

Kern County Superintendent of Schools
Write to Learn
CAHSEE Weekly Words and Writing Prompts
First Semester – Year One

Tuesday – Social Studies Teacher – Analyze

STEP ONE: Introduce the Word: The Write to Learn word for this week is analyze.

A script might go like this:

- **Pronounce the word with a visual model:** *Our word this week is analyze. (At this point the teacher can point to the word displayed on a whiteboard/SmartBoard/piece of paper.) I've written the word on the board. Say it quickly after me – analyze. (The students then repeat the word after the teacher.)*
- **Clarify the part of speech:** *Analyze is a verb, an action word, something we do.*
- **Call on volunteers and non-volunteers** to give their own definitions. *Can anyone tell me what analyze means? Call on volunteers and non-volunteers alike.*
- **Review the student-friendly definition.** Here you should explain the word in everyday language, explaining how it is used in the context of social studies. *Analyze means to think about something carefully and in great detail, in order to understand it. When used in social studies, we might analyze all the reasons why the patriots rebelled against England. It would take us some time to come up with all of the reasons, so we would need to look carefully in our books. We would need to analyze the material.*
 - **Give importance of the word:** Here we teach why the word is important, including personal examples, academic examples, and real life examples.
 - *A question on the CAHSEE might ask me to analyze an important figure in history and write about why that person is important.*
 - *Historians say that you must analyze the past if you do not want to keep repeating the mistakes of the past. Think of examples from your own life where this might be true.*

Teachers can add their own personal examples and academic examples.

- **Provide examples and non-examples to clarify the meaning in everyday language,** relating to social studies.

- *If my teacher asks me to analyze the causes of the Revolutionary War, I need to analyze what relationship the colonies had with England; the cost of the French and Indian War; the impact of the Quartering Act, the Proclamation of 1763, the Stamp Act, the Intolerable Acts, the Writs of Assistance, and the Boston Massacre upon the colonies; the years of salutary neglect; and the treatment by King George III.*
- *If I am previewing a chapter by glancing at the title, section headings, words in bold type, and the illustrations, I would not be analyzing the content of the chapter because I am not studying the chapter in detail to understand it more fully.*
- *As people moved from the country farms to the cities to find employment during the Industrial Revolution, we changed the way goods were produced and how people lived and worked. If you were to analyze the building of a transportation network during this time, you would need to carefully look at the system of roads, the canal network, speedy clipper ships, travel by steamboat, and travel by railroad.*

STEP TWO: Checking for Understanding

- Here we teach the students how to use the word. These activities check students' understanding and provide informal practice through planned oral activities.
- To check for understanding, the teacher provides students with multiple opportunities to use the new words.
- The “checking for understanding” activities help students understand the words at deeper levels because of repeated and varied exposure.
- These activities can be done orally as sponge activities or in a “game” format.
- Remember to remind students to answer in complete sentences.
- The following are illustrations of the different types of checking for understanding activities. Please feel free to substitute your own examples.
- (This can be done throughout the week.)

Processing Questions – Ask questions that require students to process the meanings of the new words:

- After 1800, changes began to take place in the United States because of industrialization. Craftsmen were replaced by factory workers. Transportation increased the movement of people and goods across the country as movement became less expensive and easier. Large numbers of people moved from the country to the city. *Analyze* the positive and the negative effects on the lives of Americans due to the Industrial Revolution.
- If you were asked to *analyze* the causes and effects of the Industrial Revolution, what would you list as three important causes and three important effects?

Idea Completions – Provide students with sentence frames that require them to integrate a word's meaning into a context in order to explain a situation:

- After *analyzing* why factories needed to locate near rivers in order to supply the large amounts of power needed to keep machinery running, I discovered two drawbacks to reliance on water power. They include _____ and _____. (answer: the unreliability of water power where flooding produces too much power and the occurrences of droughts that stopped work completely.)
- After *analyzing* steamboat travel versus barges, steamboats were better because _____. (answer: steamboats could move swiftly up and down stream)

Have You Ever...? – Have students associate newly-learned words with familiar contexts and experiences.

- *Analyze* the use of child labor in the factories during the Industrial Revolution. Think about how you would feel working 7 days a week, from sunrise to sunset, for pennies a day. Share your ideas.

Fill in the Blank or Missing Words – Use the target word in a sentence stating the word as a “blank” for students to restate the word.

- _____ the demands of factory workers, including wages, working conditions, and hours/days worked. (*analyze*) (answer: *analyze*)
- An _____ of the working poor during the Industrial Revolution showed that the working poor suffered many hardships, including overcrowded housing, improper sanitation systems, lack of a decent wage, lack of medical attention, and unsafe working conditions, to name a few. (*analyze*) (answer: *analysis*)
- After _____ the work of people before the American Revolution, we can conclude that most people made their living by farming. (*analyze*) (answer: *analyzing*)

Making Choices– Have students choose a word if it fits in a certain context. *If any of the things I say are things that you can analyze, say, ‘That is something I can analyze.’ If they are not, don’t say anything.*

- Efficient ways to move finished goods to market
- A day in the life of a factory worker during the 1800s compared to today
- The definition of raw materials
- The new roles of women during the Industrial Revolution and the advantages of city life
- The century when the Industrial Revolution began

Juxtapositions – Challenge students to answer a yes or no question containing two juxtaposed target words.

- Can you *describe* something that you *analyze*? (substitute a word you have already studied for the word *describe*)

Discussion Prompts – Use context of what you are teaching as a basis for discussing word meaning with your students.

- Social Studies: Look at a map of the current interstate highway system and a map of the waterway routes used during the Industrial Revolution. *Analyze* both maps and determine which waterway routes and railway lines were used in the 1830s and are still part of the transportation system today.

True/False – Provide wait time for students to process and respond to true/false statements.

- After *analyzing* the developments in transportation and how they contributed to the rapid growth of industry, we can conclude that industries grew in the 1800s because raw materials could be shipped cheaply and quickly to the cities. (true)
- During the Industrial Revolution, health departments were set up to *analyze* the causes and spread of diseases like typhoid, cholera, and dysentery. (true)

Teachers can add their own examples.

STEP THREE: Independent Work

- **Independent Practice:** Here the students will practice what the teacher has just taught. At this point, if some students need help, teachers assist them individually.
- **Social Studies Writing Prompt:** This is where the teacher will give the students the **writing prompt** to practice the word. For example, the teacher may ask the students to write in their journals the following journal topic: (Teachers may use their own journal topics, tied to the Sequenced Pattern of Instruction or the courses assigned from the Course of Study Binder for Independent Study, or they may use the following writing prompts.)
 - *Analyze* some of the hazards of living in the cities during the Industrial Revolution. Now *analyze* some of the services that were provided to address some of these conditions. (Students might mention the high crime rate, and the establishment of police departments to combat crime. As more people moved into the city, crimes began to skyrocket. Part-time officers making their rounds of the city were no longer able to address the rise in crime. Police officers needed to be trained and organized to enforce laws. Also, with the large number of wooden buildings, the use of candles for lighting, the use of fireplaces and wood-burning stoves for heating and cooking, fires became more frequent. Since housing was packed so closely together, fires spread quickly. When cities were small, volunteer firefighters were capable of handling the fires. But, as cities grew, they needed full-time, trained professional fire fighters. As cities grew, they encountered numerous health problems. Deadly diseases were caused by polluted water and the lack of a sanitation system. Cities established boards of health and building departments which limited the number of people living in a room, banned

garbage from being thrown into the streets, and enforced building codes requiring connecting buildings to the city's sewer system.) OR

- *Analyze* the social classes that developed during the Industrial Revolution and explain how the classes were different. (Students might mention that there were three social classes: the wealthy factory owners, bankers, and railroad owners who made up the upper class; the shopkeepers, merchants, mill supervisors, craftsmen, ministers, and school teachers who made up the middle class; and the factory workers, unskilled free blacks, immigrants who were unskilled laborers, and maids and household servants who made up the lower class. Workers lived in crowded apartments or company-owned houses close to the factory. Middle class people lived in the city and used horsecars to transport them throughout the city. The wealthy lived in mansions on the outskirts of the cities. They used private horse-drawn carriages for transportation. As businesses and factories prospered, the wealthy and middle class grew richer. The poor often didn't have any money to save. Their wages were spent on food, clothing, rent, and medical expenses. Without unemployment benefits or health insurance to protect them, if they lost their jobs or became ill, they lost their income. Those who did work, spent 10-12 hours working, 6 days a week, for little pay and little protection.) OR
- *Analyze* how the move from an economy based on commerce and trade to one based on manufacturing affected the way Americans lived and worked. (Students might mention the move from the farms to the cities, the change in manufacturing practices from homemade goods to factory-produced goods, the change in living conditions, the change in movement and transportation, the widening of the gap among the 3 social classes, the poor working conditions in the factories, the emergence of the temperance movement, the education of women, the establishment of public education, the change in health conditions, and the establishment of boards of health.)

Teachers can make up their own journal topics or use the ones provided.

- **Homework:** For **classroom students**, they might be encouraged to look for the word or examples of how the word is used after they leave class for the day. They might bring to class newspaper articles, books, or magazines with the target word used in the text. **Independent Study students** might be asked to use the word in their assignments or to find the word or examples in their reading outside the class.

STEP FOUR: Review Periodically Through Games/Activities

- **Periodic Review:** Active Engagement with Words/Checking for Understanding/In-Depth Word Knowledge (refer to the *Core Vocabulary Handbook* page 26, pages 44 – 46 and PowerPoint notes from Staff Development Day). These in-depth word knowledge techniques can be used throughout the week to increase students' exposure to the chosen word. Hence, the students are receiving ongoing encounters with the target word.

- **Questions:**
Sam thought it might be fun to *analyze* the contents of my backpack. What might he find that would be of interest? Why might he want to look closely at what I have put in my backpack? What might the contents reveal about me?

- **Examples/Non-examples:**
Which one of these two sentences best describes how I might *analyze* something?
I looked through the microscope to discover the movement of the microorganism, how it ingested food, what its relationship was to the other microorganisms. I then drew pictures of what I saw and wrote down what I had observed. OR I briefly looked through the microscope and noticed that the microorganism was moving. I then returned to my seat spent a minute drawing what I had observed.

- **Finish the Ideas:**
After reading the story about birds migrating to the south in the winter, we *analyzed* their flight pattern and discovered _____. OR After *analyzing* all of the snacks I have eaten this past week, I discovered that my snacks are _____ (healthy choices/unhealthy choices) because_____.

- **Have You Ever...?:**
If someone asked you to *analyze* the steps involved in keeping a plant alive, what would you tell the person?

- **Choices:** If what I say is something that you could *analyze*, say “That is something I can *analyze*.”
 - Steps involved in solving a mystery
 - A quick glance down the street to check for traffic
 - A look at the menu to decide what to order for lunch
 - The reasons why your business has declined for 12 straight months

- **Discussion Prompts:**
Analyze what characteristics make a person a good friend. Write them down and discuss why these characteristics are important. Now, compare your list with your elbow partner. After *analyzing* both lists, together pick five characteristics that are necessary for a good friend to possess.

- **Juxtapositions:**
Can you *analyze* things that you *describe*? (You may substitute another word that you have taught for the word *describe*.)

- **Missing Words:**
 Detectives are still _____ the DNA evidence at the crime scene. (analyze) (answer: analyzing)
 The evidence was sent to the lab for _____. (analyze) (answer: analysis)
 In the story “To Build a Fire”, we _____ why the man continued to travel through the snow when he was warned to stop. (analyze) (answer: analyzed)

- **True/False:**
 To *analyze* something takes only a few seconds. (false)
 It is difficult to know why someone does something without *analyzing* his or her behavior. (true)
 In math you might be given pictures of 2 triangles and you might be asked to *analyze* their similarities and differences. (true)

- **Word Association:**
 Which word goes with looking at something carefully in order to understand it? (analyze)
 Which word refers to analyzing something yesterday? (analyzed)

- Games include:
 - Scattergories
 - Jeopardy
 - Word Charades
 - Word Concept Sorts
 - Pyramids
 - Pictionary
 - Word Form Sorts
 - Word Form Charts
 - Thinking Maps
 - Word Walls
 - Antonym Scales
 - Poetry Word Play (Diamante Poems, Cinquain Poems)
 - Vocabulary Hotshot Notebooks