

Innovating with the Multimodalities-Entextualization Cycle in Language Across the Curriculum (LAC) to Improve ESL Junior Secondary Students' English Literacy

Materials tried out in teachers' lessons:

American Revolution: An LAC Collaboration [Teacher Version]

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The lesson materials tried out represented an LAC collaboration between
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Unit Overview

The internal and external factors of the American Revolution

Module	Topic 7 the internal and external factors of the American Revolution
Target Class Level	Form 1
Suggestions	<ul style="list-style-type: none"> - The text structure of factorial explanations (Phenomenon^A Factor 1^BFactor 2) should be highlighted when teaching the text; - A mind map or a table should be used for students to brainstorm and organize their ideas for the 'reading to writing' task (Before Task 4); - Some IT suggestions are given alongside the tasks for online teaching contexts.
Learning Objectives	<p>Content learning objectives:</p> <p>At the end of the module, students can:</p> <ol style="list-style-type: none"> 1) understand the internal and external factors of the American Revolution. <p>Language learning objectives:</p> <p>At the end of the module, students can:</p> <ol style="list-style-type: none"> 1) Identify the structure of factorial explanation texts; 2) use the following logical connectors to explain the factors: <ul style="list-style-type: none"> ● <i>Firstly, Secondly, Lastly, In sum,</i> ● <i>However, but, in contrast, while, although</i> ● <i>such as, for example, in addition,</i> ● <i>thus, as a result, as such, due to</i>

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Part 1: The internal and external factors of the American Revolution

Task 1 A song about the American Revolution

Let's listen to a song written during the period of the American Revolution and answer the question.

Lyrics	
*** Come, join hand in hand, brave Americans all, And rouse your bold hearts at fair Liberty's call; No tyrannous (<i>tyr-an-nous\tir-ə-nəs</i>) 暴虐) acts shall suppress (<i>sup-press\sə-’pres</i>) 壓制) your just (公正的) claim, Or stain (玷污) with dishonour America's name.	*** In Freedom we're born and in Freedom we'll live. Our purses are ready. Steady, friends, steady; Not as slaves (奴隸), but as Freemen our money we'll give.
*** In Freedom we're born and in Freedom we'll live. Our purses are ready. Steady, friends, steady; Not as slaves, but as Freemen our money we'll give.	*** Then join hand in hand, brave Americans all, By uniting we stand, by dividing we fall; In so righteous (<i>righteous \ 'rīt-hēs\right->righteous</i> 正義的) a cause let us hope to succeed, For heaven approves of each generous (<i>gen-er-ous \ 'jen-rəs</i>)慷慨的) deed (作為).
*** Our worthy forefathers (祖先), let's give them a cheer, To climates unknown did courageously (<i>cou-ra-geous \kə-’rā-jəs\courage->courageous->courageously</i> 勇敢地) steer (駕駛); Thro' oceans to deserts for Freedom they came, And dying, bequeath (<i>be-queath \bi-’kwēth\</i> 遺 贈) us their freedom and fame (名氣)	*** In Freedom we're born and in Freedom we'll live. Our purses are ready. Steady, friends, steady; Not as slaves, but as Freemen our money we'll give.

According to the song, what do you think might be the reasons for Americans to have the American Revolution?

(IT Note: This task can be done with Padlet or Mentimeter for online teaching contexts)

(student's answer)

Task 2 (Reading) The internal factors of the American Revolution

Read the text below and fill in the table.

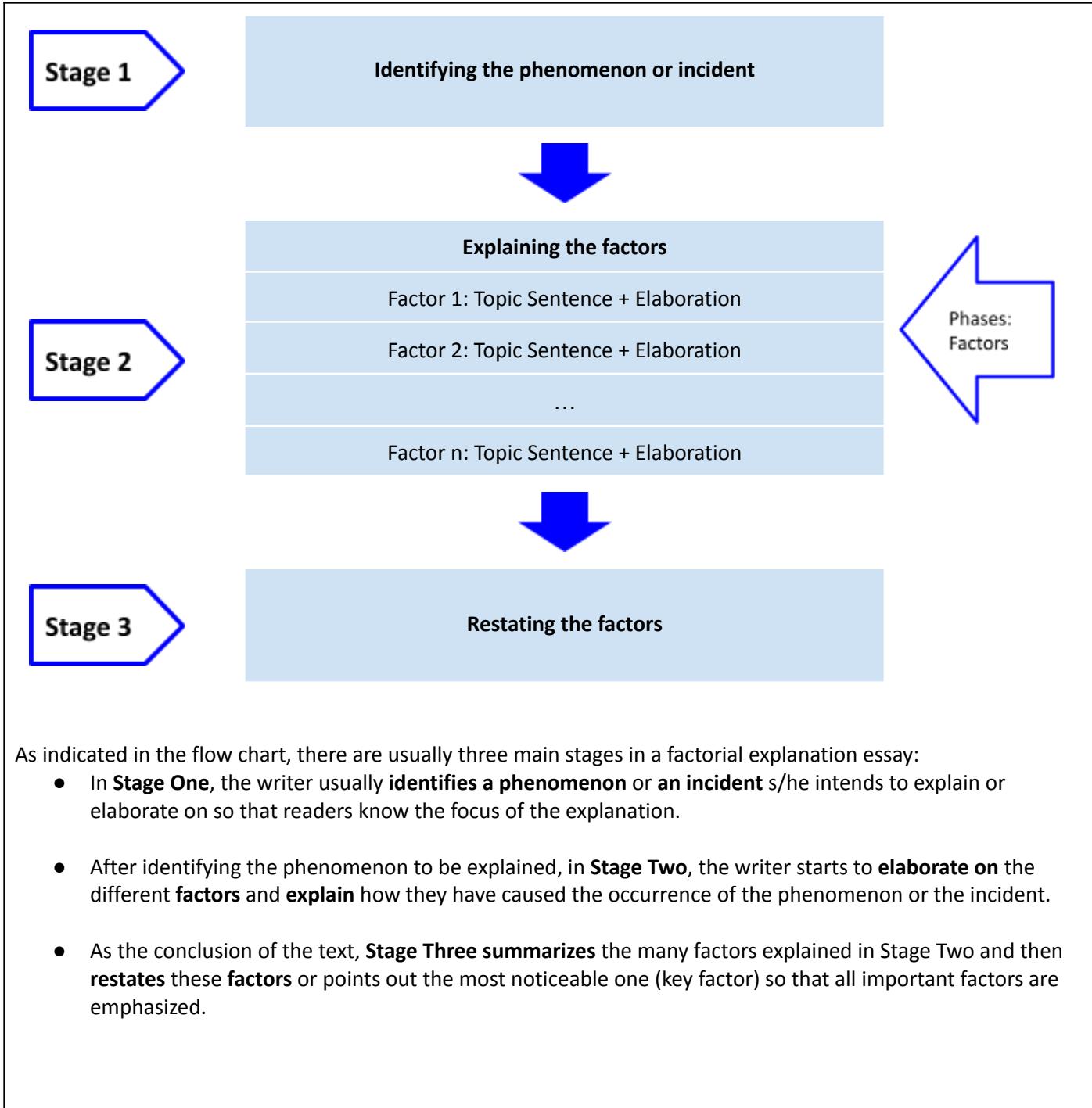
		<p>words in red: subject-specific vocabulary words in blue: General academic vocabulary words in yellow: logical connectors</p>
<p>Internal Factors in the American Revolution</p> <p>The United States (US) is a superpower in today's world. In the late 18th century, the US gained independence through a revolution. There are two major internal factors leading to the revolution.</p> <p>In the political aspect, the British government and Parliament controlled the North American colonies. After the Seven Years' War, Britain sent more troops to North America, which caused more conflicts with local people. The thirteen colonies were ruled by governors assigned by Britain. The laws passed by the assemblies had to be made effective by the British Parliament. This upset the local people.</p> <p>As for the economic aspect, Britain drew up a lot of economic policies unfavourable to colonies' economic development. For example, local products, such as tobacco, sugar and cotton, could only be exported to Britain. The colonies could not produce goods similar to those of Britain. What's more, Britain imposed heavy taxation on North American colonies to cover the expenditures. Since North Americans did not have representatives in the British Parliament, they believed that Britain should not tax them and claimed 'no taxation without representation'. Therefore, they strongly protested. Their relations with Britain worsened.</p>	<p>Text type: Factorial explanation</p> <p>Phenomenon: present the issue</p> <p>Factor 1: Political</p> <p>Factor 2: Economic</p>	

Internal Factors in the American Revolution			
In what aspect?	Topic sentence (Summary of the factor)	Elaboration	
		Cause	Effect
Political	In the political aspect, the British government and Parliament controlled the North American colonies.	More British troops	more conflicts with local people
		Thirteen colonies ruled by governors assigned by Britain	Local people were upset
		Laws passed by the assemblies made effective by the British Parliament.	
Economic	As for the economic aspect, Britain drew up a lot of economic policies unfavorable to colonies' economic development.	Local products could only be exported to Britain.	Local people strongly protested. Their relations with Britain worsened.
		The colonies could not produce goods similar to those of Britain.	
		Britain imposed heavy taxation on North American colonies to cover the expenditures.	

(The above table can be provided for students. Or leave some blanks for students to fill in.)

Language Support I - Structure of factorial explanation texts

Factorial explanation is an explanatory text-type that has a social purpose to explain the multiple factors for one effect/outcome in a social phenomenon. The texts you have read in Task 2 and Task 3 are examples of factorial explanation. Generally speaking, factorial explanation essays have the following writing structure:



Task 3 (Reading) The external factors of the American Revolution

Read the text below and fill in the table.

<p>External Factors in the American Revolution</p> <p>Apart from the internal factors, there are a few external factors contributing to the American Revolution.</p> <p>In 1648, the end of the Eighty Years' War marked the independence of Holland from Spain. This set a model for the American Revolution.</p> <p>In 1688, the British Parliament successfully overthrew James II, who adopted absolute monarchism, without shedding blood. In 1689, the Parliament passed the Bill of Rights and established the new constitutional monarchy. The Bill of Rights provided the foundation for the drafting of the Constitution of the United States of America.</p> <p>In the 18th century, the Enlightenment ideas had already spread to North America. There were many thinkers supporting freedom and independence in North America, such as John Adams, Thomas Paine, Thomas Jefferson, etc. This encouraged the North Americans to fight against British rule.</p>	<p>words in red: subject-specific vocabulary words in blue: General academic vocabulary words in yellow: logical connectors</p> <p>Text type: Factorial explanation</p> <p>Phenomenon: present the issue</p> <p>Factors in time order</p>
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External Factors in the American Revolution		
Time Order	Elaboration	
	Cause	Effect
1648	the independence of Holland	a model for the American Revolution
1688	The British Parliament successfully overthrew absolute monarchism and passed the Bill of Rights and established the new constitutional monarchy	foundation for the drafting of the Constitution of the United States of America
18th century	the Enlightenment ideas	encouraged the North Americans to fight against British rule.

(The above table can be provided for students. Or leave some blanks for students to fill in.)

Language Support II: verbal phrases and conjunctions expressing causal meaning		
To explain factors effectively in factorial explanation essays, you might want to use the following verbal phrases (動詞短語) or conjunctions (連詞) to express causal meaning:		
Cause	Verbal phrases	Effect
There are two major internal factors	leading to	the revolution
Britain sent more troops to North America,	which caused	more conflicts with local people.
there are a few external factors	contributing to	the American Revolution.
Conjunction	Cause	Effect
Since	North Americans did not have	they believed that Britain should

	representatives in the British Parliament,	not tax them.
Cause	Conjunction	Effect
Britain imposed heavy taxation on North American colonies.	Therefore,	Americans strongly protested.

Choose the correct verbal phrase or conjunction to complete the sentence:

(IT Note: This task can be done with Nearpod for online teaching contexts)

Local people were upset	(<input type="radio"/>) leading to	the British government and Parliament controlled the North American colonies.
	(<input checked="" type="radio"/>) since	
	(<input type="radio"/>) contributing to	
	(<input type="radio"/>) cause	
	(<input type="radio"/>) therefore	

Britain drew up a lot of economic policies unfavourable to colonies' economic development, which	(<input checked="" type="radio"/>) led to	American's worsened relations with Britain.
	(<input type="radio"/>) since	
	(<input checked="" type="radio"/>) caused	
	(<input type="radio"/>) therefore	
	(<input checked="" type="radio"/>) contributed to	

Task 4 (Writing) A summary of the internal and external factors of the American Revolution

According to what you have learned, write a summary of the internal and external factors of the American Revolution.

- Make use of the tables in Task 2 and Task 3 to decide the content of the writing
- Complete your writing in the table below

Phenomenon		Logical connectors to list out the factors: <u>Firstly</u> , <u>Secondly</u> , <u>Lastly</u> , <u>In sum</u> , <u>However</u> , <u>but</u> , <u>in contrast</u> , <u>while</u> , <u>although</u> <u>such as</u> , <u>for example</u> , <u>in addition</u> , <u>thus</u> , <u>as a result</u> , <u>as such</u> , <u>due to</u>
Factor 1		Verbal phrases or conjunctions to express causal meaning: <u>Leading to</u> , <u>cause</u> , <u>contributing to</u> , <u>since</u> , <u>therefore</u>
Factor 2		
Factor 3		
Factor 4		
Restating the factors		

Part 2: My vocabulary bank and learning record

In this part, you will revise the topic vocabulary and assess your learning.

Task 5 My Vocabulary Bank



My Vocabulary Bank

Do you want to write better answers to questions in history?

Good writing comes from well-written paragraphs and sentences, and well-written paragraphs and sentences are built with proper English vocabulary. Generally, English vocabulary can be sorted into three groups: **subject-specific** (專科的) vocabulary, **general academic vocabulary**, and **logical connectors** (linking words).

- **Subject-specific vocabulary**: key concepts specific to a subject, namely Life and Society or Integrated Humanities.
- **General academic vocabulary**: Words that are used more often in written texts rather than informal conversations. They help us express ideas more precisely.
- **Logical connectors (linking words)**: conjunctions and phrases that connect ideas.

Subject-specific vocabulary	General academic vocabulary	Linking words
American Revolution (n.ph.)	internal factors (n. ph.)	Giving examples:
independence (n.)	political (adj.)	For example
Revolution (n.)	Troops (n.)	Such as
government (n.)	Conflicts (n.)	Introducing a new aspect:
Parliament (n.)	Ruled by (v. ph.)	In... aspect,
The Seven Years' War (n. ph.)	Governors (n.)	As for...
taxation (n.)	Assigned by (v. ph.)	Expressing effect:
expenditures (n.)	Assemblies (n.)	Therefore
the Eighty Years' War (n. ph.)	Effective (adj.)	Expressing addition:
Bill of Rights (n. ph.)	Economic (adj.)	Apart from
constitutional monarchy (n. ph.)	unfavourable (adj.)	What's more

Constitution of the United States of America (n.ph.) Enlightenment (n.)	Local products (n. ph.) Export (v.) Impose (v.) Representatives (n.) Claim (n.) Protest (v.) Worsen (v.) Contribute to (v. ph.) Set a model for (v. ph.) Overthrow (v.) Adopt (v.) Foundation (n.) Drafting (n.) Spread to (v. ph.) Encourage (v.) Fight against (v. ph.)	
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Task 6. My choice of the most useful words and expressions

In the space below, write:

- a) FIVE top most useful subject-specific words,
- b) FIVE general academic words, and
- c) THREE linking words you have learnt in this unit.

Compare your choice with your neighbouring classmate; see if there are similarities and differences and discuss.

Subject-specific words	General academic words	Linking words

Task 7. My learning record

Put a tick (✓) if you think you can manage the item in this unit.

Do I ...



	Item:	Yes (✓) / No (X)
1.	Understand the internal and external factors of the American Revolution	
2.	Know the structure of factorial explanation texts	
3.	Know how to use logical connectors to explain factors	