

Subject vocabulary – Stage 6 HSIE

Sequence

To get the most from these resources they should be used as a teaching and learning sequence. One set of activities leads on to the next.

1. **Improve student writing through subject vocabulary (this document)**
2. Improve student writing through planning for writing ([DOCX](#) | [PDF](#))
3. Improve student writing through writing and feedback ([DOCX](#) | [PDF](#)).

Learning focus

With these literacy activities teachers use content that they have planned in their teaching and learning cycle. For each literacy activity an example from Modern History has been provided. The example provided is a model for teachers. Teachers create their own specific examples for their subject and class. Teachers can modify the learning intentions and success criteria to reflect their context.

Syllabus outcomes

For each HSIE subject, relevant syllabus outcomes have been provided in the [Stage 6 HSIE syllabus links \(PDF 151 KB\)](#) document.

Learning intentions

- Students will become familiar with subject vocabulary.
- Students will increase understanding of specific vocabulary terms.
- Students will create and maintain their own glossary.

Success criteria

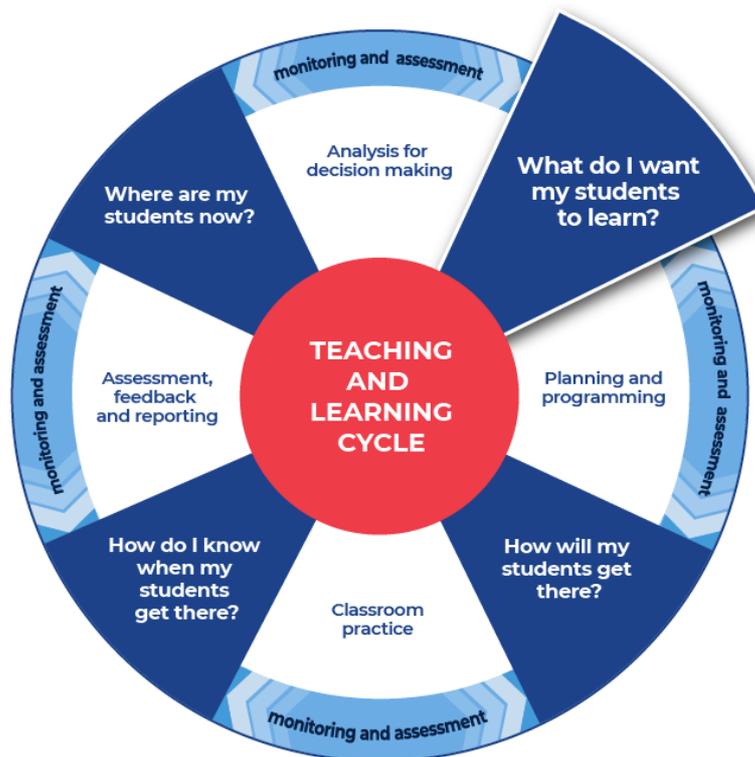
- Students are able to define terms that are specific to their subject.
- Students are able to effectively use terminology that is specific to their subject.
- Students are able to complete self-directed work.

Teaching strategies

- [Activity 1: Select](#)
- [Activity 2: Explain](#)
- [Activity 3: Explore](#)
- [Activity 4: Consolidate.](#)

(Adapted from: Alex Quigley 'Closing the Vocabulary Gap' Routledge 2018)

Activity 1: Select



Required resources

Teachers choose a resource that they are currently using in class. It could be an article, video, website, textbook page, or other resource.

Teachers provide their students with access to the chosen resource.

Examples of resources are listed below:

- Specific pages or a chapter from a textbook.
- A video or TED Talk by a historian on the topic.
- [HSIE syllabus documents](#).
- Glossary for your subject, for example the [Modern History Stage 6 glossary](#).

Supporting specific subject vocabulary in HSIE is important as it supports students in addressing course outcomes. The example outcomes provided are from Modern History:

- analyses and interprets different types of sources for evidence to support an historical account or argument **MH11-6**
- plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources **MH11-8**
- communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms **MH11-9**

A specific text has been chosen for the examples in this activity: [Rain and Mud: the Ypres - Passchendaele Offensive](#). The text relates to the Year 11 course module: [The Shaping of the Modern World; Content Focus: Topic 5 – World War I](#). The text reflects course content such as the nature of World War I, including, the varying experiences of soldiers in key battles, such as Verdun, the Somme, Passchendaele, Tannenberg, and Beersheba.

When selecting the text that you will work with, consider the text complexity and your reason for using that text. It is also important to read texts carefully before using them with students and pre-identify any terms or subject specific language that students may find challenging. Further information on text complexity can be found in the [National Literacy and Numeracy Learning Progressions, Literacy Progression, Appendices 6 – Text Complexity \(PDF 388 KB\)](#).

To support your students you may want to use some pre-reading activities such as: providing students with clues for navigating the text, summarising what the text will be about, and explaining specific terms that will appear in the text. A valuable strategy may also be to read the text to students to allow them to hear the text, including the pronunciation of key terms. You could use videos and other multi-modal texts to support learning.

Instructions:

- Students engage with the text that the teacher has provided.
- Students select ten unfamiliar words that they do not feel confident they know the meaning of.
- Students write the words into a table or in their workbook.
- Teachers model their own example to share with students. An example from Modern History has been included.

Differentiation:

- Teachers could pre-select the ten words.
- Teachers could pre-select some of the words and then allow the students to select the rest.
- Teachers could alter the amount of words to be selected.
- Teachers could support comprehension by altering the font of the text to make it more readable and presenting the information in smaller sections.

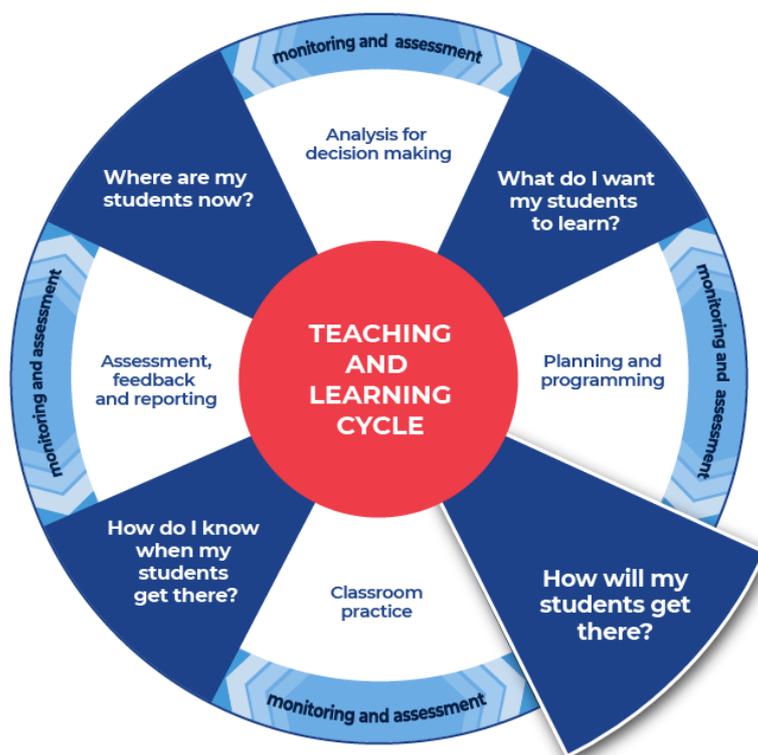
Further support:

- For the example provided the text is [Rain and Mud: the Ypres - Passchendaele Offensive](#).

Example

offensive	terrain	quagmire	operation
necessity	artillery	pushes	
desolate	imminent	spearheaded	

Activity 2: Explain



Instructions:

- Teachers replicate the example structure but for the text that their students are working with. Teachers provide their example to their students.
- Students research the formal definition for each of their words and write it in the table provided, or in their workbook. Students can use online or hard copy dictionaries. Definitions could also be sought from the subject specific syllabus glossaries and then from other sources as required.
- Students create their own informal 'student' definition for each word. It should be written in plain English. This is the way they might explain it to a friend.
- Students should write their informal definition in the table.
- Students will need to complete this task for all ten words.

Differentiation:

- Modifications for EAL/D students may include explicitly teaching how to use the dictionary and support in choosing which definition is relevant to HSIE.
- Teachers may provide the words and scaffold the definitions. For example, create mini cloze passages inside the definition spaces and provide a word bank for students.
- Teachers could supply a link to an online dictionary and students can write the definition in the table.

- Teachers could also encourage students to work together to create informal definitions first. Students could then source the formal definitions and refine their informal definitions.
- Students could work in pairs. They could join their word lists together and complete definitions for all their words.
- Teachers could support students by discussing the word as it is used in the context of the sentence.
- Teachers could support students by discussing multiple meanings and that being literate includes understanding that some words can have multiple meanings.

Template

Word	Dictionary definition	Your definition
word	From name-of-dictionary: 'dictionary definition.'	Student definition.
...
...
...
...
...
...
...
...
...

Completed example

This example has been filled in for teachers as a model.

Word	Dictionary definition	Your definition
offensive	From Merriam-Webster : 'making attack: AGGRESSIVE The bear made offensive movements. of, relating to, or designed for attack offensive weapons.'	To attack. The opposite of defensive. A planned attack.
desolate	From Dictionary.com : 'adjective barren or laid waste; devastated: a treeless, desolate landscape. deprived or destitute of inhabitants; deserted; uninhabited. solitary; lonely: a desolate place.'	When you look around there are not a lot of trees. It is barren and bare. If there are people, they are not thriving.
artillery	From Macmillan Dictionary : 'large powerful guns that are used by an army and are moved on wheels or fixed in one place.'	The weapons are too big for a person to carry. They are land-based weapons, cannons, large guns.

Activity 3: Explore

Instructions:

- Teachers provide their own completed example and a template to their students.
- Students explore each word to deepen their understanding of the subject vocabulary.
- Students complete this task for all ten of their words.

Differentiation:

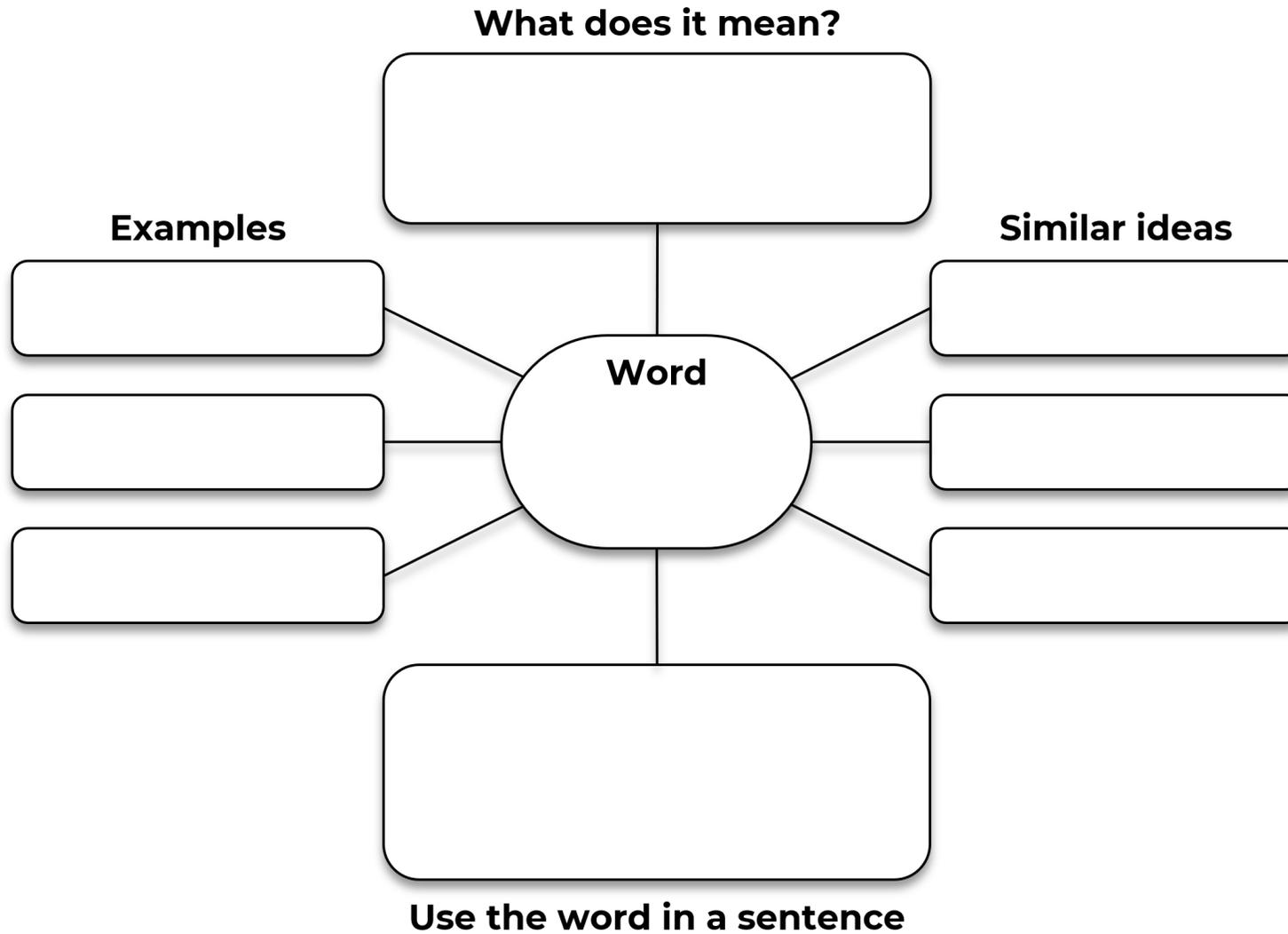
- Teachers can choose between the two template options provided.
- Teachers could explicitly discuss with students if they know this word from another subject and if the meaning of the word is the same or different from the other class. This allows students to connect learning across KLAs.
- Students could find an image that represents this word. Students should aim for the image to be a primary source.
- Students could use graphic organisers ([Simple graphic organisers](#), [Frayer diagram](#)) from the [Digital Learning Selector](#).

Further support:

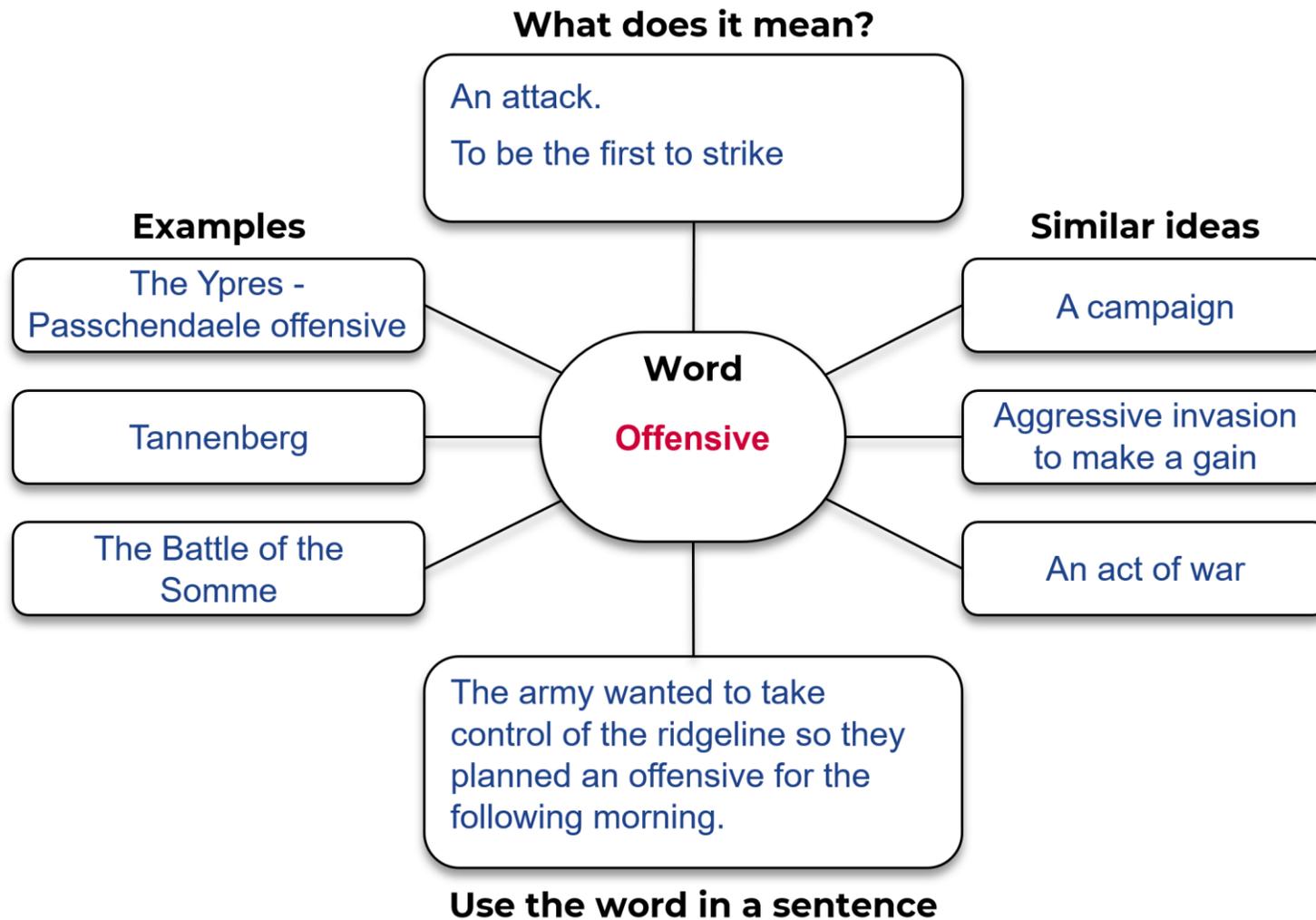
- Teachers model their own example to share with students. An example from Modern History has been included.

Example 1

Template: Vocabulary map



Completed example: Vocabulary map



Example 2

Template

Word: _____

Write the sentence, from the text, that contains the word.

In the text, what are some other words associated with this word?

Can you find an example, in the text, of a sentence that hints at the meaning of the word?

Create your own sentence that includes the word?

Completed example

Word: Offensive

Write the sentence, from the text, that contains the word.

The same applies to the Somme Offensive which ran for a similar period during the previous year.

AND

The decision therefore to continue the offensive and capture Passchendaele in the rain and mud was a weighty one.

In the text, what are some other words associated with this word?

Battlefield in, 'parts of the battlefield were swamp or reclaimed swamp'.

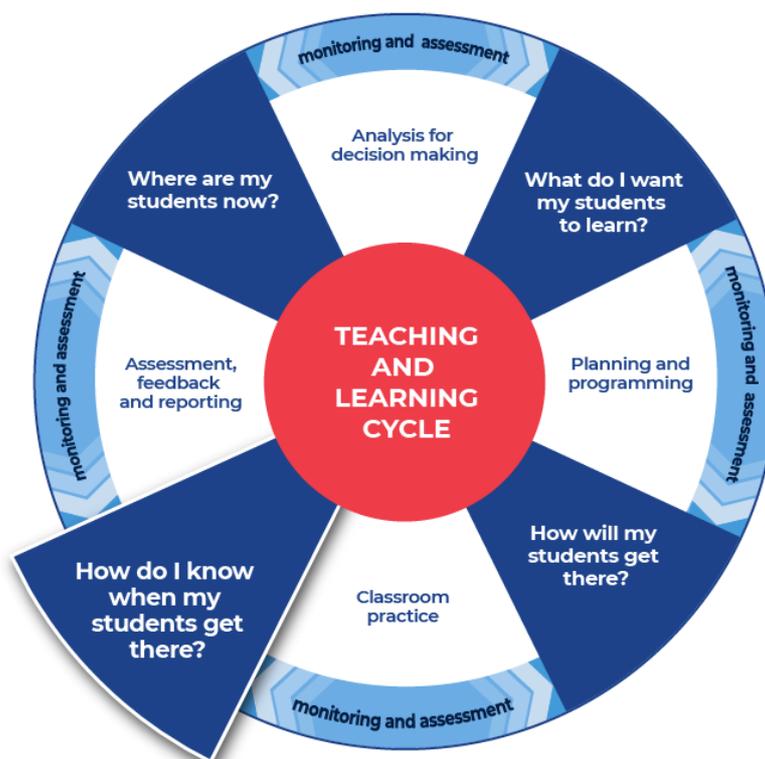
Can you find an example, in the text, of a sentence that hints at the meaning of the word?

When considering the Battle of Passchendaele in 1917, coincided with the three major pushes that the Australians spearheaded in the Ypres sector – and – During these attacks the troops marvelled at how strong and utterly dominant their supporting artillery fire was. The use of words such as, 'battle', 'pushes', and 'spearheaded' gives clues to the meaning of offensive as being a military attack.

Create your own sentence that includes the word?

The army wanted to take control of the ridgeline so they planned an offensive for the following morning.

Activity 4: Consolidate



Instructions:

- Students create a match-up worksheet using the template provided and write **synonyms** for their ten words in the boxes listed down the middle of the worksheet.
- Students fill in the outer squares with their personal definitions of the words. They should ensure that they are out of order.
- Students provide the teacher with an answer sheet for the match-up that they create. The word and correct definition should be clearly indicated.
- Teachers swap student's match-up worksheet with a peer who aims to get ten out of ten as they attempt the worksheet.

Differentiation

The teacher could:

- ask students to create a match-up worksheet using the template provided and write synonyms for their ten words in the boxes listed down the middle of the worksheet.
- split the class into two groups, half of the class has a word and half of the class has a definition, students move about the space and locate their word or definition
- organise students into pairs to create flash cards or word webs, paper or online, this could incorporate selecting [graphic organisers](#) from the Digital learning selector

- show students how to create a crossword - students use the words and definitions and then share their crossword with a peer
- show students where and how to locate different texts or sources that demonstrate the different definitions of a word that they have explored. This supports the Williams Model of differentiation with the aspect of Organised Random Search.
- explain the concept of a cloze passage and ask students to create cloze passages
- provide students with space to create a word wall. This could be added to throughout the module
- direct students to a specific template within the [Digital Learning Selector](#) and encourage them to organise and classify their new words
- hold a [gallery walk](#), this enables students to showcase their new words to their peers.

Name of worksheet: _____

Student name: _____

Match-up the words with the appropriate definitions.

Definitions

Words

Definitions

Name of worksheet: _____

Student name: _____

Answer sheet.

Definitions

Words

Definitions

This is the end of the activities for: **Improve writing through subject vocabulary**.

Teachers should move on to the next set of HSIE activities: **Improve student writing through planning for writing** ([DOCX](#) | [PDF](#))

Additional vocabulary lesson resources

Cohesion

Cohesion is defined as ‘that quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through shaping the form, creating a structure that the responder can recognise and use to navigate the text ...’ ([English K–10 Syllabus Glossary](#)). For more ready-to-use teaching and learning activities on cohesion visit [HSC minimum standard – Cohesion](#).

Universal Resources Hub

Evidence-based resources and tools are accessible to all schools via the [Universal Resources Hub](#) (staff only).

Teachers can use these resources to support integration of reading and numeracy instruction into teaching and learning programs.

Question verbs

A ready to use glossary of [question verbs and activities \(DOCX 80 KB\)](#) has been included. These will get students thinking about question are asking them to demonstrate.

Topic Vocabulary

For more ready-to-use teaching and learning activities on topic vocabulary go to [HSC minimum standard – Topic vocabulary](#).

Vocabulary

For more ready-to-use teaching and learning activities on vocabulary go to [HSC minimum standard – Vocabulary](#).