Engaging English Learners in a Socially Just Learning Classroom

Presented By:
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What is a Socially Just Learning Classroom?

Recognizes inequities and how to diminish them

Appreciates diversity

Promotes equity

Creates a caring and culturally responsive learning environments

Fosters student engagement

Encourages critical thinking and reflection

Uses varied forms of assessment
Activity: Think Pair Share

Think about the characteristics of a socially-just classroom and share with another person what teaching strategies you can use to foster 1 or 2 of these characteristics.
Motivational Constructs

• Sense of Belonging
• Competence
• Autonomy
• Meaningfulness

(Turner, Christensen, Kacker-Cam, Trucano & Fulmer, 2014)
Definition of Student Engagement

“The student’s psychological investment in, and effort directed toward, learning, understanding, or mastering the knowledge, skills, and crafts that academic work is intended to promote.”

(Newmann, 1992, p. 12)

“A broad construct intended to encompass salient academic as well as certain non-academic aspects of the student experience”, comprising the following:

• active and collaborative learning;
• participation in challenging academic activities;
• formative communication with academic staff;
• involvement in enriching educational experiences;
• feeling legitimated and supported by learning communities.

(Coates, 2007, p.122)
Behavioral (Academic & Social) Engagement

- Observable behaviors directly connected to the learning process
  - Home, School, Attentiveness
- Ongoing participation
- Focus
- Reflects
- Hard work
- Involvement
- Concentration
- Overall effort
  - Follows directions
  - Attention to relevant activities
  - Completing assignments
  - Supplementing learning (extracurricular activities)
Cognitive Engagement

- Understanding that school prepares them for skills and abilities for current and future out of school tasks and challenges

- Make the connections that learning is a means to reach other goals

- Asks critical questions
- Concentrates in understanding challenging academic concepts
- Willing to participate in difficult tasks
- Reading more references than assigned
- Follow through on previously learned topics
- Uses self regulation and monitoring
- Set goals to push themselves forward
Affective Engagement

- Positive Emotional Responses during task

- Involvement such as:
  - Feelings of belonging
  - Exhibits kindness and caring
  - Appropriate interaction with peers and teachers
  - Speaks politely
  - Involved in school
  - Sense of Enthusiasm, Enjoyment, Satisfaction, Pride in participation, Respect
Agentic Engagement

- student-initiated pathway to greater achievement and greater motivational support
- “students’ constructive contribution into the flow of the instruction they receive”

Students...

- offer input
- express a preference
- offer a suggestion or contribution
- ask a question
- communicate what they are thinking and needing
- recommend a goal or objective to be pursued
- communicate their level of interest
- solicit resources or learning opportunities
- seek ways to add personal relevance to lessons
- ask for a say in how problems are to be solved,
- seek clarification
- generate options
- Communicate likes and dislikes
Activity: TRIO

Working in a group of three, give an example of a teaching strategy that fosters a form of student engagement.
What is Funds of Knowledge?

The students’ multiple identities, social backgrounds, and lived experiences are dynamic sources of “funds of knowledge.” A variety of community and household experiences as well as networks of friends, relatives, and community contacts for any economic assistance and social participation shape the strengths students bring into classrooms.
Social & Cultural Capital: English Learners Voices

Purpose:
1. Gather and examine the perceptions of school personnel and students concerning the influence of social and cultural capital including language on the engagement of EL students.

2. Provide reflective opportunities to educators of how they engage EL students within their classrooms.

Methodology: Narrative Inquiry
Sampling: Purposeful and convenient
Social & Cultural Capital: English Learners Voices


*Social Capital:* Networks of relationships that bond and bridge people together

https://socl120.wordpress.com/category/uncategorized/
Social & Cultural Capital: English Learners Voices

- Language
- Cultural Capital
- Social Capital
- Student Engagement
  - Behavioral
  - Cognitive
  - Emotional
Social & Cultural Capital: English Learners Voices

Language: Success, Access, Identity

Success

“I tell them, ‘you never know what you can do, until you try’ from a poster I have hanging up in the classroom. The more they try, the better they become in reading, and writing.” (Teacher)

“I really felt interested in the science project. Although it was really stressful, it was entertaining and I learned a lot from the project.” (Student)

Access

“Some resources that help me learn are books, the library and teachers.” (Student)

“...Trips that ELs went to were UCR, encouraging students to stay in school, go to high school, then college or university.” (Teacher)

Identity

“It’s hard for me to speak and write in other languages [reference to English].” (Student)

“I think the kids a lot of times feel that they enter high school already defeated, so it's easy for them to just ... not come to class and mentally dropout before they even physically dropout. Just them not believing in themselves and not feeling like they can succeed.” (District Personnel)
Social & Cultural Capital: English Learners Voices

Social Capital: Relationships & Trust and Expectations

**Relationships & Trust**

“Playing basketball with my friends after school and during school. It’s beneficial to us because it develops friendships, sportsmanship, and health.” (Student)

“I think the teachers here try to figure out the root causes of problems, rather than assume that troubled kids are just bad kids.” (Teacher)

**Expectations**

“Give students as many opportunities to talk with those as possible. To explain and listen and to apprentice themselves the language. Not to just learn from the teacher but to learn from each other also and apprentice each other.” (District Personnel)

“We have a [positive reward] store, kids can get bucks for being good.” (Student)
Social & Cultural Capital: English Learners Voices

Cultural Capital: Awareness and Commitment to Cultural Diversity

**Awareness**

“You need to judge their temperament when they are in your room and walk by during individual time and give them a subtle hint that you are there for them. Sometimes, the students haven’t eaten breakfast and cannot focus because they are hungry. Sneak them a bag of chips and you have a child ready to learn again.” (Teacher)

“It’s hard for me to speak and write in other languages.” (Student)

**Commitment to Cultural Diversity**

“We had Hispanic Heritage Month not too long ago, and the school did an art contest with prizes so students could celebrate their culture.” (Teacher)

“We got through it because the students they trusted their teachers and they would go to them who came to the administration and then we had a couple of assemblies addressing people's differences and basically don't stereotype people.” (Administration)
Social & Cultural Capital: English Learners Voices

Implications:

1. Examine the district vision of curriculum and instruction is aligned with teachers and school sites to ensure consistency and best practices are utilized to provide access to all students regarding language development.

2. Professional learning takes place for classroom teachers and administrators regarding understanding linguistic needs of English language students based on self-empowerment theory.

3. Having educators work to eliminate the misconceptions that English learner students influence. Reflecting upon biases and assumptions as to how educators view or value English learners will assist in providing positive interactions.
Activity: Heads Together
Racialized Social & Cultural Capital and Student Engagement
Racialized Social & Cultural Capital and Student Engagement

Racialization: “a complex process of selection, human physical characteristics ( “real” or imagined) become the basis to justify or reinforce social differentiation.” (Omi & Winant, 2015).
Racialized Social & Cultural Capital and Student Engagement

Critical Race Theory
1. Racism is ordinary practice against people of color in the United States.
2. Interest convergence
3. Race is a social construct

Critical Race Theory
4. Differential racialization
5. Intersectionality of Identities
6. Unique voice/Counter Storytelling
Racialized Social & Cultural Capital and Student Engagement

**Cultural Capital:** Cultural capital is the “variety of resources including such things as verbal facility, general cultural awareness, aesthetic preferences, information about the system, and educational credentials” (Bourdieu, 1997, p. 75).

**Social Capital:** Social capital refers to the sum of the resources, actual, or virtual, that accrue to an individual or group by virtue of possessing a durable network if more or less institutionalized relationships of mutual acquaintance and recognition”(Bourdieu & Wacquant, 1992)

**Can cultural and social capital be racialized?**

- Cultural capital of students of color is not valued in schools (Yasso, 2005).
- Race is part of our identity (CRT-Intersectionality)

Study used: Narrative Inquiry (voices of students and other stakeholders)

- CRT-Counter Story
Racialized Social & Cultural Capital and Student Engagement

Diagram:
- Academic
- Social
- Cognitve
- Affective

Central Node: Racialized Social and Cultural Capital
Racialized Social & Cultural Capital and Student Engagement

Racialized Cultural Capital

Challenges in the School Community

*Students Anchoring Themselves in the Classroom

Parent: “My son was in kinder. We don’t teach them that boyfriend/girlfriend stuff. We don’t teach them that. I can tell you after the first report cards came out, and the teacher said, “Oh, Todd is the boy of kinder.” That’s exactly what she called him. I said, “Please stop doing that to my son.” ”No, he’s not.” She’s like, “Your son is very bright.”

Student: “I’ve heard that a lot, that I look intimidating, or something like that. When people … I guess, because I have a reputation now, so it doesn’t really happen anymore, but when people didn’t know me, they wouldn’t think that I’m as smart as I am, or something like that. Because I was Black”
Racialized Social & Cultural Capital and Student Engagement

Racialized Cultural Capital
Challenges in the School Community

• Courageous Conversations

Teacher: “One of the biggest compliments I got this year was when a white teacher came up to me and asked me, Why do you need a BSU? Why is it even important? Is it kind of like segregation?” I gave him some reasons why it could be important from lack of parent involvement, just different things. He thought about that and he said, "You know what, I've never thought about that. I never thought the African American culture is different than the white American culture. I just view people as the same," which is great. He's like, "We're not. There is definitely some social injustices going on in the world. The African American kid in my class is not the same ... There is a difference." He's like, "I had a wake up and I saw the difference after the conversation."

Student: “When I was playing on the jungle gym, I’m climbing on the top, and there was a kid who did the same thing. The supervisor told me to get off and I was kicked out of the jungle gym. When the kid did it, he wasn’t kicked off.”

Racialized Cultural Capital
Challenges in the School Community

• Courageous Conversations

Vice Principal: “The culture of African Americans, how they talk, sometimes we talk a little loud and people think, the misconception is that we’re being disrespectful or we have an attitude. I think a lot of times one of the things that we try to express, I definitely try to express to our teachers, you have to call parents. I know they don’t always have the greatest relationship with parents, sometimes our teachers don’t have enough strategies for how to work with some of our parents and they think automatically it's going to be an adversarial relationship, we it's not always like that.”

Parent: “I don’t know if they do this, because I'm not at the staff meetings, but I think they really need to look at how are their African American students doing, and I think they need to do something about it, because I don’t think they're performing at the rates of other kids, as a group.”
Racialized Social & Cultural Capital and Student Engagement

Racialized Social Capital
Communalism/Collectivity

• Leadership

Student: “My friend, he's one of the people that's in charge. He was like, "Y'all should come. Come over one day." We had no choice, because all our friends had went. Basketball team, football team had went. It was like, "We might as well go now, because there ain't nothing else to do."

Principal: “They've been actually getting out there. They've been really working hard trying to recruit some more students into their group. They've got a busload of folks going to the HBCU recruitment conference Saturday. We're actually the first school in our district bringing the HBCU caravan over here tomorrow, Wednesday night. We're expecting a packed house that night to get them acclimated or get information about the HBCUs, and that's something I didn't get to get. I think their voices are starting to be heard. I think they're trying to have a presence, a stronger presence.”

Racialized Social Capital
Communalism/Collectivity

• Academic Assistance

Student: “Something that helps a lot, too, is sending homework. It sounds bad, but when someone sends me homework, when I send you homework, that strengthens the relationship. I can rely on that person. It always helps. Having a group of friends where you can share. Sometimes, you're coming late from practice or something, you're like, "Hey, can you send me this assignment?" And it's done. That always helps.”
Racialized Social & Cultural Capital and Student Engagement

Racialized Social Capital
Parental Involvement

• Two Types of Parents

Parent: “Everytime I see them, I just encourage them that, to ask for help if they need help from me. Whatever support I could provide because I believe in them. So just let me know how I can help you help my son to be ready for the world.”

Vice Principal: “That's something that we're striving to get better at. You've got to get more parents involved we have 6 or 7 dedicated parents. We need more. When you've got well over 200 students that are African American you need more parents involved. We're constantly fighting that fight.”

Racialized Social Capital
Parental Involvement

• Connection to Cultural History and Family

Teacher: “The family history, they make...they do a family history and it's all about their family. The make a treasure box. They write a paper. They have specific things that they, traditions and all that. They have to make whatever they want for a tradition. They talk about their traditions. This is something they're very proud of.”
Racialized Social & Cultural Capital and Student Engagement

Racialized Social Capital

Helpful Educators

• Academic Assistance

Student: “Educators who were helpful to me… my AP World History teacher. I think that was the first AP class I took. He was very helpful, just helpful to me … The type of questions he’d ask on … Every class was like a story, like a different story every day. It was keeping me engaged. It was extremely interesting. Then just the type of … It was a lot of work, so I think that cultivated a good work ethic in me.”

Student: “Yeah. Everyday I come to the office, somebody’s giving me a helpful source that can also help somebody. There’s this college thing going on, I’m not sure when, I got to look at the paper again, but he pointed it out to me, he was like, ”Yeah, you should go check it out, um, I remember you saying you wanted to go to this college, and you were looking at this career.” All that.”

• Non-Academic Care:

Student: “Yeah, Mr. Elridge, like when I was kind of getting in trouble, like he would take some time to know me, and find out what’s wrong and stuff.”

Students: “At my old high school I had this counselor, she was really great with all of her students that she had to make their schedules and all that. She built a relationship to help them even more than just giving them their schedule and all that. Even the counselors here and teachers here. I was going through a personal family situation, and I was outside and my counselor called me in and was like, ”Everything okay?” All this, and he was just talking to me, lightening me up, like, don’t worry about it, you’ll be fine.”
Racialized Social & Cultural Capital and Student Engagement

Racialized Social Capital

Non-Helpful Educators

• Lack of Connection

Student: “My government teacher, I feel like, and my econ. We had government last semester. Now we have econ. I feel like he doesn’t want to have nothing to do with us, because he tells us all the time he hates our class.”

Student: “They always say, if something is bothering you, to come up and tell them, or if there's something going on at home, to tell them, but sometimes, I'll be feeling like they're just here to get paid. They tell us all the time, if you fail or if you pass, I still get paid. Sometimes, I'll be like, do they really care about our grades?”
Racialized Social Capital

Access to Role Models

Vice-Principal: “I just keep it real. I talk about my struggles coming up as an African American student. I don't try to make believe stories. I tell real stories about stuff I've been through. I share my struggles again, and I tell how I overcome them.”

Teacher: “I think that's where we need to do better ... Here is an example, our African American board members, they're all female. That would be ... And they hang around each other. They're all friends, they're honor students, they're all smart people, but what's missing is the African American male not being present at these ... That would make a big difference I believe, or could make a difference.”
Implications

1. Students need leadership opportunities in their school environment.
2. Encourage academic assistance among students.
3. Empower parents in the school community.
4. Build connections with your students
5. Helpful educators come from diverse backgrounds
6. Bring highly qualified teachers or mentors to students.
Activity: Give One, Take One

Choose one to share:

1. How do you empower your students in the classroom or school community? Parents?
2. How do you establish positive relationships with a student(s) that are culturally different from you?
3. What is the best way to start courageous conversations about race and students who are consistently marginalized with a colleagues?
Teaching Writing to English Learner Students as a Refuge and promoting Student Voice

What is Culturally Responsive and Relevant Instruction?

Why is it important?

What does it have to do with writing?

How should this impact the classroom for ELL students?
Why is it important? Seven Cardinal Tenets...

Culture is a vehicle to bridge the gap
Teachers as masters of content
Learning is shared
Inclusive instruction and environment
Content and curriculum taught critically
Multiple literacies and multiple identities
Balanced literacy is highly respected with an emphasis on writing
Overview of the research..

CRRI teachers used writing to engage students and for specific purposes

CRRI teachers felt like writing was the Gatekeeper of opportunities

Students felt like teachers cared more about them when give a safe space to compose

Students felt like writing healed them from out of the classroom issues...

“When I write, I just feel free to be myself and it helps me with what I am going through...”

Students felt like CRRI influenced writing could be purposeful and exciting versus empty and arduous
What does it have to do with EL’s and Writing?

Writing must **R. A. P.**

**R.** writing must be **reflective** and serve as an internal **refuge** for students

**A.** writing must **applicable** to students multiple literacies and identities

**P.** writing must **purposeful** and maximize student potential
Writing as a refuge and reflective interaction…

A refuge is a safe space

When writing is refuge it is the task used to communicate personal feelings and issues…it can be shared or private…prompts must be creative and open ended

Reflective writing allows students to reflect on anything! Themselves, experiences, lessons, their own thoughts…

Digital journals, Blogs, device apps, poetry, etc.
Writing as an applicable practice to celebrate multiple literacies and identities?

Students come to us with Cultural Capital... Let's capitalize on it...

Expand on their experiences as the topics for writing through different media...
Writing as a purposeful activity…

Purpose is used here as a term to explain an expected outcome that is to be measured.

This type of writing can also be engaging by being culturally responsive.

**Argumentative**: Pokemon Card Battle, Dancing with The Stars comparison, Traveling, Movies, etc.

**Informative**: Design Video Games, Card Games, Cartoon show, Programming a phone for dummies (Adults), Favorite places, Family experts, Cultural experts, Traveling with Matt…

**Narrative**: Comics, Blogs, Magazines, Twitter timeline, Snapchat story, Musicaly app., Anime, Readwritethink.org, Choose your favorite character to tell this story…
Activity: Writing Reflection

What can you do tomorrow?
Practical Real-Life Challenges in the Classroom

What are typical challenges seen in a typical high school classroom?
Practical Real-Life Challenges in the Classroom

Challenge #1

- How can you provide access to subject matter areas (World & U.S. History) effectively, given the students’ lack of proficiency in conversational and academic English?
Possible Strategies

- Assignments are provided in English and in their native language
  - EL students are challenged to learn academic terms and concepts in English while still struggling to acquire the English language
- Videos
- Pictures
- Chants
- Google Translate
  - Website
  - Phone app
Cummins' Iceberg Model of Language Interdependence

**COGNITIVE DOMAIN**
- Knowledge
- Comprehension
- Application

**LANGUAGE PROCESSES**
- Pronunciation
- Vocabulary
- Grammar (Immediately apparent)

**BICS**
- Basic Interpersonal Communication Skills

**CALP**
- Cognitive Academic Language Proficiency

**L₁**
- Analysis
- Synthesis
- Evaluation

**L₂**
- Semantic and Functional Meaning (Not immediately apparent)
Ch.18.1 Origins of the Cold War Vocabulary
1. United Nations
2. Capitalism
3. Communism
4. Satellite nation
5. Containment
6. Iron curtain
7. Cold War
8. Truman Doctrine
9. Marshall Plan
10. Berlin airlift
11. North Atlantic Treaty Organization (NATO)
Rwandan

Rwanda is a country in Central Africa with a population of 10 million people. Historical records begin with a Tutsi king who took power in 1860. During this time, the Tutsi were the aristocracy and the Hutu were their servants. After World War I the League of Nations (an early version of the United Nations) gave Belgium power to administer Rwanda.

The Belgians used the already existing Tutsi and Hutu differences and made these differences part of their colonial system. The Hutu were used as forced labour for the colonial administration, and the Tutsi supervised them. In 1933, Rwandans were given an ethnic identity card showing if they were Hutu or Tutsi. At that time, 85% were Hutu and 15% were Tutsi. This ID card and Belgium’s policy of favoring the Tutsi over the Hutu prepared Rwanda for future violence.

In 1959, three years before independence from Belgium in 1962, the Hutus overthrew the ruling Tutsi king. Over the next several years, thousands of Tutsis were killed. About 150,000 went into exile in neighboring countries. The children of these Tutsi exiles later formed a rebel group, the Rwandan Patriotic Front (RPF), and began a civil war in 1990. This war, along with political and economic problems, made ethnic tensions worse and led to the April 1994 genocide shown in the film Hotel Rwanda.
**What is the movie about?**

Paul Rusesabagina (Don Cheadle), a Hutu, manages the Hôtel des Mille Collines and lives a happy life with his Tutsi wife (Sophie Okonedo) and their three children. But when Hutu military forces initiate a campaign of ethnic cleansing against the Tutsi minority, Paul is compelled to allow refugees to take shelter in his hotel. As the U.N. pulls out, Paul must struggle alone to protect the Tutsi refugees in the face of the escalating violence later known as the Rwandan genocide.

**Vocabulary Words**

1. **Peacekeeper** – the preserving of peace
2. **Convoy** – to escort for protection
3. **Militia** – a body of citizens organized for military service
4. **Rebel** – opposing or taking arms against a government or ruler
5. **Ethnic tensions** – **Ethnic** hatred, inter-ethnic hatred, racial hatred, or **ethnic tension** refers to feelings and acts of prejudice and hostility towards an ethnic group in various degrees
6. **Genocide** – the deliberate and systematic destruction of a racial, political, or cultural group
7. **Rules of Engagement** – a directive issued by a military authority specifying the circumstances and limitations under which forces will engage in combat with the enemy
8. **Massacre** – the act or an instance of killing a number of usually helpless or unresisting human beings under circumstances of atrocity or cruelty
9. **Visa** – an official mark or stamp on a passport that allows someone to enter or leave a country usually for a particular purpose
10. **Peace Agreement** – A **peace treaty** is an agreement between two or more hostile parties, usually countries or governments, which formally ends a state of war between the parties
¿De qué trata la película?
Paul Rusesabagina, un Hutu, gestiona el Hotel des Mille Collines y vive una vida feliz con su mujer Tutsi y sus tres hijos. Pero cuando las fuerzas militares hutus inician una campaña de limpieza étnica contra la minoría tutsi, Pablo se ve obligado a permitir que los refugiados se recogen en su hotel. A medida que el U.N. saca, Pablo debe luchar solo para proteger a los refugiados Tutsis en la cara de la escalada de violencia más tarde conocido como el genocidio de Ruanda.

**Vocabulary Words**
- **Mantenimiento de la paz** - la preservación de la paz
- **Convoy** - para acompañar a la protección
- **Milicia** - un cuerpo de ciudadanos organizados para el servicio militar
- **Rebel** - obstaculizar o tomar las armas contra un gobierno o gobernante
- **Tensiones étnicas** - El odio étnico, interétnico el odio, el odio racial, étnico o de tensión se refiere a los sentimientos de los prejuicios y la hostilidad hacia un grupo étnico en diversos grados
- **Genocidio** - la destrucción deliberada y sistemática de un grupo racial, político o cultural
- **Reglas de Compromiso** - una directiva emitida por una autoridad militar especificando las circunstancias y límites de la fuerzas de van entrar en combate con el enemigo
- **Masacre** - la acción o el hecho de matar a un número de seres humanos indefensos por lo general no ofrecen circunstancias de atrocidad o crueldad
- **Visa** - una marca oficial o sello en un pasaporte que permite a alguien para entrar o salir de un país por lo general por razón particular
- **Acuerdo de Paz** - Un tratado de paz es un acuerdo entre dos o más partes hostiles, por lo general los países o gobiernos que termina formalmente un estado de guerra entre las partes

1. **Intervenir** - a ocurrir, caída, o venir entre los puntos de tiempo o eventos
2. **Refugiados** - una persona que se ha visto obligado a abandonar su país con el fin de escapar de la guerra, la persecución, un desastre natural.
Between 1941 and 1945, the Nazis attempted the systematic extermination of the Jewish population of Europe, an event later termed the Holocaust. From all over occupied Europe, Jews were deported to death camps in Poland, where they were gassed and their bodies then burned on an industrial scale. By the end of World War II, around six million Jews had been killed, more than two-thirds of the Jewish population of Europe. Throughout much of eastern Europe, Jewish culture had been wiped out forever.

Anti-Semitism, or hatred of Jews, had existed in many parts of Europe since ancient times and Jews had frequently been the victims of persecution. Adolf Hitler blamed the Jews for Germany’s defeat in World War I and the depression of the 1930s. When the Nazis achieved power, anti-Semitism became government policy. They enacted a series of laws designed to exclude Jews from German public life. Jews were banned from the civil service, education, universities, medicine and journalism. The 1935 Nuremberg laws deprived Jews of their citizenship and prevented them from marrying non-Jews. On the night of 9 November 1938, known as Kristallnacht, or the ‘night of broken glass’, the gates at Auschwitz concentration camp bore the words ‘Arbeit macht frei’, meaning ‘work makes one free’—a Nazi lie.

Death camps
In January 1942, senior Nazi officials gathered at Wannsee in Berlin to discuss ways of turning the extermination of the Jews into a more systematic operation. As a result, death camps were built in German-occupied Poland at Belzec, Sobibor, Majdanek, Chelmno, Auschwitz and Trawniki. Here they installed gas chambers...
World War II Test

Match the term to the correct description

a. Franklin D. Roosevelt  
b. Hideki Tojo  
c. Joseph Stalin  
d. Adolf Hitler  
e. Winston Churchill  
f. Benito Mussolini  
g. Harry Truman  
h. Hirohito

1. ___ He was the United States president responsible for ordering the use of atomic bombs on Japan
2. ___ He was the prime minister of Great Britain through the Battle of Britain and the remainder of WWII
3. ___ He was the emperor of Japan
4. ___ He was the dictator of Germany
5. ___ He was the founder of Fascism and the dictator of Italy
6. ___ He was the dictator of the Soviet Union
7. ___ He was the president of the United States for a majority of WWII, but was never able to see the end of it before his untimely death

List the main Allied Powers:
8. __________
9. __________
10. __________

List the main Axis Powers:
11. __________
12. __________
13. __________

Multiple Choice
Identify the choice that best completes statement or answers the question.

16. My good friends, for the second time in our history, a British Prime Minister has returned from Germany bringing peace with honor. I believe it is peace for our time... Go home and get a nice quiet sleep.

- Neville Chamberlain, April 30, 1938 (following his return from the Munich Conference)

The statement reflects the British belief that which of the following policies would prevent another war?

a. Containment  
b. Isolation  
c. Reparation  
d. Appeasement

17. In 1939, France and Great Britain declared war on Germany as a direct result of German
a. annexation of Austria  
b. occupation of Rhineland  
c. seizure of Sudetenland  
d. invasion of Poland

18. Following the United States' entry into World War II, American and British leaders decided that their highest priority would be to
a. Recapture Pacific possessions lost to the Japanese  
b. Invade Europe and defeat Germany  
c. Send armies to the Russian Front to help the Soviet Union  
d. Strike directly at the Japanese home islands
World War II Test

Match the term to the correct description

1. ___ He was the United States president responsible for ordering the use of atomic bombs on Japan
   a. Franklin D. Roosevelt
   b. Hideki Tojo
   c. Joseph Stalin
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   e. Winston Churchill
   f. Benito Mussolini
   g. Harry Truman
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2. ___ He was the prime minister of Great Britain through the Battle of Great Britain and the remainder of WWII
   a. Franklin D. Roosevelt
   b. Hideki Tojo
   c. Joseph Stalin
   d. Adolf Hitler
   e. Winston Churchill
   f. Benito Mussolini
   g. Harry Truman
   h. Hirohito

3. ___ He was the emperor of Japan
   a. Franklin D. Roosevelt
   b. Hideki Tojo
   c. Joseph Stalin
   d. Adolf Hitler
   e. Winston Churchill
   f. Benito Mussolini
   g. Harry Truman
   h. Hirohito

4. ___ He was the dictator of Germany
   a. Franklin D. Roosevelt
   b. Hideki Tojo
   c. Joseph Stalin
   d. Adolf Hitler
   e. Winston Churchill
   f. Benito Mussolini
   g. Harry Truman
   h. Hirohito

5. ___ He was the founder of Fascism and the dictator of Italy
   a. Franklin D. Roosevelt
   b. Hideki Tojo
   c. Joseph Stalin
   d. Adolf Hitler
   e. Winston Churchill
   f. Benito Mussolini
   g. Harry Truman
   h. Hirohito

6. ___ He was the dictator of the Soviet Union
   a. Franklin D. Roosevelt
   b. Hideki Tojo
   c. Joseph Stalin
   d. Adolf Hitler
   e. Winston Churchill
   f. Benito Mussolini
   g. Harry Truman
   h. Hirohito

List the main Allied Powers:
8. ______________________
9. ______________________
10. ______________________

List the main Axis Powers:
11. ______________________
12. ______________________
13. ______________________
Prueba de la Segunda Guerra Mundial

Coincida con el término de la descripción correcta

a. Franklin D. Roosevelt  
b. Hideki Tojo  
c. Joseph Stalin  
d. Adolf Hitler  
e. Winston Churchill  
f. Benito Mussolini  
g. Harry Truman  
h. Hirohito

1. ___ Él era el presidente de los Estados Unidos responsable de ordenar el uso de bombas atómicas sobre Japón

2. ___ Él era el primer ministro de Gran Bretaña a través de la Batalla de Gran Bretaña y el resto de la Segunda Guerra Mundial

3. ___ Fue el emperador de Japón

4. ___ El era el dictador de Alemania

5. ___ Fue el fundador o el fascismo y el dictador de Italia

6. ___ El era el dictador de la Unión Soviética
19. ¿Por qué Hitler firmó un tratado de no agresión con Stalin en la víspera de la Segunda Guerra Mundial?
   a. Para evitar la Sociedad de las Naciones de la actuación para detener la guerra
   b. Para demostrar que Hitler cambió sus puntos de vista sobre el comunismo
   c. Para permitir que Alemania invadiera Polonia sin oposición soviética

20. __________________________
   - Ayer, 7 de Diciembre, 1941 - una fecha que vivirá en la infamia...
   - De un discurso del presidente Franklin D. Roosevelt al Congreso

El propósito del discurso de Roosevelt era
   persuadir al Congreso
   a. declarar la guerra a Japón
   b. condenar la agresión de Japón en China
   c. apoyo lanzar una bomba atómica sobre Hiroshima
Identify the choice that best completes statement or answers the question.

16. 

My good friends, for the second time in our history, a British Prime Minister has returned from Germany bringing peace with honor. I believe it is peace for our time... Go home and get a nice quiet sleep.

- Neville Chamberlain, April 30, 1938 (following his return from the Munich Conference)

The statement reflects the British belief that which of the following policies would prevent another war? 

a. Containment  
b. Isolation  
c. Appeasement

17. In 1939, France and Great Britain declared war on Germany as a direct result of German 

a. annexation of Austria  
b. occupation of Rhineland  
c. invasion of Poland

18. 

Yesterday, December 7, 1941 - a date which will live in infamy...

- from a speech by President Franklin D. Roosevelt to Congress

The purpose of Roosevelt’s speech was to persuade Congress to 

a. declare war on Japan  
b. condemn Japan’s aggression in China  
c. support dropping an atomic bomb on Hiroshima

20. 

b. To show that Hitler changed his views on communism  
c. To allow Germany to invade Poland without Soviet opposition

21. Which of the following countries suffered high civilian and military conditions because it was invaded and partially occupied during WWII? 

a. Great Britain  
b. The Soviet Union  
c. The United States
21. Which of the following countries suffered high civilian and military conditions because it was invaded and partially occupied during WWII?
   a. Great Britain
   b. The Soviet Union
   c. The United States

22. Japan’s invasion in China in 1937 to grow their empire would result in
   a. Intentional targeting of civilian populations
   b. Indoctrination of religious values
   c. Winning the support of the civilian population

The purpose of Roosevelt’s speech was to persuade Congress to
   a. declare war on Japan
   b. condemn Japan’s aggression in China
   c. support dropping an atomic bomb on Hiroshima
Practical Real-Life Challenges in the Classroom

Challenge #2
• Care for your students
• Know who they are and how they learn
• Create assessments that match or challenge their abilities