Language Play in the Social Studies Classroom

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Who are you? Stand up if ...

- PK-2nd grade teacher
- 3rd – 5th grade teacher
- Middle or high school teacher
- An instructional coach, ELD, SPED or other role
- Bilingual or multilingual
- Work in a district that has bilingual programs
- Work in a district where most instruction is in English
- Have 5 or less different languages in your school
- More than 5 languages in your school
Agenda

• Warm-up: The Pledge
• Big ideas of *Language Play*
• Three language play activities
  • Cooperative dictogloss
  • Mix and Match
  • Argumentation Tools
I pledge aliebens to the flag of the United States of America, and to the public for which it stands, one Asian under God, invisible, with liberty and justice for frogs.

I pledge allegiance to the flag of the United SPACE of America. And to the E-PUBLIC for WITCHES stands One nation Under God With liberty And JUST ASK FROGs.
Warm-up: Language-focused SS

• Arrange the written words to say the Pledge of Allegiance.
• How could the words be arranged in any other way and still make sense?
• How could we take out any of the phrases and preserve the meaning of the pledge?
• What words are Spanish/English cognates?
• What could be some other words that you could substitute for allegiance?
  For pledge?
  For liberty?
  For justice?
Juramento a la Bandera (México)

Bandera, Bandera de México,
legado de nuestros héroes,
símbolo de la unidad de nuestros padres y de nuestros hermanos,
te prometemos ser siempre fieles a los principios de libertad y de justicia que hacen de nuestra Patria
la nación independiente, humana y generosa
a la que entregamos nuestra existencia.²
Compare and contrast

Bandera, Bandera de México,

legado de nuestros héroes,
símbolo de la unidad de nuestros padres y de nuestros hermanos,
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la nación independiente, humana y generosa a la que entregamos nuestra existencia.

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.
Compare and contrast

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I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.
Metacognitive Questions

• How does taking apart the Pledge of Allegiance help you understand it better?
• How does comparing the Spanish pledge with the English pledge help you understand it better?
Pledge law in Colorado

• **Colorado**
  "Each school district shall provide an opportunity each school day for willing students to recite the Pledge of Allegiance in public elementary and secondary educational institutions. **Any person not wishing to participate** in the recitation of the Pledge of Allegiance **shall be exempt** from reciting the Pledge of Allegiance **and need not participate.**" Colo. Rev. Stat. §22-1-106.

• [http://patriotismforall.tekcities.com/state_laws.html](http://patriotismforall.tekcities.com/state_laws.html)
Controversy and the Pledge

Angevine Middle School
Lafayette, CO

Rocky Mountain HS, Fort Collins

NFL
The pledge and current events

https://www.youtube.com/watch?v=EaxI9ey3s38
Language Play

1. **Play** with language to deepen understanding of language and content simultaneously.
   
   (Fillmore & Fillmore, 2012; Gibbons, 2015; Schleppegrell & de Oliveira, 2009; Zhang, 2017)

2. Take on and **play** the role of a linguist, a sociologist, a historian, a geographer, a politician, etc.
   
   (Espinoza, 2009; Vygotsky, 1978b)

3. Through **play**, expand the *linguistic repertoires* of students. (García, 2014)
Cooperative Dictogloss

• Students will be able to orally negotiate with peers to recreate a text of a famous oral speech
Dictogloss, Herrell & Jordan, p. 246

- Select a text
- Read text orally once. Students just listen.
- Reread. Students jot down key words and phrases.
- Pair with another. Recreate as much of the text as you can, as close to the original as you can.
- Work in groups of four. Pool and reconstruct more completely.
• Something is happening in our world. The masses of people are rising up. And wherever they are assembled today, whether they are in Johannesburg, South Africa; Nairobi, Kenya; Accra, Ghana; New York City; Atlanta, Georgia; Jackson, Mississippi; or Memphis, Tennessee -- the cry is always the same: "We want to be free."

Memphis Sanitation Strike, April 3, 1968
Debrief

• What parts did you create correctly? Why? How?
• What parts were challenging to create? Why?
• What did you learn about how speeches work?
  • Words
  • Sentence
  • Discourse
• What did you learn about themes in history?
Thank you, Nancy Commins, for your awesome examples!
Example #1: Bridges and Barriers

Context: Unit study on immigration

Language Objective: SWBAT orally explain their reasoning for categorizing their concept as a barrier or bridge
Example #2: Community workers

• Context: 1st or second grade SS unit on community workers
• Language objective: SWBAT to orally tell a story about workers in their community
C-3 Inquiry Arc

Compelling Questions
Disciplinary concepts and tools
Argument and evidence
Communicate & take action
Students need many opportunities to build up their thinking before presenting an argument.

• [https://jeffzwiers.org/tools](https://jeffzwiers.org/tools)
## Civics 1: Analyze and practice rights, roles, and responsibilities of citizens

<table>
<thead>
<tr>
<th>Grade</th>
<th>SS09-GR.X-S.4-GLE.1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifth Grade</td>
<td>SS09-GR.5-S.4-GLE.1</td>
<td>The foundations of citizenship in the United States</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>SS09-GR.4-S.4-GLE.1</td>
<td>Analyze and debate multiple perspectives on an issue</td>
</tr>
<tr>
<td>Third Grade</td>
<td>SS09-GR.3-S.4-GLE.1</td>
<td>Respecting the views and rights of others is a key component of a democratic society</td>
</tr>
<tr>
<td>Second Grade</td>
<td>SS09-GR.2-S.4-GLE.1</td>
<td>Responsible community members advocate for their ideas</td>
</tr>
</tbody>
</table>
1. Place an X of where your opinion falls on the continuum.
2. Talk with three people. Place an X where their opinion falls on the continuum.

AFTER: Did your opinion change? If so, change the location of your X.
Opinion Continuum

All young adults **should be** required to do compulsory service

vs.

all young adults **should not be** required to do 1-2 years of compulsory service.

1. Place an X of where your opinion falls on the continuum.
2. Talk with three people. Place an X where their opinion falls on the continuum.

AFTER: Did your opinion change? If so, change the location of your X.
Conversation cards: Should children be allowed to watch TV?

• Read your evidence card.
• Find a person with a card of a different color, read your points to each other.
• Both state your current opinion on the issue.

In my opinion, _______________ because _______________. Yet I also...

Given the points I have heard so far, such as ______________, I think I learn more to the side of ______________ because ______________. The answer depends on .....
Language Play

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Language Play in SS

Big ideas of language play

Four language play activities

• The Pledge
• Cooperative dictogloss
• Mix and Match
• Argumentation Tools


Zwiers, Jeff. https://jeffzwiers.org/ Enhancing learning with authentic communication.
Materials

- Pledge cards
- Text for dictogloss
- Mix and match cards
- TV conversation cards
- Opinion continuum
- Thumbdrive
- Handout cards

For google folder

- Powerpoint
- Example Mix and Match
- Jeff Zwiers argumentation
- H & J Dictogloos
- SERP Opinion Continuum
(Re)defining language, vanLier & Walqui, 2012

<table>
<thead>
<tr>
<th>Formal Language Theory (form)</th>
<th>Functional Theories (function)</th>
<th>Language as ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence patterns</td>
<td>What is done with language:</td>
<td>Language as an “inseparable part of human action”</td>
</tr>
<tr>
<td>Grammatical rules</td>
<td>Explain</td>
<td>Language is “an expression of agency”</td>
</tr>
<tr>
<td>Parts of speech</td>
<td>Compare contrast</td>
<td>RESULT: Curriculum that includes meaningful projects that engage interest and encourage language growth</td>
</tr>
<tr>
<td>Word formation</td>
<td>Justify</td>
<td></td>
</tr>
<tr>
<td>GOAL: Students use these forms correctly, curriculum is based on grammatical sequence</td>
<td>Etc. etc.</td>
<td></td>
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