card about that particular vocabulary word(s) assigned.
   e. If students finish with their cards/vocabulary words, they then help other members who are not finished -- working cooperatively to come up with definitions, examples, facts, & non-examples for that vocabulary word.
   f. When this initial activity is completed each table family cooperative group will have a set of flashcards to study for the vocabulary words for the 1920s unit.

3. This first part (1-2 above) will take approximately 45 minutes or half a class period. Then, for the entirety of the unit, students will work together quizzing each other for the first 15 minutes of each class period. Overtime through studying the words and concepts, students will learn through the Frayer model and other graphic organizers the important vocabulary for unit 4, the 1920s.

4. Copy of the Frayer Model:
Appendix E

Pretest and Posttest “The Roaring Twenties”

Pre-Test “The Roaring Twenties” Name: ________________

Directions: Please find the correct definition for the vocabulary terminology below. Place the number of the term next to its definition.

A. Anarchist J. “Return to Normalcy”
B. Communist K. Flapper
C. Fundamentalism L. Installment Plan
D. Isolationism M. Monkey Trial
E. Nativism N. Red Scare
F. Prohibition O. KKK
G. Socialism P. Harlem Renaissance
H. Theory of Evolution Q. Bible Belt
I. Speakeasies R. Credit

1. scientific theory regarding the origin of species of living organisms
2. A policy favoring the interests of native-born citizens over those of immigrants
3. People who want to abolish all forms of government
4. The forbidding by law of the manufacture, transportation, sale, and possession of alcoholic beverages
5. A movement in the 20th century Protestantism emphasizing the literally interpreted Bible as the basis to Christian life and teaching
6. Those who believe in an economic and social system where property is owned by everyone and the needs of the whole are more important than those of the individual
7. A social system based on government ownership and administration of the means of production and distribution of goods
8. A national policy of abstaining from political or economic relations with other countries
9. Underground parties during the prohibition movement where the illegal sale and distribution of alcohol occurred
10. The movement in the U.S. where Americans viewed outsiders with a scary/scandalous reputation if you liked the views of Marx, Lenin, or the Bolsheviks
11. The region of the American south, extending from North Carolina west to Oklahoma and Texas where Protestant Fundamentalism have traditionally been the strongest
12. In business, the arrangement of purchasing goods or services immediately but making the payment at a later date
13. This is similar to the above definition where you could make weekly or monthly payments to purchase a good that you just couldn’t live without
14. What a Tennessee trial was called when a teacher’s discussion of the theory of evolution was opposed
15. A group of white supremacists who opposed anyone who was not “native” to the U.S. or Protestant in religion
16. A movement by African American to embrace their culture & race. They promoted a new generation of music, literature, and art specific to their black heritage
17. A slogan after WWI that promoted values and beliefs of Americans who just wanted things back to the way they used to be before WWI
18. A modern, liberated woman who embraced the new culture of feminism with red lipstick, casual dating, & shorter hemlines