

CHAPTER 1

A Fresh Look at Vocabulary

What Is It?

Vocabulary instruction must be part of any social studies class. The words themselves can be looked at through the lens of the Three Tiers concept developed by Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2013, p. 9). Tier 1 words are common, everyday words that children pick up in daily conversation (happy, book, see). Tier 2 words are referred to in the Common Core Standards as “general academic words” that are found in readings across content areas, but not typically in conversation (contrast, summarize, consequence) (Common Core, 2010a, p. 42). Tier 3 words are content specific vocabulary (capitalism, infrastructure, longitude) (McKeown & Beck, 2004).

In addition to the Tier 3 content words that are usually included in instruction, we incorporate general academic words or Tier 2 words as well as social and emotional learning (SEL) terms (these SEL words are related to the social studies content, such as *agency* when teaching about the French Revolution).

We break down the process of teaching new vocabulary into three phases: accessing prior knowledge, seeking new information to build understanding, and practicing revision of definitions. We also cover how to build a strong list of terms for units of study that will push students beyond a traditional vocabulary list.

Why We Like It

Teaching vocabulary has often meant giving students a list of words and telling them to copy down the definitions provided by the teacher, dictionary, or textbook. This kind of activity tends to generate little student interest or lasting understanding of words. Vocabulary presented in this way often lacks needed context and background (Hedrick, Harmon, & Linerode, 2004, p. 105).

We like how our three-phase approach to vocabulary places the primary responsibility for creating definitions on the students and not the teacher. In this way, students develop more ownership of their learning as they work to create their own understandings of terms. Instead of being the *source* of knowledge, the teacher works as a *facilitator* of learning. This style of teaching is inclusive of diverse learners by providing space for students to share their own experiences and ideas as a way to help them understand new words.

Supporting Research

Beginning a study of words by encouraging students to consider their prior knowledge – or what is known – before transitioning to new learning – what is unknown – can help to develop word comprehension. Research shows that when students link new information to what they already know, they can better retain the new material (Radboud University Nijmegen, 2014).

Additionally, repeated exposure to vocabulary, along with seeing these words in context, has been shown to improve student comprehension (Biemiller & Boote, 2006).

As we mentioned earlier, a common practice of teaching vocabulary is to give students a list of words, direct them to copy their definitions, and use the words in a sentence. However, researchers Douglas Fisher and Nancy Frey state, “This limited exposure to words and phrases in decontextualized situations has not proven to be effective, nor is it of a sufficient intensity” (Fisher & Frey, 2014a, p. 595). They add, “All learning is social; vocabulary instruction should leverage interactions between teacher, student, and text . . .” (Fisher & Frey, 2014a, p. 598). The interactive activities described in this chapter can support this kind of instruction.

Common Core Connections

The Craft and Structure strand of the Common Core Standards for Social Studies and History describes the importance of acquiring vocabulary. Students are asked to “determine the meaning of words and phrases in the text” (Common Core, 2010b).

The Text Type and Purpose strand of the Writing Standards provides guidelines for students to use content-specific language to make and explain written arguments (Common Core, 2010c). The activities in this chapter can help build a thorough understanding of content area language.

Social Studies Connections

According to the National Council for the Social Studies, vocabulary instruction is especially important because an education without it “can lead to lower literacy

levels and . . . increase the achievement gap” (National Council for the Social Studies, 2017, “rationale”). We prefer the term *opportunity gap* to *achievement gap* (Wells, 2016) since we believe all students have the ability to achieve, but may face socioeconomic challenges or other barriers beyond their control.

Application

Instead of a single lesson plan, this chapter begins by explaining the process we use to build a word list for a unit of study. Then, we share how to divide the teaching of vocabulary into three phases that can be applied to build comprehension: Accessing Prior Knowledge, Building Understanding, and Revising Definitions. We include variations for each of the three phases in this chapter.

It’s important to remember that we don’t use every variation every time. Depending on time restraints and learning objectives, each step could take a few minutes or a whole period. We ensure, however, that we do utilize at least one instructional strategy from each phase during a unit of study.

BUILDING A WORD LIST

In our experience, developing a good word list is the critical first step of successful vocabulary instruction. This is not a list we give to students – rather, this is a list that we use to develop our lessons. This section focuses on *identifying* the words for this list. The next section will discuss different ways to *introduce* these terms to students.

We tend to keep our vocabulary list for any given unit to around 15 words. We choose this number of words based on research showing that working memory, which is discussed more in Chapter 6: Mnemonics, has an upper limit of between 10 and 20 items (Bick & Rabinovich, 2009, pp. 218101–218103). These 15 words are broken down into three different categories – Tier 3 (content words), Tier 2 (general academic words), and our bonus words, which are SEL terms (see Chapter 19: Social and Emotional Learning).

The first 8–10 words on our list are content focused, or Tier 3. For example, we include content terms like *tropical* and *deforestation* when studying Brazil. Another five or six are Tier 2 vocabulary or general academic words. These terms don’t often come up in conversation, but appear frequently in academic texts across many domains. They are important to include because students need to understand them to be able to complete social studies thinking and writing tasks. Examples of these words include *analysis* and *culture*. After uploading our unit texts, we often use the Academic Word Finder feature on the Achieve the Core website, <https://achievethecore.org>. This tool helps to locate and choose appropriately leveled Tier 2 words that exist in our unit texts. It’s also easy to find lists of Tier 2 words online.

The third category of words we include in our vocabulary lists relate to SEL and also connect to the unit. We put one or two of these words on each list in an effort to integrate the “soft skills” that our students need to succeed in school and other aspects of life. We have discovered connections between most social studies units and SEL terms. For example, the French Revolution vocabulary list we discuss later in this chapter contains the terms *growth mindset* and *agency*. We use the term *growth mindset* to point out that many of the French had to adopt this type of thinking in order to believe that their lives could improve through effort. The term *agency* is the concept of feeling like you have the power to make change and impact the decisions that affect your life. This perspective was obviously another important conviction held by many participants in the French Revolution. For more information on these concepts and their importance to our students, see Chapter 19: Social and Emotional Learning.

ACCESSING PRIOR KNOWLEDGE

This section will discuss three different ways teachers can facilitate accessing prior knowledge in order to acquire new vocabulary. Typically, these Accessing Prior Knowledge activities are done before exposing students to unit texts.

Accessing prior knowledge is an important learning strategy in itself (Alber, 2011) and is especially helpful when used to jump-start the process of learning a word. We start our vocabulary instruction by having students think about any connections they can make to the word. For example, the word *tropical* is seen in Table 1.1: Unit Vocabulary Graphic Organizer. Often, when students see this word, they think of tropical fruit punch or tropical-flavored candy. We ask them to consider what makes these items tropical. Students can, through questioning, determine that *tropical* refers to the types of fruits used as flavors in these items. We push students to consider what these fruits may have in common or what is different about them compared to fruit that is not tropical. In this way, they are much closer to determining the definition for this term and often come up with something about the warm weather required to grow these types of fruits.

This practice is inclusive – all ideas are treated equally. We make clear to students this process is about engaging in the thinking process and not guessing the right answer. This point is important because we want students to build confidence and practice a growth mindset. However, we do highlight when students get a right answer or are on the right path. We may say something like, “That sounds really good, how did you come up with that?” We aren’t overly focused on the answer, but instead on the use of context clues and the process of prediction. When students share guesses that are clearly incorrect we might say, “Maybe, let’s do some more reading to see if that’s right.” The focus at this point is on intellectually grappling with the word, not on “nailing” a definition.

Vocabulary Graphic Organizer

One way we help students access prior knowledge is by giving them a list of words with space for writing as shown in Table 1.1 Unit Vocabulary Graphic Organizer. The graphic organizer has three columns. The first column lists the vocabulary words. The second is titled “First Look” and the third is “More Information.” We begin by reading each word aloud and pausing to give students time to write any ideas they might have about the word in the “First Look” column.

Table 1.1 Unit Vocabulary Graphic Organizer

Unit – Brazil

Word	First Look	More Information
Carnival		
Amazon		
tropical		
deforestation		
analysis		
Favela		
melting pot		
compare/ contrast		
Rio de Janeiro		
culture		
samba		
Pelé		
Copacabana		
identity		

Students may need some gentle encouragement with taking risks to write an idea they aren’t sure is accurate. If you have already taught lessons on practicing a growth mindset, it can be helpful to remind your students of the tenets behind the concept – the idea that knowledge can be improved and intelligence isn’t fixed. If you haven’t taught it, this would be a good time to do a brief lesson (see Chapter 19: Social and Emotional Learning for lesson ideas). We share that taking a risk by writing a definition they aren’t sure is correct *is* practicing a growth mindset. After all, research has shown that our brains derive significant learning benefits in moments of struggle (Boaler & Lamar, 2019).

In addition to encouraging students to practice a growth mindset to make predictions, we also employ other scaffolds to support this phase of the activity. For example, we may say to students, “Write what you know or *think* you know about

the word.” Giving students a sentence starter like “I think it has to do with . . .” may help them get started. We also allow students to include a quick sketch or to write other words they think might be related to the vocabulary terms.

We model how there may be clues to a word’s meaning within the word itself. For example, the teacher may point out root words or similar terms to help guide students toward a meaning. In a World History class during the study of World War II, students often encounter the word *genocide* for the first time. We begin by reading the word aloud. Next, we direct students to think about any portion of the word they may have seen before by asking, “What words have you seen that have the root *cide*?” Students usually are able to come up with both *homicide* and *suicide*. We then prompt students to consider what those words have in common and, based on this, encourage predictions for the term *genocide*.

After students have completed the “First Look” column of their graphic organizer, we review what they have written as a class. When students clearly have a wrong answer, we try to avoid crushing their spirit and respond in a few different ways. We might say something like, “maybe” or “hmm, I’m wondering how you came up with that idea?” We may also call on other students to share out an idea that is closer to the actual definition, or ask a student who is struggling to compare with their neighbor.

Ultimately, this initial phase is not about nailing an accurate definition. Instead, it is focused on cultivating student engagement and curiosity. When students are engaged in their work, they are more likely to stick with a challenging task and gain satisfaction from accomplishing it (Strong, Silver, & Robinson, 1995). Developing curiosity has also been shown to improve learning outcomes by strengthening memory (Sample, 2014). Both engagement and curiosity can make the learning experience more enjoyable and productive for both teachers and students.

Splashed Vocabulary

A second way we can help students learn new vocabulary by accessing prior knowledge involves giving them a handout like Figure 1.1: Splashed Vocabulary. In this figure, the vocabulary words are “splashed” all over the page. First, we ask students to write down thoughtful guesses about what any of the words might mean underneath each one and quickly share these predictions with a partner. Next, we ask students to draw a line between words they think may be related. After connecting a few words, we ask them to write *how* the words are related. We allow students to make *any* connections since there are no right answers. For example, *peasant* and *dictator* from Figure 1.1: Splashed Vocabulary may be connected because they are both types of people or economic or political classes of people. Another connection could be the terms *Reign of Terror* and *execute* based on the morbid connotation, or

“scary sounding” quality of both. Students may also make connections based on the spelling of words (some words may begin with capital letters denoting a proper noun, whereas others do not). The key is having *students* provide evidence behind their connections and not whether *we* consider those connections to be particularly valuable. We want students to be motivated to make “multiple touches” on the word and remember its importance for when they see it later on in context.

Once students have had time to analyze their words and possible connections, we ask them to share and compare what they wrote with partners. We then call on a few students to share their findings with the whole class. This is a good moment to explicitly point out and validate the different thinking processes of various students. This process can help foster an inclusive classroom as students from all backgrounds and language levels are prompted to contribute their reasoning behind linking words together.

Stations Activity

A third variation on accessing prior knowledge gets students out of their seats as they participate in a “stations” activity. We divide students into partners or triads. In our experience, larger groupings for this activity tend to struggle with staying on task. At each station, we write one of the words from the vocabulary list onto a sheet of large paper. We do this for each of the words from the list and hang them spaced around the classroom. They should be written in fairly large print, but still have plenty of empty space around the word for student writing.

We give students a set amount of time at each station to write predictions, related words, or draw a quick sketch on the poster. We then give a signal to rotate to the next station. For accountability purposes, we have students write their initials next to their ideas. We also ask students to make sure they are writing down their own ideas, not simply copying down a previous group’s idea. They may have similar thoughts, but they need to be written, or drawn, differently. After rotating through enough stations to generate several ideas on each poster (not every group has to go to every station), we ask students to go back to their seats. We then pass out one of two sheets – Table 1.1: Unit Vocabulary Graphic Organizer or Figure 1.1: Splashed Vocabulary. We share what students have written on the posters and ask them to copy down ideas from peers onto their own papers. This step could also be done as a stations activity by having students rotate through the stations again, this time writing down ideas from the posters onto their own papers. We ask that students copy down at least two ideas for each term.

Note: We want to re-emphasize that we only use one of these three “Accessing Prior Knowledge” variations when beginning a unit. We encourage you to choose the one that fits your style, the content of your unit, and time limitations.

BUILDING UNDERSTANDING

After students have made thoughtful guesses in one of the “Accessing Prior Knowledge” activities, we move to the next stage. In this phase, we assist them in building more accurate word understandings through viewing the words in context and by analyzing related images. This step may occur directly after the accessing prior knowledge phase or within the next few days as students begin to read unit materials.

In this phase, students build their own definitions for the words based on the information they encounter in the unit. This practice enhances a sense of student ownership because *they* are in charge of creating a more precise definition. We also use this process to again point out that knowledge isn't fixed – our understanding of terms is constantly growing and changing.

When students encounter the unit vocabulary words in class texts, we have them stop and look for context clues. Based on this analysis, students add new ideas about the words' meanings to the “More Information” section in Table 1.1: Unit Vocabulary Graphic Organizer.

Prior to having students read a text as a class, with a partner, or independently, we model our thinking process when we come across a term within the text. For example, students come across the vocabulary word *Carnival* in a unit about Brazil. The text may describe Carnival participants dressing in costumes and parading down the streets. We might say something like, “This reminds me of Halloween or Mardi Gras. I think Carnival might be some kind of celebration. I'm going to write that down on my graphic organizer.”

After modeling using context clues to build an understanding of a term, students practice this process with most class materials within a unit. We remind students to have their vocabulary lists, like Table 1.1: Unit Vocabulary Graphic Organizer or Figure 1.1: Splashed Vocabulary, out on their desks while working with any class texts, pictures, or videos to help them keep the words in mind. When a word comes up in the text, we all circle it. This helps highlight the vocabulary term so students can easily return to it later. Depending on the text, we might immediately pause or wait until the end of a section to add new information to our handouts. We say to students, “Look at what is already written on your graphic organizers. What new information can be added from our reading?” We might also add, “Is there anything we want to remove because we now know it's not accurate?” Another option is to have students read in pairs, take turns with each paragraph, and use the same process themselves to clarify the vocabulary and add new understandings to their graphic organizers. Pairs can then share with the entire class and add new information to their papers.

Another simple – though more time-consuming – way to get students to address the third column – “More Information” – in Table 1.1: Unit Vocabulary Graphic

Organizer is to have them analyze pictures. In this strategy, we use a collection of images, generally one or two for every word, to create a presentation for students. If there is online access, a digital slideshow works well. You could also do this by collecting hard copies of images and having students pass them around.

For this picture analysis, we first project the image and word for a set period of time, usually 30 seconds. For example, we might show an image of land that's been razed when teaching *deforestation*. We limit our teacher explanation, and instruct students to analyze the picture for clues to develop a deeper understanding of the word. We ask questions to prompt student thinking: "What should we add to our definition based on what we see?" or "Based on what you see, how might this word connect to our unit?"

This phase often generates many student ideas and comments. For example, students may shout "All the trees are gone!" or "Everything got burned down!" We respond by telling them, "Great! Write that down!" Another option could be showing the picture for a set amount of time and then calling on a few people to share, or directing all students to share with their partners. We typically have students stop and pair share every three or four images. This process of periodically stopping to compare with a neighbor helps to build a collaborative environment. Students may find their partners noticed, or interpreted, different information from the same images. We ask that they write down at least one idea from their partner and mark it with a star for accountability purposes.

For this "Building Understanding" phase, students are constantly adding to and modifying their ideas about the words based on what they are reading and/or learning from their partners. We share with students that this continual process of modifying and building our understanding is a natural model of effective learning. We talk about how this process unfolds over time and with much practice. For example, initial images depicting *civil war* and *revolution* may be similar. However, it's through reading texts that contain these words and studying context clues that help us understand the difference.

REVISING AND FORMALIZING DEFINITIONS

The first phase of this strategy, "Accessing Prior Knowledge," encourages student engagement and curiosity and is less concerned with precise definitions. The second phase, "Building Understanding," sharpens the focus on accuracy as students build their own meanings throughout the unit. In this third phase, "Revising and Formalizing Definitions," we share how we develop class-wide understandings of each vocabulary word and make these definitions public.

During multiple points of the unit, we have students work individually or in pairs to create more formalized definitions for our vocabulary words that are then

made public on a “word wall.” This word wall serves as a constant visual reminder of the learning process – our definitions grow and change over time and students can build from one another’s ideas. It also makes it easy to quickly reference definitions without having to wait for students to look through their papers.

If you don’t have the wall space because of multiple classes, you can create word-wall posters that are hung up and taken down during different class periods – ideally by a student volunteer. We have also done a digital version that we display when feasible, which students can access electronically at anytime.

One way we have students add to the wall is by making what we call a “word card.” These cards have three required elements – the word itself, a definition, and a visual to represent it (see Figure 1.2: Word Card Example A). Research has shown that drawing pictures can be especially helpful in remembering meanings (University of Waterloo, 2016).

We explain the cards should only include ideas from their graphic organizers and class notes. We don’t want students to simply look up the definition and write it on the card. Instead, we ask students to include their “best definition of the word so far.” By using this terminology, we show that we aren’t expecting students to be a dictionary. Instead, we’re asking them to show their *current* understanding of the term.

Another variation is to have students create a card that has a quote from the unit materials where the word was used (Figure 1.3: Word Card Example B). After putting the quote on the card, we have students add information they learned about the word based on this quote. We often give students the sentence starter, “What I learned about the word from this quote was . . .”

Students can modify the content on the wall as more is learned during the unit. In this way, as students add more word cards, the interpretations evolve into more specific and detailed definitions for all to see.

Again, the use of word cards and a word wall depend on teacher and student time and energy. An important element of this phase is to have students generate more precise definitions and communicate them publicly. In some units, this may be as simple as stopping two-thirds of the way through a unit and assigning students individual words. Then, challenge them to write down their very best definition on a sheet or card with a drawn image. Students can then stand up and quickly share what they wrote with the entire class.

Note: Do we use this three-phase process for every important word in a unit? No! Do we always use this three-phase process in every unit? No! Do we sometimes just tell students what a word means? Yes! Do we try to use these three phases as often as we realistically can in light of content we have to cover, time available, and our own energy levels and those of our students? Yes!

DIFFERENTIATION

One way to scaffold vocabulary for English language learners is to provide a graphic organizer that includes partial definitions or visuals to help jump-start the learning process. See Table 1.2: Modified Vocabulary Graphic Organizer for an example and Table 1.3: Answer Sheet for Modified Vocabulary Graphic Organizer. ELLs often need more support with specialized vocabulary, especially at the higher levels of social studies where terms are often very complex.

Table 1.2 Modified Vocabulary Graphic Organizer

Unit – Brazil

Word	Definition	Visual
Carnival	A huge _____ that happens every year in the Spring. Many people wear _____ and listen to _____ music.	
Amazon	The largest _____ in the world with the greatest variety of plants and _____. It is also a _____ that flows through South America.	
tropical	A type of climate where it is w_____ and r_____ most of the year.	
deforestation	The act of _____ down trees. This is a serious _____ in the Amazon.	
analysis	To study and _____ about something deeply.	
Favela	A _____ neighborhood where many people are struggling.	
melting pot	A phrase used to describe a place where people of _____ cultures live together.	
compare/ contrast	To look at how things are s_____r and how things are d_____t.	
Rio de Janeiro	A very large _____ in Brazil.	
culture	A group of people’s way of life, including their l_____, arts, and religion.	
samba	A type of music and Brazilian d_____ with roots in A_____.	
Pelé	Known as one of the best _____ players of all time. He grew up in the f_____ of Brazil.	
Copacabana	A famous _____ where people can relax, play v_____l in the sand, and _____ in the ocean.	
identity	How a person s_____s him/herself.	

Another option is encouraging ELLs to add definitions or synonyms in their home language, also known as L1, to their word lists. Depending on the language, this process might show similarities between the word in a student’s L1 and the English version (also known as cognates).

Students who learn differently may benefit from using the same ELL-modified graphic organizers.

Table 1.3 Answer Sheet for Modified Vocabulary Graphic Organizer**Unit – Brazil****Please note that in some cases other words may also be correct**

Word	Definition	Visual
Carnival	A huge <u>celebration</u> that happens every year in the Spring. Many people wear <u>costumes</u> and listen to <u>samba</u> music.	
Amazon	The largest <u>rainforest</u> in the world with the greatest variety of plants and <u>animals</u> . It is also a <u>river</u> that flows through South America.	
tropical	A type of climate where it is <u>warm</u> and <u>rainy</u> most of the year.	
deforestation	The act of <u>cutting</u> down trees. This is a serious <u>problem</u> in the Amazon.	
analysis	To study and <u>think</u> about something deeply.	
Favela	A <u>poor</u> neighborhood where many people are struggling.	
melting pot	A phrase used to describe a place where people of <u>many</u> cultures live together.	
compare/ contrast	To look at how things are <u>similar</u> and how things are <u>different</u> .	
Rio de Janeiro	A very large <u>c i t y</u> in Brazil.	
culture	A group of people's way of life, including their <u>language</u> , arts, and religion.	
samba	A type of music and Brazilian <u>dance</u> with roots in <u>Africa</u> .	
Pelé	Known as one of the best <u>soccer</u> players of all time. He grew up in the <u>favelas</u> of Brazil.	
Copacabana	A famous <u>beach</u> where people can relax, play <u>volleyball</u> in the sand, and <u>swim</u> in the ocean.	
identity	How a person <u>sees</u> him/herself.	

ADVANCED EXTENSIONS

To increase the difficulty for more advanced learners, teachers can identify more challenging terms by reviewing the text. More difficult Tier 2 word lists can be found online by searching “Tier 2 words” and the grade level. Students can then teach their classmates these additional words and their definitions.

Another advanced variation is to have pairs of students create examples and non-examples of an assigned word on a poster. This is a “play” on concept attainment, which has been shown to deepen understanding of concepts in addition to creating lasting knowledge (Boulware & Crow, 2001, p. 5). This inductive learning strategy is explored further in Chapter 10: Concept Attainment.

For example, the term *dictator* from Figure 1.1: Splashed Vocabulary, may lead students to write things like *king, boss, master, or person with all the power*. Then, students generate a list of what a dictator is not, such as *elected leader, listener, or follower*. This poster containing examples and nonexamples of a “dictator” can be displayed on the word wall and added to throughout the unit.

Student Handouts and Examples

Table 1.1: Unit Vocabulary Graphic Organizer

Figure 1.1: Splashed Vocabulary

Figure 1.2: Word Card Example A

Figure 1.3: Word Card Example B

Table 1.2: Modified Vocabulary Graphic Organizer

Table 1.3: Answer Sheet for Modified Vocabulary Graphic Organizer

What Could Go Wrong?

Students may struggle with generating ideas during the first phase of accessing prior knowledge. We address this directly by talking about taking learning risks. However, students may still have a hard time practicing a growth mindset. In our experience, students get better as they repeat this process. It can also be helpful for the teacher to model making predictions that turn out to be incorrect and model a positive response when discovering the errors.

Vocabulary instruction, like most instructional strategies, can get boring if done the same way all the time. We try to avoid getting stuck in a rut by not using the same process over and over again. Mix-and-match the strategies that we offer in this chapter and create modifications of your own.

One way to make it a bit more interesting is to review words through a game! Students can be in pairs or small groups with mini whiteboards. A teacher can call out the word and give students a few seconds to write down the definition (after having covered up the word wall) or give the definition and have students write the correct word.

Technology Connections

An online presentation platform like Prezi or Google Slides allows students to create digital versions of “word cards.” They can then be shared and modified by peers as a way to fuse technology and vocabulary acquisition.

Another helpful site, which is mentioned in Larry Ferlazzo’s *Websites of the Day*, is called Dictionary Squared (<http://larryferlazzo.edublogs.org/2018/01/09/dictionary-squared-looks-like-it-could-be-a-useful-vocabulary-development-tool-for-students>). This site allows the teacher to track progress of students’ vocabulary learning. More websites that support academic English and vocabulary can also be found at Larry Ferlazzo’s website under “The Best Websites for Developing Academic English Skills and Vocabulary” (<http://larryferlazzo.edublogs.org/2008/04/06/the-best-websites-for-developing-academic-english-skills-vocabulary>).

Figures

estate
Versailles
representative
execute
Napoleon Bonaparte

French Revolution

Reign of Terror
peasants
Bastille
dictator
riot
"Great Fear"
deliberate
agency
growth mindset

Figure 1.1 Splashed Vocabulary

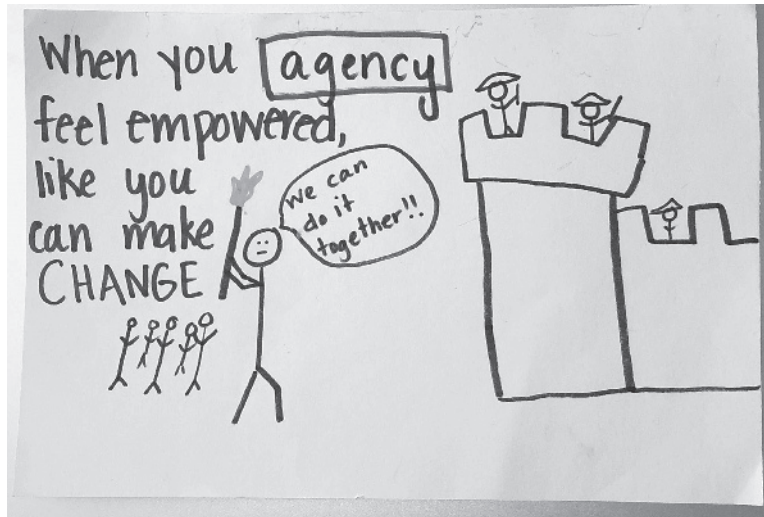


Figure 1.2 Word Card Example A

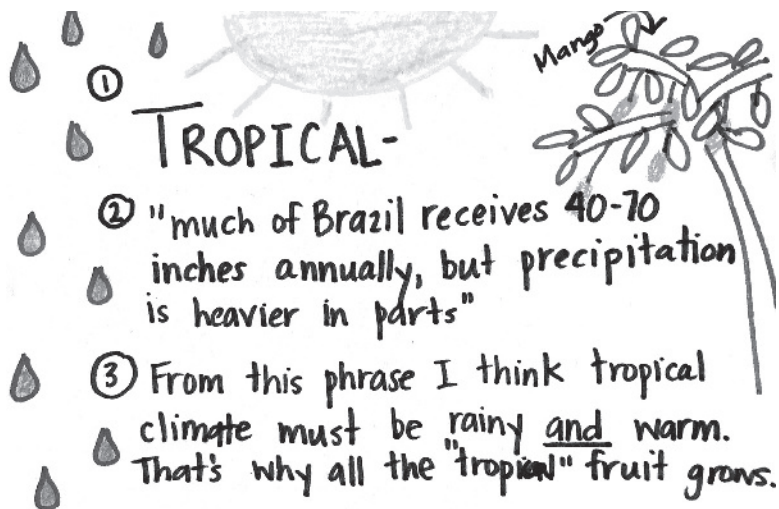


Figure 1.3 Word Card Example B

