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CONT 938

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**Module 4 Culminating Task: Vocabulary Lesson**

**Success Criteria**

Successful teaching of vocabulary words includes:

* Multiple encounters of different contexts.
* Explicit teaching of word meaning beyond simply presenting the dictionary definition.
* Creating student engagement so students are actively processing word meaning.
* Include morphology to develop knowledge of spelling patterns that can lead to independent vocabulary growth.

**Vocabulary Word List:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Context** | **Definition** | **Morphology** |
| **Dire** | “Our situation was growing more dire by the day.” | Extremely serious or urgent. | List on PowerPoint for all words |
| **League** | “An anti-Asian league was holding regular rallies in the city square.” | Collection of people, countries, or groups that gather for a shared purpose, typically protection of cooperation. |  |
| **Wallowed** | “As people around me celebrated the war’s end, I wallowed in grief.” | Indulge in an unrestrained way. |  |
| **Rabbi\*** | “The crowd hushed as a rabbi took the microphone.” | A Jewish scholar or teacher of Jewish law. Can be appointed as a Jewish religious leader. |  |
| **Prevail** | “Compassion must prevail.” | Prove more powerful than opposing forces; be victorious. |  |
| **Compassion** | “Compassion must prevail. We cannot punish little children for crimes they could not commit.” | Feeling of sorrow or deep tenderness for one who is suffering or experiencing misfortune |  |
| **Confiscated** (from timeline) | “All Japanese Canadian Property is confiscated.” | Taken with authority. |  |
| **Internment** (not from the text) | Internment of Japanese Canadians | To be confined as a prisoner, especially for political or military reasons. |  |

\*Tier 3 word

**Word Choice Reasoning:**

These words were chosen because they meet the Tier 2 word criteria. They are words that aren’t common in conversations but are characteristic of written language. They are words that may be seen in a variety of texts. Some of the words morphological characteristics, such as *internment, prevail,* and *compassion* will encourage vocabulary expansion as parts of those words are seen in other words. Some students may already have a basic understanding of these words but developing a more in-depth understanding will be beneficial.

**Lesson 1**

**Read** [**Shizue’s Path by Mark Sakamoto**](https://www.google.com/search?q=shizue%27s+path+read+aloud&sca_esv=7d47c209775424ca&sxsrf=AHTn8zrgu23g29HWVUfiFBJYjui81kYi9g%3A1746383674033&ei=OrMXaPbrAbKZ0PEP3rCcyAw&ved=0ahUKEwj28KCUuoqNAxWyDDQIHV4YB8kQ4dUDCBA&uact=5&oq=shizue%27s+path+read+aloud&gs_lp=Egxnd3Mtd2l6LXNlcnAiGHNoaXp1ZSdzIHBhdGggcmVhZCBhbG91ZDIFEAAY7wUyCBAAGIAEGKIESJAcULQIWM8acAF4AJABAJgBdaAB7AeqAQQxMC4xuAEDyAEA-AEBmAIMoAKQCMICCBAuGIAEGLADwgILEAAYgAQYsAMYogTCAggQABiwAxjvBcICBhAAGBYYHsICBxAhGKABGAqYAwCIBgGQBgWSBwQxMC4yoAfRLrIHAzkuMrgHiAg&sclient=gws-wiz-serp#fpstate=ive&vld=cid:3f8bd58e,vid:OQhmUqYeYCE,st:0) (our school library has a hardcopy)

Using the attached PowerPoint, go over the chosen vocabulary words. Have students complete a word map for each of the words that includes sections for:

* Word
* Definition (written in their own words)
* Examples
* Non-examples
* In a sentence

The Frayer Model has a editable template that can be downloaded: <https://www.modelteaching.com/education-articles/teaching-strategies/how-to-use-the-frayer-model-in-your-classroom>

**PowerPoint:**

Each slide is set up with animations so only the vocabulary words is shown on the slide when it is changed. The sentence the word is first used in in the story comes up with the next mouse click or right arrow key. Then, the definition. Last, the morphology of the word is displayed.

Discuss each point of the words. There are also talking notes in the PowerPoint with additional word information. Have students volunteer to use the word in a sentence and discuss examples and non-example to be added to their word maps. Encourage students to write their own definitions of the words so it makes more sense when they return to their word maps.

\*\*If going through all eight words in-depth is taking too long, this lesson can be split up into two sessions with the remaining 4 words being covered in the second session.

**Lesson 2**

Have students work on attached crossword puzzle. The 8 vocabulary words are the only words in the puzzle. They should be able to complete it without looking back to their word maps. The definitions are different than the ones shown in the original PowerPoint so even if they did not write the definitions in their own words, they will still have to recognize the meanings in order to complete the puzzle.

**Lesson 3**

* Show video: [Japanese Internment in Canada: Loss, Resilience, and Legacy](https://youtu.be/1JC9UxN9tJo?si=SamoJE16zOiwrV54)
	+ This video provides an overview of the history of Japanese Canadian Internment Camps.
* Using document camera, show timeline at the end of *Shizue’s Path* (or pause read aloud video on timeline)
* Discuss the timeline in detail tying it back to the story and the video just watched.
* Written assignment: Using at least 6 words from the vocabulary list from the previous lesson, have students write a reflection in their journals. They can use one or more of the following prompts but must write for the entire writing time:
	+ How would you feel if your family was forced to leave your home and move to an internment camp?
	+ What would it feel like to lose your home, your belongings, and your freedom—just because of your heritage?
	+ What does this part of history teach us about racism and fear during wartime?

**Lesson 4**

Have students complete the attached worksheet. It includes questions to encourage deep-thinking about the word list.

**References not previously listed**

Etymonline. <https://www.etymonline.com/>