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## World History Instruction For English Language Learners: A Systemic Functional Linguistics Approach

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WORLD HISTORY INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS:  
A SYSTEMIC FUNCTIONAL LINGUISTICS APPROACH

by

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A capstone submitted in partial fulfillment of the  
Requirements for the degree in Master of Arts in ESL

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## Chapter One--Introduction

This study is focused on how text analysis under a Systemic Functional Linguistic (SFL) framework can inform lesson development in content-based classes for English language learners. While many features of text may be considered for this kind of analysis, this study is focused on theme progressions, which from SFL refers to the theme at the sentence, or clause, level, and which in its simplest definition refers to the beginning part of the clause. The analysis will focus on how theme (grammatical theme, and not literary theme) is used to create structural organization in a text through connections between themes called theme progressions.

Furthermore, the results of the text analysis will determine the theme progression that is most commonly used in the selected text to inform a curricular unit. This will be an integrated curricular unit that embeds instruction of the identified theme pattern in a unit of world history content for a sheltered world history class of secondary EL students. A checklist for integrating language instruction into content lessons was designed as a tool for teachers who aim toward a language and literacy based approach to teaching history.

The central question guiding this research was formed through years of teaching content-based EL classes to secondary students.

*“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”*

Chapter One will present the background of the researcher, followed by a preview of relevant literature related to the research question. A rationale and guiding questions in the project are articulated, followed by a summary and chapter overview.

### **Background of the Researcher**

I have been working with English Learner (EL) students for eleven years in three different schools, two of which are public charter schools and one a non-charter public school in a major school district. I am licensed in both Social Studies and English as a Second Language (ESL) so most of my teaching assignments have been teaching history and other social studies while integrating language development. My students have primarily been secondary EL students in their second or third years in U.S. schools. The school where I currently teach has a sheltered program for ELs in their first and second years in country, and students in their third year or beyond are generally in mainstream classes. In this district, some mainstream classes are assigned a co-teacher of EL to support EL students in the mainstream. In that context, I have had experience with EL students in their third years or beyond in mainstream English Language Arts (ELA) classes and history classes.

The model of mainstreaming students after their second year has created opportunities as well as many challenges. Many EL students in my district read from grade-level texts for their content classes which, without targeted instruction on the texts and their features, often prove to be very difficult, if not inaccessible when reading independently, for many students. In addition, the level-two sheltered history classes are credit-bearing and therefore quite rigorous for students who have only completed one



year of English instruction. In this class, a text with a lower level of complexity has been chosen by the district to accommodate the unique needs of level-two ELs; however, the level of text complexity is still advanced for students at this level of English proficiency. Therefore, when my class reads the assigned textbook, we read the textbook in small sections, as a whole class. I want to maximize these whole-class reading lessons with more in-depth language instruction which is why the SFL approach appeals to me.

Writing instruction is another aspect of my instruction that may benefit from SFL approaches. A primary literacy goal of the sheltered world history class is for students to gain consistent proficiency in composing a cohesive, informational paragraph using a variety of organizational strategies. For example, students learn to write about a sequence of events using appropriate connectors of time. Comparing and contrasting people or places in the curriculum and the appropriate language of this function is also a focus. Students learn to make a claim and support it from evidence in the text. What I have focused on in teaching paragraph writing has been main ideas and details and using appropriate logical connectors in paragraphs. Despite using a variety of instructional strategies, many students still struggle to effectively organize their writing, even at the paragraph level.

Recently, I have attempted to describe the organization of writing as a series of chain links. I want the students to begin to see how one sentence links to the next to create a logical order. What I found was that I did not have an effective approach to show students these connections. These experiences motivate a search for intensive strategies to integrate language and literacy instruction into content classes.

Learning about Systemic Functional Linguistics (SFL) led to questions about the application of SFL in the secondary history classroom for the purpose of advancing literacy for EL students through content-based instruction. My findings have inspired me to conduct an analysis of text features of selected world history texts that EL students encounter in the school and district where I teach. From that analysis, I designed a unit integrating language instruction into a unit of world history content using these findings. Furthermore, I created a checklist for this process in order to implement it for various lessons centered on specific texts. This checklist is intended to offer guidance to history teachers who have high numbers of ELs in their classes and who want to integrate more language-centered approaches to their lessons.

### **Research Questions and Project Rationale**

The primary question guiding this project is:

*“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”*

This question reflects my interest in the actual structures used in the texts that students read; how teachers can identify these structures; and how knowledge of these structures can inform content-based language instruction. There are additional considerations as I pursue this project:

1. What are the theme patterns in World History textbooks used by sheltered ninth-grade classrooms in one high school setting?

2. How can teachers target instruction of organization features of history texts to increase students' reading comprehension and writing proficiency of informational texts?

Systemic Functional Linguistics has been used to study the features of academic language. There are few studies done using SFL on history texts that secondary EL students read as a part of their secondary education. More research needs to be done on the actual grammatical structures used in these textbooks. Studies have supported the benefits of SFL for teachers in understanding the structures of the texts they use. Teachers who have received professional development in the features of academic language have reported that they increase the amount of lesson time focused on the linguistic features of the content they are teaching (Coffin, 2006). In addition, studies have shown that using a SFL approach to reading instruction with students can lead to improvements in their reading comprehension and more cohesive and organized writing (Coffin, 2006). Furthermore, teachers of ELs in the content areas often are unaware of the specific grammatical structures that are common in the texts used in their disciplines.

To address the above issues and findings, this research will entail a systemic functional analysis of the theme progression structures of selected passages of written texts from a world history textbook that ELs encounter in the school district where I teach. The research I am conducting is for two purposes:

1) To identify the types of theme progressions that are used in the textbook that I teach from for my sheltered world history classes. With this knowledge, I have created a unit on a specific chapter that integrates

instruction on the theme progression types as well as the world history content of the chapter.

2) To develop a useful checklist to assist other teachers who aim to use SFL to integrate language development into their content areas.

The findings from the text analysis, the curriculum unit and checklist may serve as an example approach and a model unit that can be shared with colleagues in co-taught partnerships or in PLCs to begin collaborative conversations and lesson planning around language development through content reading. The kind of analysis being done in this study can inform educators on developing strategies to teach language through the texts that are chosen and to scaffold instruction for students with limited proficiency in English.

### **Preview of the Literature Review and Key Concepts**

A variety of contexts and frameworks guide and inform this study. The influence of standards, particularly the Common Core State Standards (CCSS), and the demands these standards place on students and teachers is one context. A key feature of the CCSS that guides this project is the emphasis on students reading and comprehending complex texts. The reality of secondary program models for English Learner (EL) students is another context. Standards for language development for EL students in Minnesota come from the WIDA Consortium. Thirty-six states have adopted these standards for ELs. Secondary teachers of EL students in Minnesota must integrate the demands of the CCSS with the guiding principles of the WIDA or other language development standards for English language learning. However, widespread understanding of effective approaches

to the use of complex texts with secondary ELs is lacking. Furthermore, as secondary EL students are entering mainstream classes in high numbers, teachers of all disciplines are facing the challenge of integrating instruction in content and language development.

The unique structures and genres of academic language can be an additional challenge for ELs. Looking at interpretation and comprehension of texts through this lens, it is essential to teach the linguistic features of written texts explicitly to students. Through an analysis of the structures and grammar choices necessary to a particular genre, students are empowered to expand their fluency in language production as well as comprehension of multiple text types. It is in the development and expansion of linguistic forms that greater knowledge through schooling can be achieved (Schleppegrell, 2004). One framework that can be used to identify and provide instruction on the linguistic structures of academic language is Systemic Functional Linguistics (SFL). This framework approaches grammar through an analysis of its function in creating the meaning of a given text. It offers a way to use the context of an actual text to discuss content as well as the language that makes that content meaningful. The frameworks of text complexity in the CCSS, academic language, and SFL and their applications to history instruction for ELs will be further discussed in Chapter Two.

### **Summary**

In Chapter One, I introduced my research project and the relevant frameworks guiding the research. The role and background of the researcher were briefly described to give a context to the research and to be open about assumptions and biases that the

researcher may bring to this work. Rationale and purpose of the research and the culminating project were described as well as brief overviews of relevant literature.

### **Chapter Overview**

In Chapter Two, I provide a review of the relevant literature relating to text complexity in CCSS, academic language, and systemic functional linguistics. In Chapter Three, the research methods, frameworks and contexts are explained in detail, as well as details that guide the process for the project completion. Chapter Four will present my reflections on the data from the research. A description of how the unit of instruction is designed to integrate the relevant findings is also included.

## Chapter Two--Literature Review

The focus of this research is to conduct a systemic functional analysis of the themes and theme progression structures of written texts that ELs encounter in the world history textbooks in the school district where I teach. The primary question guiding this research is:

*“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”*

The research I am conducting is for two purposes:

- 1) To identify the types of theme progressions that are used in the textbook that I teach from for my sheltered world history classes. With this knowledge, I have created a unit on a specific chapter that integrates instruction on the theme progression types as well
- 2) This process also led to the creation of a checklist for conducting a theme analysis of history texts and incorporating them into a lesson. The checklist is a way for other teachers to use this strategy in their own classrooms.

The findings from the text analyses and the unit may serve as an example unit that can be shared with colleagues in co-taught partnerships or in professional learning communities to begin collaborative conversations and lesson planning around language development through content reading. The checklist is envisioned as a helpful tool to assist other teachers in implementing SFL in lesson design. Two secondary questions also guide this study and the review of the literature.

1. What are the theme patterns in World History textbooks used by sheltered and mainstream 9th grade classrooms in one high school setting?
2. How can mainstream and EL teachers target instruction of organization features of history texts to increase students' reading comprehension and writing proficiency of informational texts?

Chapter Two includes a review of the relevant literature from three perspectives.

The first section reviews literature regarding text complexity demands in reading.

Included is a discussion of a key contributor to these demands which are the standards governing school curriculum. Further discussion addresses ways EL students face unique challenges when learning to comprehend complex texts. Teachers can inform themselves on the features of the complex texts their students encounter by conducting their own analysis of the text. SFL is one approach to understanding what makes a text complex. With the Common Core focus on text complexity, a solid understanding of what it means and its implications for ELs is essential.

The second section addresses the literature regarding academic language and connections are made to features of academic language and text complexity. Academic language goes beyond vocabulary words and is another of the indicators of a complex text. A case is made for explicit instruction on the features of academic language and the shortcomings of existing approaches to that instruction. A SFL approach may enhance a teacher's understanding of how to teach academic language beyond just academic vocabulary words.



The section is concluded with a discussion of genres and the specific features of genres in history. Texts vary in complexity depending on their genres. SFL is related to genre in its focus on purpose. The purpose of the text guides the grammatical and lexical choices of the author. An understanding of genres is important to the framework of SFL.

The final section addresses the literature regarding the framework of Systemic Functional Linguistics (SFL) with a primary element of this framework which is grammatical theme. Grammatical themes are discussed at length with a focus on how theme progressions create the structure of texts. Challenges for students are discussed and an argument for the current study is made. The Literature Review is followed by a summary and a preview of Chapter Three.

### **Text Complexity**

#### **Complex Texts and the Common Core State Standards (CCSS)**

Text complexity is a core concern of the CCSS; however determining a text's complexity is a complicated endeavor. The CCSS defines text complexity using three components: qualitative dimensions, quantitative dimensions, and considerations of reader and task (Fisher, Frey, & Lapp, 2012). The recommended "staircase of text complexity" is found in Appendix A of the CCSS and it is determined using the Text Complexity Multi Index (TCMI). This measurement tool looks at four major components of text complexity: (1) quantitative indexes, (2) qualitative benchmark texts (3) qualitative dimensions and (4) readers, tasks, and contexts (Heibert, 2013). Measuring text complexity as a whole is beyond the scope of this study but it is important

to keep in mind the framework of text complexity guiding the standards that are driving instruction.

Choosing an appropriate grade-level text is not as straightforward as it may seem. Nonetheless, teachers can begin to provide instruction on features of complex texts with the reading materials that are available to them. A greater understanding of the specific features of text complexity can hone teachers' skills in matching complex texts and tasks to the students in their classes. In addition, their focus on language structures can facilitate productive close readings with students to make these structures explicit and noticeable.

The current study is concerned with a grammatical and structural component of text complexity--theme progressions--which is only one of many features of text structure. Theme in this study refers to grammatical theme at the clause level. According to Halliday (2014) one of the pioneers of the theoretical model of Functional Grammar, "theme" refers to the "element that serves as the point of departure of the message; it is that which locates and orients the clause within its context" (Halliday, 2014, p.89). In English, the theme is indicated by its clause initial position. It often includes the subject of the sentence and ends before the primary verb of the clause. For example, in the following sentence the theme is underlined and the subject is bolded:

In 1492, **Columbus** sailed the ocean blue.

Rationale for choosing this structural element and the relevant research in Academic Language, Functional Grammar or Systemic Functional Linguistics (SFL), and theme progressions will be discussed in more detail in sections to follow.

Measuring and determining text complexity is not a new idea although it is getting increased attention due to the CCSS. Lexiles and leveling measures have been used for decades to assist teachers in choosing books that are comprehensible for their students. The CCSS have brought the question of text complexity into the spotlight as a way to increase rigor and to prepare students for college and career (Heibert, 2013). The CCSS call for reading instruction on an increasing staircase of text complexity, wherein texts are to increase in rigor as students progress from one grade to the next. Each grade level band of the standards includes a standard such as this one, from Common Core Reading Standard 10: Grades 9-10 History/Social Studies: “By the end of grade 10, read and comprehend history/social studies texts in the *grades 9-10 text complexity band* independently and proficiently” (Burke, 2013, p. 60).

Students are expected to read and comprehend texts that are increasingly complex. However, Fisher, Frey, & Lapp (2012) assert that students should not be left to simply read grade level texts independently but that teacher support at each grade level is essential for teaching students how to read and make meaning from complex texts. They further claim that “text difficulty is not the real issue. Instruction is” (Fisher, Frey, & Lapp, 2012, p. 7). Teacher scaffolding and support is key as students learn to read and comprehend complex texts independently. As teachers in many districts around the country see an increasing number of ELs in their classrooms, the need for clear understanding of the linguistic features of complex texts of differing genres becomes imperative. A toolkit of strategies to make these features and their meanings explicit and recognizable by readers at all levels is lacking for many teachers and districts. Few

studies have been done examining specific grammatical features of complex history texts that secondary EL students encounter.

### **CCSS and EL students**

As focus on complex texts in K-12 schools increases, so does the tension between the demands of complex texts and the needs of linguistically diverse students. Linguistic complexity is what distinguishes informal speech from academic language in written texts (O'Dowd, 2012). For ELs, learning content through complex English texts can be daunting. Allington, Mccuiston, & Billen's (2015) review of the research on text complexity raises many concerns with the focus on text complexity in the CCSS. They assert that if a text is so difficult that the student is overwhelmed by unknown words, the context does not become apparent and word recognition and new vocabulary acquisition significantly decreases. Furthermore, the authors conclude that current research supports that students learn content through instructional texts which can be read independently with at least 95% accuracy (Allington, Mccuiston, & Billen, 2015). For newcomer EL students in secondary school, how does a teacher or district select a text appropriate to the content standards of the secondary class while at the same time, matching those texts to the EL readers in their classes? The task is challenging to achieve for all students. Therefore, the solutions may have to come in the form of sophisticated and targeted language instruction, support, and scaffolding.

Many content-based EL teachers are balancing two worlds of standards in their classrooms. The CCSS or other state standards determine the content to be taught while the EL teacher must also look to the WIDA Language Development standards or other

state standards specifically for EL students. O'Dowd (2012), in her paper on linguistic complexity, addresses this balancing act. She points out that while the WIDA standards offer suggestions and guidance for instruction of ELs through language functions, they fall short of explicitly describing the linguistic structures that comprise these functions (O'Dowd, 2012). This missing link may leave EL teachers and mainstream teachers who are attempting to integrate language development through their contents with a compass but no ship. They know where they need to take their students but lack necessary tools or knowledge to get them there.

Teachers who aspire to teach language functions in their content areas often have little knowledge of *how* one goes about doing that. O'Dowd (2012) continues by recognizing the plight of teachers who are left to identify those structures on their own, while lacking the linguistic understanding of their content area genre that is necessary to craft a lesson integrating instruction on complex language features into an already packed curriculum (O'Dowd, 2012). Training and support for teachers to understand and integrate lessons on academic language into their content areas are needed, especially at the secondary level.

Students are more likely to read and to learn content from what they read if the text can be read by the student with high levels of accuracy and comprehension (Allington, Mccuiston, & Billen, 2015). History teachers with high numbers of ELs in their classes must find a way to meet the challenges of all the standards for their discipline, even with a text that is not an ideal match to the readers. EL students need even greater levels of support to access the grade-level texts that are called for in the

CCSS. O'Dowd (2012) points out that refugee students especially, and EL students in general, have less proficiency in English and therefore need more focused scaffolding and support (O'Dowd, 2012).

In the literature, there are examples of teachers and researchers who have effectively supported students in these situations. Allington et al. (2015) noted two studies which showed student success with complex texts that were significantly beyond students' instructional reading level. Both of those studies support the notion that when using texts that are several levels above a student's instructional level, it is not usually conducive to learning from the text unless there are numerous structural supports to scaffold the texts for the readers (Allington, McCuiston, & Billen, 2015). More studies are needed to determine which instructional scaffolding techniques can best support students who are reading to learn content from complex texts that would generally be considered beyond their instructional level. For that purpose, this study looks to the research in academic language and Systemic Functional Linguistics (SFL).

This section highlighted the need for new approaches to teaching with complex texts due to the rigorous demands of the CCSS. The implications of these demands for ELs was discussed and the relevant research on this topic raises concerns about EL students' access to complex texts in their content classes. The next section provides an overview of an aspect of complex texts that is especially relevant for ELs: academic language. Evidence is provided to support the need for explicit instruction in academic language to support EL success in the classroom. The differences in academic features of

language in various genres is discussed, focusing particularly on the genres of history, since the text analysis of this study is concerned with a world history text.

### **Academic Language**

#### **Evidence for Explicit Instruction in Academic Language**

The CCSS have led more educators toward a focus on teaching academic language in the classroom. Academic language is used to describe a range of linguistic features of the types of discourse patterns and grammatical structures used primarily in school settings. These features often carry forward into college and career settings. The link between college and career success and proficiency in academic language skills has become a focus for many teachers and school districts. Zwiers (2014) argues that a lack of this linguistic knowledge is what leads many bright students to be left behind in schools (Zwiers, 2014). Yet, students who are learning a second language while learning content in that language are engaged in a highly demanding cognitive exercise. That they can succeed in this setting reveals the strengths they bring. However, their limited English proficiency may not yet match their conceptual understanding. Language conventions and expectations that potentially create opportunities for some students while limiting opportunities for other students need to be examined and explicitly taught for the sake of equity in the schools.

When learning to read academic texts, readers need a solid understanding of academic English in order to comprehend the message of the text and to articulate what they have read. An analysis of the language of academic texts can inform educators of the challenges in the text that students are asked to read (Schleppegrell, 2001). Studies of

cohesive devices used by writers have indicated that there are grammatical forms that are used in the creation of written academic texts that learners may not be familiar with.

These cohesive devices include reference, substitution, conjunction and other forms of lexical cohesion (Halliday, 2014). Components of discourse that include introductory features and other organizational signals can increase students' understanding of texts if they are taught how to recognize them (Scarcella, 2003). In addition, students can sometimes fail to present complex ideas clearly in their writing if they lack the knowledge that allows them to conform to academic expectations (Schleppegrell, 2001). Producing the spoken and written products of school requires that students not only understand academic language but that they can produce it accurately for specific purposes. Much of this missing knowledge lies in the lexical features and grammatical strategies of the academic register.

A primary feature of written academic English is that meaning and interpretation of that meaning are dependent on linguistic and grammatical cues (Scarcella, 2003). This is different than informal spoken language which includes other ways of indicating meaning such as tone, facial expressions, and a dialogue between speaker and listener. While literacy is multifaceted, encompassing reading, writing, speaking and listening skills as well as higher order thinking skills, proficiency in reading and writing are especially important for academic success. Furthermore, as students learn to read a variety of academic genres, they must simultaneously learn to comprehend text with diverse and complex linguistic features (Scarcella, 2003).



ELs especially struggle to implicitly acquire these features and rely on a skilled teacher to make these features apparent and comprehensible. Schleppegrell (2010) emphasizes that while language use is a part of the evaluation of student production, it is not frequently made explicit what language forms students are expected to use prior to creating the written products or producing speech in the classroom (Schleppegrell, 2010). This results in a system in which some students are knowledgeable about the register required for academic success and other students who are not. That difference is not widely accounted for in school curriculum. This has implications for ELs as well as groups of students whose class, race or ethnicity exposes them to registers that are not valued at school; at the same time the school expects them to use a register that is not necessarily taught explicitly. Since schooling demands students to participate in all four modalities--reading, writing, speaking and listening--analyzing the actual input constructions used by teachers and written texts as well as the output constructions required of students can only inform educators in an effort of closing a linguistic gap that may contribute to disparities in school success.

Understanding the language structures that students encounter when reading academic materials is of utmost importance in the contexts of high stakes testing (Wolf & Leon, 2009). All of the subjects of high stakes testing in Minnesota--reading, math and science--are language dependent for student success. Students must be fluent with the linguistic structures used in these tests to show proficiency. Academic language at the secondary level includes an “increase in generalized, abstract nouns and specialized lexis” (Coffin, 2006, p. 420), in addition to discourse level conventions that are specific

to academic contexts. The lack of explicit language instruction could account for some aspects of the achievement gap.

Understanding academic language has implications for long term success as well. Focus on academic English has been increasing due in part to a growing understanding of its connection to the attainment of socio-economic success in the United States (Scarcella, 2003). However, instruction on academic language features is not widely a focus of instructional practice in K-12 education. This issue affects not only ELs but students whose families and communities value and communicate in registers that are not valued by the power structure. Students must learn this academic language to communicate effectively in collegiate and professional settings. Failure to do so can result in their language use becoming a barrier to accessing opportunities that implicitly require proficiency in academic language forms. It is generally understood by EL professionals that acquisition of academic English can take seven years or more for EL students. Without attentive instruction and assessment on these forms in school, acquisition could take even longer. While the CCSS aim at college and career readiness, ELs often enter college or career settings with insufficient academic skills in writing and reading.

Proficiency in academic English is not only an educational concern but a socio-economic one. Equity in secondary education, college and career can be better created for ELs and other language minority groups if all students have explicit knowledge of academic language (Scarcella, 2003). Instruction in academic language in secondary schools is essential for all students to achieve college and career readiness.

## Genres and Linguistic Structures

Genres and their various structural components is a key focus in literature on academic language and SFL. Genres are distinguished primarily in their organizational structures and language forms and vocabulary (Ripley, 2015). Schleppegrell (2001), among others, claims that “registers vary because what we do with language varies from context to context” ( p. 432). Therefore, genres tend to take on patterns of structures and features that can be used to help students understand texts by building their proficiency with these features. Teachers can learn to recognize and to teach the linguistic features of the genres in their disciplines, going deeply into even the clause-level structures.

School settings tend to use a specific set of genres and each content area has its own specific and nuanced conventions within these genres. These genres include, but are not limited to, time narratives, recounts, descriptions, explanations, definitions, expository essays and research papers (Schleppegrell, 2001). Martin (2002) includes a table of genres in history that highlights the key linguistic features of the genre, citing work by Halliday (1994) and Martin (1992). For example, for the genre of *factorial explanation* he lists the following key linguistic features: “internal organization of factors; factors externally linked to outcome; 3rd person; mainly generic participants ” versus a *biographical account* whose features include: “setting in time; 3rd person (specific); other specific and generic participants” (Martin, 2002, p. 110). The list above is likely to be unclear to those who are unfamiliar with linguistic terminology. Training and support in key linguistic terms and their functions would be a benefit to teachers attempting to integrate high-quality instruction of academic language into their classes.

Instructional models teachers can use to effectively analyze the linguistic features of texts from their own classrooms are hard to come by. More studies are needed to create, apply and assess models that integrate SFL in the history classroom.

### **The Genres of History**

Historical texts and textbooks consist of a wide-range of genres that suit the different purposes in the presentation of information about the past. Genre refers to the way a text is structured to meet a specific purpose in developing an idea (Coffin, 2006). Writers who wish to explain the causes and effects of a given event will utilize different linguistic resources than a writer who aims to lay out a chronology of the details of the same event. Identifying the genre in a segment of text assists in revealing an author's purpose in writing the text. Martin (2002) and Coffin (2006) both present detailed tables outlining the common genres used in history texts and present them in order according to when students should learn how to read and write in each genre. They seem to agree that genres vary in difficulty and complexity and that students should learn certain genres before learning others. For example, Martin (2002) begins his table with personal recounts, autobiography and biography. Coffin does the same; however, Coffin further divides the genres into three overarching genre families: recording, explaining, and arguing (Coffin, 2006). To generalize, these three genre families are the most commonly used in history texts and increase in linguistic complexity from the former to the latter.

The *recording* genre of history includes personal recounts, autobiographical recounts, biographical recounts, and historical recounts (Martin, 2002; Coffin, 2006). These are grouped together due to their thematic structure that show how events in the

past develop over time. *Thematic structure* here refers to grammatical theme and not a literary understanding of theme that is like a main idea. The thematic structure refers to how these texts construe chronology as the cohesive structure (Martin, 2002). Personal recounts are likely to be the most familiar form for EL students and therefore a culturally relevant pedagogy would advise teaching this genre first. Autobiographical recounts are similar but with increased use of academic language. When moving to a biographical recount, the perspective shifts from 1st person to 3rd person (Martin, 2002). Teaching the third person perspective is an important feature for understanding the more abstract genres of history.

Genres in the *explaining* family include historical account, factorial explanation, and consequential explanation. Historical account differs from the recording genre of historical recount in that its focus is on why events happened in the way that they did, whereas the latter focuses simply on a retelling of the events as they unfolded (Coffin, 2006). The explaining genre helps develop the message through causes and consequences which often requires greater use of abstraction and grammatical metaphor (Martin, 2002).

The *arguing* genre includes exposition, discussion, and challenge. It is in these genres that points of view are addressed (Coffin, 2006). These genres tackle multiple causes and effects or integrate multiple viewpoints. The strategies for developing these complex messages result in discourses whose rhetoric is very difficult for EL students to understand (Martin, 2002).

This section provided relevant research on the importance of teaching the features of academic language in all content areas. Genre was discussed due to its influence on the kinds of language forms that are used in a given text. Common genres in history texts were detailed as an introduction to how the thematic structures of genres reflect the overall message and organization of a text. In the next section the theme and theme progressions--ways a message is developed from one grammatical theme to another within a text--is explained referring to research from experts in the field. Different types of theme progressions are explained, with examples to highlight how to identify them when conducting a text analysis.

### **Systemic Functional Linguistics, Theme, and Theme Progressions**

#### **Grammatical Theme**

The theory of functional grammar or systemic functional linguistics (SFL) offers a method to fill a gap in approaches to teaching students to read complex texts by making explicit the ways particular grammar choices lead to particular meanings and how those combinations create specific registers. An interpretation of a text's meaning is strengthened through the explicit analysis of the grammar used in creating the meaning (Halliday, 1993). As students encounter a greater variety of texts, they will also encounter a greater variety of grammatical structures that convey new kinds of meanings using different forms. As one of the goals of EL education is a high proficiency with the English language, identifying and teaching the structures of texts as the students encounter them may have a positive effect on student language and literacy development.

SFL analyzes grammar from the perspective of the function of the language or text. Texts are analyzed through three levels of meaning: experiential, interpersonal, and textual meaning. The current study is focused on an aspect of *textual meaning* of history texts: themes and theme progressions. An analysis of a textual meaning is primarily concerned with how the section or text is organized. The identification of organizational functions of language occurs first at the level of clauses. A clause is a linguistic structure that typically has a noun phrase (functioning as a subject) linked to the verb (Fang & Schleppegrell, 2008). By this definition, all sentences are clauses but sentences may contain more than one clause. For example, sentence (1) includes a single clause and (2) includes two subordinate clauses that are connected with the connector *while*

(1) Kelly left the room.

(2) Kelly left the room while Jim was in the hallway.

Each clause can be divided into a theme and a rheme. *Theme* in this study refers to grammatical theme at the clause level. According to Halliday (2014), theme refers to the “element that serves as the point of departure of the message; it is that which locates and orients the clause within its context” ( p.89). It often contains *given* information in the flow of the discourse. In fact, it is the author’s choice of clause themes that determines the organizational structure of the discourse (Halliday, 2014).

The theme is clause-initial, or first, and is the starting point of the message of the clause; it refers to information that is typically shared by the speaker and the addressee. In both of the examples above, the theme is *Kelly*. The rheme is the latter part of the clause, containing the *new* information that develops the theme (Ripley, 2012 citing

Unsworth, 1999). Generally the rheme begins with the primary verb of the clause. So in example 3, the rheme is underlined, while the theme is bolded:

(3) **Kelly** left the room while Jim was in the hallway.

Themes and theme progressions in secondary history texts are the focus of the text analysis in this study. Few studies are available on the kinds of themes and theme progressions used in secondary history textbooks which are discussed below. Students of diverse backgrounds and varying levels of English proficiency are presented with these texts in the history classroom. A study of these features and a process for identifying theme progressions can be a tool for integrating language development into content instruction.

What is stated in the theme is given a certain level of importance in a text. Authors can emphasize a particular interpretation in a text by *fronting* certain kinds of information to develop an overarching message about the events being discussed (Coffin, 2006). Moving particular kinds of information, structured in particular ways, to the *front* or beginning of the clause puts those selected elements in a thematic position. It is this tendency that makes an analysis of theme progressions in history texts particularly relevant to a content-based EL teacher. Teachers can systematically address language through content in the classroom by analyzing the themes and theme progressions, or other language features, prior to instruction to inform themselves and to inform students during instruction through guided reading.



## Abstraction

There are key differences between themes in narrative structures, which ELs may be more familiar with, and the themes in analytical academic writing. Narratives often feature *characters* as themes while *ideas* as themes are far more common in academic writing (Leonard, 2010, p. 218). These ideas are often abstractions that students may struggle to comprehend without instruction on these linguistic features. In history, events that are explained or recounted using abstractions as the agent, or ‘doer’ of the actions can make the recounting of historical events ambiguous. Agents are not explicit, which allows authors to construe agency in past events in ways that favor their own interpretations (Martin, 2002). Students may need to rely on inferencing to identify agency in the reading of historical accounts. For example, Martin (2002) presents several examples of abstract agents in the themes of clauses in a text about Mao’s China:

**Figure 1--Abstract Agents as the Themes of Clauses**

Agent (abstraction)	Process (caused)	Medium (abstraction)
The Long March	contributed to	the eventual Communist victory
The prestige Mao acquired	assured	his dominance

(Martin, 2002, p. 102)

In the examples in the table above, events are explained by abstract agents causing abstract mediums. Each of these noun phrases, when broken down and clearly articulated, encompass a series of events occurring over long spans of time. Packaging of

events in time as nominal groups is another prominent feature of nominalization in history texts (Martin, 2002). Theme progressions connect these nominal groups from theme to theme or from rheme to theme to construct a logical flow for their intended message. Theme progression refers to the patterns of linguistic constructions that connect one clause to another in a logical relationship (Fang & Schleppegrell, 2008; Achugar & Schleppegrell, 2005). Theme progressions often follow patterns that reflect the purpose of the text. The organizational cues in the theme and the types of participants used in the themes contribute to the meaning and the sense of cohesion in the text.

### **Nominalizations in Themes**

Secondary history texts' tendency toward abstraction can take numerous forms, one of which is nominalization, which is described in this subsection (Martin, 2002). Nominalization is a process of converting verbs or logical connectors into nouns or expanded noun phrases, sometimes called nominal groups (Coffin, 2006). This structural component allows writers of history a range of resources to explain and discuss complicated historical events that include a myriad of details. Authors can convey messages about the connections between clauses and yet not do so explicitly when employing abstractions.

History texts may or may not use explicit logical connectors but still use other linguistic resources to allow their clauses to link and be influenced by the clauses that precede them. However, it is often up to the reader to infer these connections (Zwiers, 2014). Here is an example from a ninth grade text about the causes of World War I that includes a variety of nominal groups that refer back to some linguistic features that are

apparent in the text and others that are implicit in the context of the text. The nominal groups are underlined:

In 1914, the Great Powers of Europe--Russia, Prussia, Austria, Great Britain, and France--had enjoyed that status for over a century. However, the power relationships between these nations had changed. In 1814, Prussia was the smallest of the Great Powers. By 1914, Germany, the nation Prussia created in 1871 after defeating the Austrian Empire and France in war, had become Europe's leading industrial power. These developments dramatically altered the balance of power in Europe.

Following its 1871 defeat, the Austrian Empire reorganized as Austria-Hungary, and accepted Germany's leadership in Central Europe. France's defeat in 1871 caused it to lose status, as well as territory to the new German nation. The French resented both results. Germany was surrounded by potential enemies. Tensions with France continued, and German leaders were suspicious of Russia to the east. These concerns caused Germany to use its new industrial might to build a powerful army and navy. (*History alive!: World Connections*, p. 266).

History texts rely heavily on lexical nouns and nominalizations to explain events of the past. These tend to occur in the first part of the clause, which SFL refers to as the "theme" of the clause.

Organizational strategies in school-based texts differ significantly from spoken interactions. For example, nominalizations are employed more in school texts compared

to spoken interactions (Schleppegrell, 2001). Related to this difference are the types of clause-subjects that school-based texts employ. *Long subjects* with abstract or nominalized lexical subjects predominate school-based texts, such as history texts.

Below (3) is an example of a long subject. The subject is underlined.

(3) *Past conflicts with France and tensions with Russia to the east caused Germany to harness its new industrial capacity to build up its army and navy.*

These strategies enable logical clause linking from one clause to another to create cohesion (Schleppegrell, 2001). The clause subject is often the same linguistic entity as the theme, which is the focus of this study.

### **Adverbial Groups and Logical Connectors**

The theme often includes language forms that mark organizational features of text such as adverbial groups or prepositional phrases (Halliday, 2014). Leonard (2010) identifies several types of themes, including but not limited to: adverb clauses, transitions, reporting language, nominalizations, and pronouns (Leonard, 2010). In Ripley's (2012) analysis, about 11 percent of the themes in a segment of history text were discourse connectors (Ripley, 2012, p.54). These include words and phrases that highlight the relationships between clauses. Some examples are: *in addition*, *furthermore*, *on the other hand*, and *despite these challenges*. These types of words and phrases are key to understanding the author's development of the text's message.

Instruction in discourse components of written texts such as theme progressions may be a scaffold and support for ELs learning content from complex texts and who are assessed on their understanding through written responses meant to mirror the

conventions of the discipline and genre they are learning. Discourse components of Academic Language include organization features of a text such as topic introductions, transitions, organizational signals, and reference strategies to create logical links from clause to clause (Scarcella, 2003). Knowing and understanding the features of genres in the discourse discipline can aid in student achievement in the subject areas.

### **Common Patterns in Themes: Theme Progressions**

The theme progressions chosen for a text reflects the purpose of the text and carry a heavy content load for the reader. History texts and other academic texts use some common theme progression structures. A continuous or linear thematic pattern links themes from clause to clause by referring to the theme from the first clause with pronouns or other referencing strategies (Tovar, 2016; Ripley, 2015). For example:

**Audrey** attended rock-climbing camp at Vertical Endeavors. **She** was enthusiastic and loved the camp. **She** especially loved the bouldering section of the facility.

The above example is simple but clearly shows how the themes are connected by repeatedly referring to the initial theme--the individual named Audrey. In the first theme, her name is used and in the following themes, a pronoun is used. We can diagram this pattern in the following way:

Theme 1 --- Rheme 1



Theme 2 --- Rheme 2



Theme 3 --- Rheme 3

A zig-zag theme progression connects the rheme of the first clause to the theme in the next clause. This pattern can be used once or across several clauses to create a logical chain in the development in the text (Tovar, 2016; Ripley 2015). Often the connection is implicit and made with a nominalization or rephrasing of the preceding rheme as an anaphoric element:

Audrey was extremely **enthusiastic** about climbing camp. This **enthusiasm** inspired her father to buy a harness for her next birthday.

Theme 1 --- Rheme 1

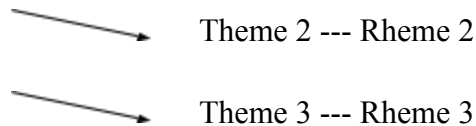


Theme 2 --- Rheme 2

A split rheme pattern divides the rheme of the first clause into parts that are expanded in each of the clauses that follow. The themes of those clauses refer back to the ideas in the original rheme (Tovar, 2016).

Japanese beetle populations in the area were high this year but there are a couple of **methods** to curbing their populations from growing even more. **Beetle traps** are used by some to trap large numbers of beetles before they can lay their eggs in the ground. **An application of milky spore on the ground** can kill the beetles in the early phases of their life cycle.

Theme 1 --- Rheme 1



Some theme progressions rely on temporal phrases to indicate a sequence. These can be referred to as time-based theme progression (Ripley, 2015).

**At first**, we tried spraying our plants with a chemical pesticide to keep the beetles from destroying our apple trees. **When that proved ineffective**, we set up the beetle traps. Within a day, our traps were overflowing with beetles. **After trapping for a week**, we stopped to see if the number of beetles on our trees had declined. **As soon as we can**, we will apply milky spore to prevent beetles from returning next year.

Other conjunctions in the thematic position in the clause can signify a theme progression of contrast (Ripley, 2015)

The number of beetles that one trap can attract in a short time is encouraging to those who choose to use them. **However**, some gardeners are strongly against using traps, claiming that they only attracted more beetles to one's yard. **On the other hand**, trapping the beetles that come to our yard is better than letting them lay their eggs in another yard.

Further examples and analyses of theme progressions from history texts will be included in Chapter Three.

In this section, research on themes and theme progressions was provided with numerous examples to show how they create specific meanings in context. Research

supporting the importance of instruction on themes for student understanding of texts was discussed. Abstractions and nominalizations in thematic position were shown to be a common cohesive device by writers of history texts. More specific research on theme progressions in some history texts will be discussed in the following section. More research in this area is needed to understand patterns in the genres of history.

### **Research on Theme Progressions of History Genres Using SFL**

Few studies have looked specifically at the theme progressions in history texts, although there are three studies that inform the procedure and framework for the current study. A recent capstone paper by Ripley looked at one chapter in a seventh grade history book, closely analyzing the theme progressions in the selected chapter. An interesting finding from that text analysis was that the most common theme progression in the genre of factorial explanations was no theme progression. In other words, the theme of the clause did not link back to the clauses immediately preceding it (Ripley, 2012). Readers must use inferencing skills when no theme progression is apparent. The theme generally contains given information so when the theme shows no explicit connection to the clauses preceding it, the given information is referring to something assumed to be generally understood in the context of the text (Halliday, 2014). A table of the theme progressions as presented by Ripley (2012) is below.

**Table 1-- Theme Progressions in the Factorial Explanation Genre**

Type	Number Identified	Percentage of Total Theme Progressions
None	13	30



Time	9	20.5
Zig-Zag	9	20.5
Contrast	5	11
Linear	5	11
Multiple Theme	3	7

(Ripley, 2012, p. 41)

Another study done on history genres looked specifically at causal connections in historical accounts and historical explanations (Achugar & Schleppegrell, 2005).

Although theme and theme progressions were not a primary focus for these researchers, the importance of thematic structuring in creating causal chains was noted (Achugar & Schleppegrell, 2005). This was sometimes structured in a zig-zag pattern wherein ‘new’ information in the rheme of a clause became the theme of the following clause. The researchers presented tables comparing how two genres constructed *cause* using different linguistic resources (Achugar & Schleppegrell, 2005). Their study included several levels of linguistic analysis that the current study will not include, however, the procedure of analyzing a history text, noting its genre, and tracking a certain kind of structure is similar to the procedure in the current study.

A third study used an analysis of theme progressions in student work to inform instruction on themes and theme patterns with the students. After instruction, an analysis of theme progressions in student writing was conducted again to determine whether the instruction was effective in improving students’ writing, specifically for organization and

cohesion (Tovar, 2016). While the current study is not focused on data collection on student work, Tovar's (2016) provides a useful framework for analyzing theme progressions in writing. Although data on the effectiveness of instructional strategies is not included in this project, this study will also result an instructional unit being created.

### **Study Rationale and Research Question**

In teaching complex texts to ELs, teachers have a need for strategies to understand the grammar and structure of the texts they are presenting to students in order to integrate relevant language development instruction in content area classes. The research in this study aims to integrate these dual necessities. The research question, *“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”* leads this study toward three goals. The first is to conduct a text analysis of a grammatical feature in a world history textbook that would be useful for students to understand when they read and to be able to produce when they write. This is the first step toward creating a unit of study that integrates targeted instruction of that grammar feature into a unit of world history. Once an analysis of the text was completed, a unit was designed integrating instruction on the grammar feature into the content lesson. Finally, a checklist to replicate this kind of lesson was designed.

### **Summary**

In Chapter 2, I reviewed the literature in three areas related to this study. Text complexity is a central focus of the CCSS and must be considered in designing lessons integrating literacy development. Research in academic language was related to

linguistic complexity's many forms; realized through patterns of linguistic resources that show common patterns in academic disciplines and the genres of those disciplines.

Research in systemic functional linguistics was reviewed as a framework for identifying linguistic structures and resources to make them explicit to students.

### **Chapter Three Preview**

Chapter Three describes the procedures for data collection and project completion. Study purposes and research questions are revisited. The study context and audience are described. SLF frameworks and methodology for analyzing the themes and theme progressions are illustrated, drawing on similar studies. A pilot study is discussed in preparation for the project completion in the fall of 2017.

## Chapter Three--Project Description

### Introduction

Chapter Three describes the text analysis in this research study, the curriculum unit developed and a unit checklist design. The context and audience of the study is laid out with a detailed description of the demographics and program model of school where I teach. Data collection procedures and a format for presentation of the data are discussed. Data analysis of a pilot study is included to better clarify the procedures and presentation of this study's analysis, as well as the frameworks and researchers whose work serve as models for this study

This study is a project-based research study that aims to synthesize relevant research on applications of SFL in EL content-based history classes while implementing the research on theme progressions that are used in textbooks in a school that works with a high number of EL students. These findings from the literature and from new text analysis will inform a curricular unit designed around the text passages used in the text analysis phase. The central question guiding this project is below:

*“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”*

A text analysis of theme progressions used in selected passages from a world history textbook on the topic of Atlantic Exploration was gathered using a systemic functional linguistic approach. The results of the text analysis informs one unit of study

integrating the data on theme progressions into content area lessons. The unit lessons and checklist are designed following principles of the Big Four Approach and GANAG (Pollock, 2008).

### **Study Context and Audience**

The rationale of this study was born out of my experiences teaching EL students in a sheltered English program within a high school in the upper Midwest. The school is a 6-12 secondary school whose 2016-2017 enrollment totaled 1,243 students. Of these students, 95% are students of color, 90% of students qualify for free or reduced lunch, 16% qualify for special education services and 55% are designated ELs. The high number of ELs is partially due to the sheltered English program in the school known as “language academy.” There are several high schools in the district that offer language academy courses for students who are newcomer adolescent ELs. The program offers sheltered content courses for students who are new to country and whose English proficiency is assessed at a beginner level. Students who require language academy services and are 14 years or older are enrolled as 9th graders in “level 1” content classes. These classes are not credit-bearing and are meant to build students’ basic English grammar skills, basic social and instructional vocabulary, and basic literacy skills. Once the preliminary year is completed, students enter “level 2” content classes which are credit-bearing courses, although the students are still sheltered as they continue to need additional support in language development. Once this second year is completed, students exit language academy classes and are mainstreamed in all of their classes. Support for students at that point comes in the form of co-taught English Language Arts (ELA) classes and a support

class entitled English Language Development (ELD). Students are monitored and may continue to receive co-taught ELA and ELD as needed. When staffing allows, additional co-taught offerings are available. For example, co-taught World History and U.S. History have been offered when available staffing allowed for it.

The results from this study are intended to inform content-based EL teachers, including myself, who teach world history classes at the secondary level. The unit will be designed to be implemented in the spring of 2018 school year in the EL World History with Language Development class for level 2 EL students. The checklist is a tool that can be used to apply the process in this study to future lessons and that can be shared with other teachers. In the following section, the text analysis procedures and format will be discussed

### **Text Analysis Procedures and Format**

The focus of the text analysis in this study is the theme progressions in a world history textbook that is used in a large secondary district in the upper Midwest: *ACCESS World History: Building Literacy Through Learning* (2009). This is the recommended text for students in the 9th grade who are newcomer EL students in their second year in country. The class is part of the language academy and serves EL students while also covering required world history standards. It is up to classroom teachers how and how much the text is used.

This book is used in the sheltered class for level two ELs in my district entitled "World History with Language Development." The text and curriculum support

materials are specifically designed for ELs with the intention of providing comprehensible input. The text complexity and breadth of vocabulary in the text is intentionally limited so that ELs can learn from the content they are reading at a reading level appropriate to their English proficiency (Duran, 2009). The students who read it are EL students of a variety of cultural and linguistic backgrounds who have been in the US for one year prior to the world history class and are designated as 9th graders.

In this study, I have conducted a text analysis on one of the chapters using a SFL framework of theme progressions. The chapter title is *Lesson 10: Early Exploration* and covers the early explorers of the Atlantic Ocean and North and South America from 1492-1531. The relevant world history standard and benchmarks are:

**Standard 10:** 1450 CE – 1750 CE

New connections between the hemispheres resulted in the “Columbian Exchange,” new sources and forms of knowledge, development of the first truly global economy, intensification of coerced labor, increasingly complex societies and shifts in the international balance of power.

Benchmark 2. Explain the social, political and economic changes in Europe that led to trans-oceanic exploration and colonization (Minnesota Department of Education, 2013)

The chapter structure and organization is outlined in Figure 2 below:

**Figure 2--Subsections of Chapter about Early Exploration**



Topic: The First Global Age and Early Exploration	
<b><u>Chapter Heading: Early Exploration</u></b>	
<b>Sub-topics &amp; Sub-headings</b>	# of paragraphs
<b>Reasons for European Exploration</b> p. 130	3
<b>Technology and Early Exploration</b> p. 131	3
<b>Goals and Accomplishments of Early Explorers:</b> <i>Prince Henry the Navigator, Christopher Columbus, and Ferdinand Magellan</i> P. 132-133	7
<b>Spanish Conquests:</b> <i>Hernan Cortes and the Aztecs; Francisco Pizarro and the Inca</i> p. 134-135	9
Total Paragraphs	22

The chapter is organized into twenty-two paragraphs under four main sub-topics which in two of the sections are divided into further subheadings. I first identified the genre of the subsection using criteria discussed in the Literature Review. Then, I analyzed the theme progression patterns of the text and diagrammed the theme progression patterns in a table. For an example of how the theme progression diagrams look, see the following section, as well as Appendix A. Next, I used the data to determine the frequency of theme progression patterns used in the analyzed text. Using this information, I designed a short unit of study on the content of the chapter that integrates



lessons on the theme progression patterns. The purpose of integrating this linguistic information is two-fold: 1) to help students notice the pattern and the grammar that is used to create it when they are reading in order to better determine main ideas and key details in a text; 2) to highlight features of expository text and then to offer instruction and practice so students can learn how to replicate these grammar forms in their own writing.

A checklist has been designed as a tool for other history teachers to integrate SFL into their content lessons. As a follow up to the current study, I plan to conduct a data cycle through my school's PLC requirements, wherein I conduct a pre-assessment of student writing and student reading comprehension prior to introducing the integrated unit on theme progressions. After teaching the unit, I plan on conducting a follow-up writing assessment and reading comprehension assessment to determine the effectiveness of integrating the units into a sheltered EL world history class. This data-cycle process can be implemented in several rounds throughout the year, testing the process on different genres that are reflected in the curriculum. It is my hope that this process can give a greater language development focus to the content units I am already teaching. The data cycle and its results are beyond the scope of this study, however, it is pertinent to note that there are plans to implement and assess the units of study being created.

This section explained the methods used for the text analysis portion of the project. In the following section, a pilot study is described which was done prior to this

study. The examples and figures in the following section further demonstrate how the text analysis has been conducted and displayed in the project.

### **Text Analysis in a Pilot Study of Two Excerpts of History Text**

A pilot analysis was done in preparation for this study on a short segment of text from two different world history textbooks. A table of the headings and paragraphs analyzed in the pilot analysis is below.

**Figure 3--Subsections of Texts About World War I**

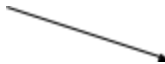
ACCESS World History Topic: World War I		History Alive! World Connections Topic: World War I	
<b><u>Chapter Heading:</u></b> <b><u>World War I</u></b>  <b>Sub-topics &amp;</b> <i>Sub-headings</i>	# of paragraphs	<b><u>Chapter Heading:World War I</u></b>  <b>Sub-Topic: 19.2 Rivalries Lead to War</b>	# of paragraphs
<b>Causes of World War</b>  1 p. 214	5	<b>19.2 Rivalries Lead to War</b>	1
		<b>19.2 Rivalries Lead to War:European relations and Rivalries p. 266</b>	2
Total Paragraphs	5		3

The text analysis framework for the pilot and for the current study comes from SFL with a focus on analyzing the theme progressions in history texts. I have identified the types of theme progressions used in the textbooks selected. For the pilot, I selected

two short segments of text. Using the information and methods for analyzing theme progressions from other studies as a model (Ripley, 2015; Tovar, 2016,) I created a table for each of the text segments that enumerates the sentence/clause within each paragraph. Then the paragraphs' clauses were analyzed by their themes and theme progression patterns. See below for an excerpt as an example:

**Figure 4--Excerpt From Pilot Study**

<p>Paragraph 1</p> <p><b>World War I</b> began as a conflict between Austria-Hungary and Serbia. <b>It</b> quickly turned into one of the biggest wars in history.</p> <p>Theme 1 -- Rheme 1</p> <p style="text-align: center;">↓</p> <p>Theme 1 -- Rheme 2</p>			
sentence/ clause	Theme	Rheme	Pattern
1	<b>World War I</b>	began as a conflict between Austria-Hungary and Serbia.	
2	<b>It</b>	quickly turned into one of the biggest wars in history.	Continuous or linear thematic pattern

<p>Paragraph 2</p> <p>In the early 1900s, strong feelings of nationalism and movements such as imperialism caused tension in Europe. Nations competed for land and power.</p> <p style="text-align: center;">Theme 1 -- Rheme 1</p> <p style="text-align: center;">  </p> <p style="text-align: right;">Theme 2 -- Rheme 2</p>			
1	In the early 1900s, strong feelings of nationalism and movements such as imperialism	caused tension in Europe.	Time-based theme
2	Nations	Competed for land and power.	Split thematic pattern

It is with this type of analysis and results presentation that I integrated the text analysis into a unit of instruction in the project. Table 2 below displays the frequency of theme-patterns by the types identified in the passages from the pilot analysis.

**Table 2--Comparison of Theme Patterns from Two Texts**

Theme Pattern Type	ACCESS World History TEXT 1	History Alive! TEXT 2
	Frequency of theme progressions in selected passages	
Continuous	1	0

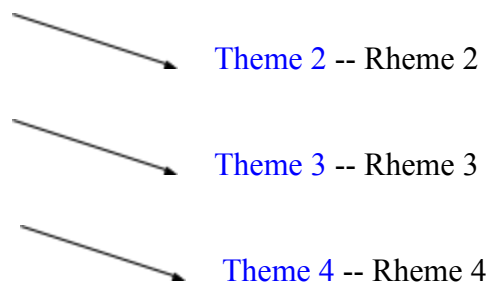
Time-based	2	9
Split	5	0
Zig-Zag	2	1
Contrast	0	4
Causal	0	8

Despite being written about the same time period in history, the theme progressions differ significantly. *Text 1* had fewer sentences per paragraph so there are fewer theme progressions counted. The most common theme progression is the Split-theme progression. In the split-theme pattern, the first clause introduces a new idea in the rheme and then breaks down that idea or concept in the themes of the following clauses. An excerpt from APPENDIX A is shown below to illustrate this pattern.

### Paragraph 3

Rivalries among France, Britain, Germany, Russia, and Austria-Hungary **resulted in a contest over who could build the most weapons. This contest** was called an arms race. **Modern technology, made possible by the Industrial Revolution,** paved the way for the production of deadly weapons. **Armies doubled in size because** governments made all young men join the military.

Theme 1 -- [Rheme 1](#)



Each new theme is a piece of the original rheme “a contest over who could build the most weapons.” Theme 2 uses the reference “this contest” to connect back to Rheme 1. Theme 3 further explains the causes that “resulted” in the contest. Theme 4 gives further explanation of how the contest came about, expanding the idea of militarism--”who could build the most weapons”--to also include “armies doubled.” These connections are implicit due to the use of noun phrases that are related to the original topic but that students may not recognize as related. The author does not use conjunctions or transitions to explicitly show this structure but relies on readers prior knowledge of the topics to connect how they are related to the original idea in the Rheme 1. An analysis of the themes makes the connections more apparent.

*Text 2* had nine examples of a time-based theme progression. Time-based theme progressions use adverbials of time and other phrases to mark the theme as showing chronology (Ripley, 2015). An excerpt from APPENDIX A illustrates this kind of pattern. The themes and rheme structures that include time-based adverbial phrases are underlined.

In 1914, the Great Powers of Europe--Russia, Prussia, Austria, Great Britain, and France--had enjoyed that status for over a century. However, the power relationships between these nations had changed. In 1814, Prussia was the smallest of the Great Powers. By 1914, Germany, the nation Prussia created in 1871 after defeating the Austrian Empire and France in war, had become Europe's leading industrial power. These developments dramatically altered the balance of power in Europe.

**Theme 1** -- **Rheme 1**

*Theme 2* -- Rheme 2

**Theme 3** -- Rheme 3

**Theme 4** -- Rheme 4



Theme 5 -- Rheme 5

In the first clause, the theme and the rheme include structures that indicate chronology. Clause 2, shifts the focus to contrast with the conjunction “however.” Then in clause 3 and 4, the focus shifts back to a time-based theme progression. As a summation of the content of the first four clauses, clause 5 uses the repackaged noun-phrase *These developments* to reference the changes that were described primarily

in rheme 2 and rheme 4. Theme 5 shows a zig-zag connection, beginning the theme with a reference to the content of the previous rheme.

The pilot analysis reveals several things. First, *Text 2* shows greater complexity in the theme progressions used. There is a layering or mixing of theme progression structures to address complex events that are difficult to fully explain in a succinct way. In the example above, *Text 2* includes three different theme progressions to explain events that happened at the beginning of World War I. The example from *Text 1* shows only one theme progression pattern that the author chose in explaining the same events. While not ignoring other features of abstraction and complexity in both texts, it is clear from these examples that the theme progressions in *Text 2* excerpts show a greater level of complexity.

### **Conclusion**

This chapter outlined the context, format, procedure, rationale and follow-up for data collection on theme progressions in history textbooks that will be conducted in the fall semester of 2017. Chapter Four: Conclusions describes a curricular unit inspired from the research results and a checklist for unit design.



## Chapter Four: Conclusions

### Introduction

This project began with an interest in the aspects of text complexity that EL students encounter in the texts that are used in secondary settings. From a reading and language-based pedagogical perspective, this interest in text complexity features led to an interest in the connections between teaching the features of texts that students read and their developing proficiency in English. From these interests arose the following research question:

*“How can text analysis using a Systemic Functional Linguistic framework inform curriculum design in sheltered EL world history classes?”*

This is a project-based study that aimed to synthesize relevant research on applications of SFL in EL content-based history classes while implementing the research on theme progressions that are used in textbooks in a school that works with a high number of EL students.

A text analysis of theme progressions used in selected passages from a world history textbook on the topic of Atlantic Exploration was gathered using a Systemic Functional Linguistic (SFL) approach. The results of the text analysis informs one curriculum unit integrating the data on theme progressions into content area lessons. From this work, a checklist for integrating language development lessons into history units was designed to help guide others who do this kind of instruction. This chapter

revisits each part of the project to reflect upon the implications, limitations, and insights that were discovered in this process.

### **Text Analysis: Reflections**

In preparation for this text analysis, there were several resources that were particularly helpful in understanding the process of a text analysis as well as in deciding how to present the findings. Ripley's (2015) analysis of theme progressions in history text books inspired me to focus on that particular text feature. Theme progressions were an aspect of text features I had been attempting to explicitly teach in my classes, though I did not identify what I was doing as themes and theme progressions before completing this project. Ripley's work connected a text analysis to social studies textbooks and led me to wonder how these kinds of text analyses could lead to language focused curriculum design.

For clarity around the meaning of genres in history, Martin (2002) was particularly helpful in determining the differences between an explanation and a recount in history. Tovar's (2016) study of themes in student writing provided a model for how to diagram theme progressions in a way that clearly showed the connections between themes, or from rheme to theme. I followed his example in my diagrams of themes that are included in the text analysis in Appendix B.

The text analysis was conducted on a chapter of a world history textbook that is used to teach world history to level two ELs in a sheltered instruction program. Tovar's study applied explicit instruction on theme progression patterns to students with the outcome of improving the organization and cohesion in student writing. As this is a goal

for my teaching practice, I was motivated by his findings to create units that integrate specific language features from a SFL perspective. While this study does not include student achievement data, it is my hope that when I implement these units in my own classroom, that I will see improvements in student writing.

The first important observation that came from the text analysis I conducted was that the entire chapter was written in the factual recount genre. This was especially important to notice because the benchmark for this content standard calls for students to explain, not recount events. So right away, it was clear that when writing the unit I would need to find other ways to teach students how to write an explanation. The textbook chapter provided information in a different genre than the students would be asked to write, so while it is still important to closely read and analyze the text, that text cannot serve as a model text for students to follow in their own writing. This was an unexpected finding, since I had hoped that the text would provide an example text for students to use to guide their own writing.

After analyzing the theme progressions in each clause, I divided the results of the text analysis into two tables after realizing that the theme progressions could be grouped into two broader categories. The tables are included below.

**Table 3**

Theme Progressions Showing Reference and Cohesive Connections	
Theme Pattern Type	Frequency of theme progression pattern in the chapter

Linear/continuous	32
Zig-Zag	9
Split	3

**Table 4**

Themes with Adverbial Phrases to Show Organization and Logical Connections	
Theme Pattern Type	Frequency of theme progression pattern in the chapter
Time-based	18
Contrast	3
No Adverbial Phrase and no Theme progression pattern	18

The most frequently used theme progression pattern was a linear/continuous theme pattern that used pronouns for reference. This was unexpected since in the pilot study (found in Appendix A), only one theme used a linear theme progression. A possible explanation is that the genre of factual recount relies less heavily on nominalizations and long subjects than explanations. This chapter was comprised of factual recounts of the actions of individuals who often were subjects. Therefore, the

continuous theme pattern fits with how this is author chose to organize and present the information.

Time-based adverbials were used eighteen times, making it the second most frequently used structure that was analyzed. An interesting finding from this text analysis is that the author frequently began a paragraph with a time-based adverbial phrase in the theme of the first sentence of the paragraph, but then did not continue that pattern throughout the paragraph. However, later in the section, in following paragraphs, the first sentence again began with a time-based adverbial phrase. This reveals how theme progression patterns can extend through longer discourses to develop the organization and the author's message through longer segments of text. This was an important realization. Even though my lessons for level two EL students are focused on teaching them to write cohesive paragraphs, I need to teach the texts we read together with the longer discourse structure in mind. Students can learn to see connections from paragraph to paragraph and throughout an entire section or chapter.

A zig-zag theme pattern that connected a theme back to an idea in the preceding rheme was used nine times, which makes it the third most commonly used pattern in this section. The kind of reference strategy varied but the pattern of referencing back to the preceding rheme is a helpful pattern to explicitly teach students when conducting a guided-reading lesson.

In the pilot study, I did not identify the genre of the text. After completing this project, I now can see how the genre can be key to understanding the reason a text is structured in a particular way. Going forward, this project has taught me that when I am

teaching a text, I must be aware of the genre, and read it closely prior to working with students on it. Doing that will help students to get the most out of the guided reading instruction that I offer them.

As a proficient reader, reading in my native language, it may seem unnecessary to look closely at the sentence level grammar of an apparently simple text. However, seeing the text with fresh eyes and an analytical perspective, brings the linguistic content that we can be teaching EL students to the forefront. Even though I have been teaching content through the lens of language development, completing the text analysis portion of this project challenged me. I can and should look even closer at the discourse and sentence level grammar of the texts I choose to read with students. Even if it is to focus in on one particular section of a chapter, conducting a close reading and analysis of a text will deepen my own understanding of the linguistic features of text complexity so that I can be better prepared to guide students to understand and produce those features.

This text analysis and the conclusions I drew from the text are included as an appendix to the project. This is to be transparent about how I made the conclusions that I did in this process. The layout format was based on studies described in Chapter 2 and 3 of this paper and was the best way for me to understand how to track the theme progressions visually. Certainly better ways of doing this likely exist, and would have benefited to have come across them in my research. Despite these limitations, I learned tremendously from this initial experience of analyzing text from a SFL lens and hope to continue to hone my skills with it in the future.

### Curriculum Unit: Reflections

In connecting a curriculum unit to a text analysis I realized first-hand how important an understanding of genre is when attempting to integrate literacy and language development objectives into a content-based lesson. The genre of the text is important to understand so that the teacher can teach the author's purpose, the text structure, and cohesive techniques that the author uses to effectively communicate the message. However, what was especially important was the difference between the genre of the text and the genre of the standards that were guiding the lesson development. The Minnesota World History Benchmark that guides the study of the content in the chapter is as follows:

Standard 10, Benchmark 2. **Explain** the social, political and economic changes in Europe that **led to** trans-oceanic exploration and colonization. (Minnesota Department of Education, 2013)

I have bolded the key functional words in this benchmark. The genre that students are asked to produce is an explanation of the causes of exploration and colonization. However, the textbook that is used for this class is written as a factual recount. Although it does present facts that *led to* European exploration, the cause and effect relationship in the text is left to be inferred and is not made explicit in the theme progressions of the text.

In the section entitled "Reasons for Early Exploration," there are only two paragraphs. In the first paragraph, there are three sentences with only a zig-zag pattern used that does not indicate cause or offer an explanation. The second paragraph in the section begins with a time-based adverbial in the theme, then continues with a list of

facts, whose relationship to one another is not explicitly made clear. There are no explicit theme progression patterns nor any adverbials to highlight the connections between these facts. The facts are simply laid out one after another in a paragraph. To make the connection that this paragraph is offering reasons why Europeans were exploring new trade routes, students must keep in mind the sub-section title since it is the only indicator of the overarching message of the section. As a teacher, I want my students to clearly show me their understanding of these reasons, so I knew I would need to explicitly teach some cohesive devices to students so that they could write an unambiguous explanation of the causes of exploration.

Another disconnect between the genre of the text and the standards was noticed in the Common Core standard for literacy:

CCSS.ELA-LITERACY.RH.9-10.5 Analyze how a text used structure to emphasize key points or advance an **explanation** or **analysis** (Common Core State Standards, 2017).

This benchmark justifies doing a close, analytical reading of text with students, yet it seems that text I used doesn't match the genre that this standard is focused on. Despite this disconnect, the Common Core Standards for Information Writing did present standards that support a genre-based approach to integrating language development and content. The two chosen for this unit are listed below:

CCSS.ELA-LITERACY.W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.



CCSS.ELA-LITERACY.W.9-10.2.C: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts (Common Core State Standards, 2017).

These standards provided a useful genre and language focus to the unit development. This is important to emphasize for non-EL teachers. A language and genre-based approach is supported by the CCSS standards that Minnesota has adopted.

The unit I created drew from a variety of teaching strategies to integrate lessons on vocabulary meaning and use, guided reading lessons, content lessons, and language development lessons. The lessons are intended to build up students' skills toward the production of a cohesive explanation of the reasons and causes of European exploration in the 1400s. What is unique about the approach I used is that I explicitly integrated a meta-language to talk about the text structure at the clause level. I incorporated a lesson that teaches about theme and rheme so that students will have a vocabulary to talk about the patterns they notice in the text. It is my hope that teaching a shared vocabulary about language will help students to analyze texts that they read as well as construct more cohesive writing of their own.

Another unique aspect of the curriculum unit is that strategies from AVID (Dearie & Kroesch, 2011) were used but modified to add a stronger focus on language development. For example, the *Mark the Text* strategy focuses on identifying key ideas and keywords in a text. I added several other steps including labeling the genre of the text. I also added to the *Mark the Text* strategy by revisiting the same segment of text for a second guided-reading lesson in which students reread the text and focus on a close

analysis of the themes and participants in the text. This kind of language-focused reading can be directed toward any number of grammatical features that a teacher finds relevant to the literacy skills they are trying to integrate into their content area unit.

This curriculum unit is short and focused on very specific standards and a specific skill. In a longer unit, a teacher would need to be intentional to build students skills throughout the unit without losing focus on either content or the language development objective. This unit moves quickly between the lessons, guided practice and independent production as an additional scaffold for students. The class meets every other day for 77 minutes. Some weeks it meets only Tuesday and Thursday. The time between lessons is a hindrance to student retention of new learning from one lesson to the next. Without short, concise, focused units, student success would be limited simply due to the knowledge lost when students do not revisit a topic daily.

This unit may prove a helpful example unit for teachers. It is limited in that it is meant to be paired with a specific textbook. For a teacher who is not using that particular text some modifications may need to be made to adapt it to whatever text is being used. However, many of the instructional strategies and goals and objectives could easily be applied by a teacher who is teaching the same content topic and trying to integrate language development instruction. If a teacher wanted to incorporate other text features, they would need to do their own research on those features. However, many of the strategies could be used to support instruction in other text features with some minor modifications.

In future units, I hope to conduct text analyses focused on different features, such as the verb forms, used in the texts. Using these future analyses, I would like to develop units similar to this one that teach the students to recognize, and understand the meaning and purpose of the given language feature, as well as gain proficiency in producing it in writing.

### **Checklist: Reflections**

I wrote the unit with the aim to design a tool that can help other teachers who want to integrate a language focus into their history units. To that end, I created a pre-planning checklist. Initially, my thought was that a template would be a useful tool, however, with the understanding that teachers are often already familiar with and attached to a certain unit planning format, it seemed that a template would be too inflexible for most teachers to want to use. So I thought through the steps I took to integrate language development objectives into this unit and realized that the format of the unit was not an issue. Any teacher could look at their unit template with this checklist and add these pieces without changing their planning format.

For guidance in what to consider in a tool for integrating language instruction into a content class, Ragan's (1989) work succinctly highlighted some important components. This article was not in the Review of the Literature because I came across it while working on the project, after having already completed the literature review. In his article, he calls for EL teachers to vary the genres and contexts of writing opportunities offered to EL students as well as to make the features of genres for different contexts more explicit to students (Ragan, 1989). While his text analysis was done on the themes

of student writing samples, his layout for charting the differences in themes was a model that I modified for my own curricular needs. Nonetheless, the structure helped guide the creation of student materials in my unit. Some of the student handouts that I created for analyzing theme and rheme were inspired by the format that he presented in his study.

The other rationale for a checklist versus a template was that while I focused on integrating themes and theme progressions into a unit, that grammar feature might not serve the purposes for every unit for every teacher. Teachers need a tool that will help them select a language feature out of many choices to integrate into their content units. The checklist is meant to address that need.

After doing my own text analysis and unit design, I realized the importance of genre identification in the texts that students read and produce. I wanted the tool I created to be responsive to a wide range of genres. This checklist allows for teachers to work with texts of varying genres.

I also wanted the tool I created to be approachable. So I worked with a variety of formats until I came up with a design that was concise, brief and unthreatening to teachers who might be put off by a document that is too long or cumbersome. So the checklist format has been condensed into a single, two-sided document. Some of the features are checkboxes and others allow room for teachers to jot down their ideas for the unit. Teachers can evaluate their own lessons with a language-development lens and add to their lessons to a degree that they are comfortable with.

I hope that I can use this tool in co-teaching situations with other social studies teachers. I also would like to share the document with interested teachers who are

seeking guidance on how to integrate language development into their content areas. Probably this tool would be most effective when used with some coaching from a colleague trained in EL. Approaching this process with the initial guidance of an EL teacher would set non-EL teachers up for greater success in continuing to integrate language development lessons into their units of study. This checklist is limited in that it is meant to address the needs of history teachers in particular. However, similar checklists could be made from this model that meet the needs of other disciplines.

### **Final Conclusions and Reflections**

This project connects SFL and curriculum design in history content classes. One implication of this work is the need for content teachers to view themselves as literacy and EL teachers. There is not a clear line between learning language and learning content. With education, training, and support, any teacher can integrate linguistic features of their content area into their units and lessons. Schools and districts may need to offer education on genre-based or language-based approaches to teaching content area literacy. What may create even greater success with implementation is the support of administrators or EL coaches to work with individual teachers on their specific units to add to what they are already doing in their classes.

The checklist portion of this project is a tool that can be used by individual history teachers who are looking for clear guidance as to what they can add to their curriculum to address the needs of ELs in their classrooms. It is also a tool that could facilitate a short, but beneficial, coaching conversation between an EL coach and a content teacher. It is a tool that I will bring to opportunities to lead professional development and coaching to

other social studies teachers who are learning to integrate language development lessons into their units of study.

Future researchers may benefit the field by conducting text analyses on social studies textbooks to expand the existing knowledge of the features of complex, informational texts. This kind of information can give teachers and others insight into how to identify and teach language in their content areas. Curriculum unit plans for students of higher levels of English proficiency would also help teachers whose EL students are at an intermediate level and who need support writing longer pieces of discourse. Looking at the academic language of other disciplines, such as science and math, may offer ways that the checklist tool should be modified to meet the content demands of those subject areas. This project benefits teachers with high numbers of ELs at the secondary level. Together teachers can explore new ways to teach meaningful units that integrate content and language and share our ideas with others who are attempting to achieve similar goals.

### **Summary**

Completing this capstone project has strengthened my skills in research and has led me to resources for understanding SFL that I will refer to on a regular basis as I go forward in my career. The research I conducted and reported in Chapter Two of this paper has deepened my understanding of the meaning of a SFL and genre approach to teaching academic language. The opportunity to apply the information in my research to a curriculum unit that applies to my current teaching context was the most beneficial aspect of this process. Taking the time to integrate and apply these learnings has already

begun to influence the way I am planning and teaching history to ELs. For me, this project was the first step toward changing my approach to teaching history to secondary EL students.

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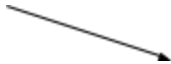



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## APPENDIX A


### A Pilot Text Analysis of Theme Progressions in Two World History Books

ACCESS World History Unit 6 World War I, p. 214

<p>Paragraph 1</p> <p style="margin-left: 40px;"><span style="color: blue;">World War I</span> began as a conflict between Austria-Hungary and Serbia. <span style="color: blue;">It</span> quickly turned into one of the biggest wars in history.</p> <p style="text-align: center; margin-left: 100px;"><span style="color: blue;">Theme 1</span> -- Rheme 1</p> <p style="text-align: center; margin-left: 100px;">↓</p> <p style="text-align: center; margin-left: 100px;"><span style="color: blue;">Theme 2</span> -- Rheme 2</p>			
sentence/clause	Theme	Rheme	Pattern
1	<span style="color: blue;">World War I</span>	began as a conflict between Austria-Hungary and Serbia.	
2	<span style="color: blue;">It</span>	quickly turned into one of the biggest wars in history.	Continuous or linear thematic pattern
<p>Paragraph 2</p> <p style="margin-left: 40px;"><span style="color: purple;">In the early 1900s</span>, strong feelings of nationalism and movements such as imperialism caused <span style="color: blue;">tension in Europe</span>. <span style="color: blue;">Nations competed</span> for land and power.</p> <p style="text-align: center; margin-left: 100px;">Theme 1 -- <span style="color: blue;">Rheme 1</span></p>			

 Theme 2 -- Rheme 2			
1	In the early 1900s,	Strong feelings of nationalism and movements such as imperialism caused tension in Europe.	Time-based theme progression
2	Nations	Competed for land and power.	Split thematic pattern
<p>Paragraph 3</p> <p>Rivalries among France, Britain, Germany, Russia, and Austria-Hungary resulted in a contest over who could build the most weapons. This contest was called an arms race. Modern technology, made possible by the Industrial Revolution, paved the way for the production of deadly weapons. Armies doubled in size because governments made all young men join the military.</p> <p style="text-align: center;">Theme 1 -- Rheme 1</p> <div style="text-align: right;">  Theme 2 -- Rheme 2   Theme 3 -- Rheme 3   Theme 4 -- Rheme 4 </div>			
1	Rivalries among France, Britain,	Resulted in a contest over who could build the most	

	Germany, Russia, and Austria-Hungary	weapons.	
2	This contest	was called an arms race	Split thematic pattern
3	Modern technology, made possible by the Industrial Revolution,	paved the way for the production of deadly weapons.	Split thematic pattern
4	Armies	doubled in size because governments made all young men join the military.	Split thematic pattern
<p>Paragraph 4</p> <p>Tensions rose to the boiling point with the growth of large armies. This rise of militarism led European powers to create alliances, or agreements, with one another. They agreed that if one country went to war, the other countries would join in.</p> <p style="text-align: center;">Theme 1 -- Rheme 1</p> <p style="text-align: center;"></p> <p style="text-align: center;">Theme 2 -- Rheme 2</p> <p style="text-align: center;"></p> <p style="text-align: center;">Theme 3 -- Rheme 3</p>			
1	tensions	rose to the boiling point with the growth of large armies.	

2	This rise of militarism	led European powers to create alliances, or agreements, with one another	Zigzag thematic pattern
3	They	Agreed that if one country went to war, the other countries would join in.	Zigzag thematic pattern
<p>Paragraph 5</p> <p>Germany, Austria-Hungary, and their allies formed the Central Powers. France, Britain, Russia, and their allies formed the Allied Powers. <b>In the summer of 1914</b>, they would all be pulled into war. Two royal family members of the Austro-Hungarian Empire were murdered by a man who wanted to end Austria's rule of Serbia.</p> <p style="text-align: center;">Theme 1 -- Rheme 1</p> <p style="text-align: center;">Theme 2 -- Rheme 2</p> <p style="text-align: right;">  <b>Theme 3 -- Rheme 3</b> </p>			
1	Germany, Austria-Hungary, and their allies	Formed <b>the Central Powers.</b>	
2	France, Britain, Russia, and their allies	Formed <b>the Allied Powers.</b>	



3	In the summer of 1914, they	would all be pulled into war.	Time-based theme progression & split thematic pattern
4	Two royal family members of the Austro-Hungarian Empire	Were murdered by a man who wanted to end Austria's rule of Serbia.	None

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Paragraph 1

In 1914, the Great Powers of Europe--Russia, Prussia, Austria, Great Britain, and France--had enjoyed that status for over a century. However, the power relationships between these nations had changed. In 1814, Prussia was the smallest of the Great Powers. By 1914, Germany, the nation Prussia created in 1871 after defeating the Austrian Empire and France in war, had become Europe's leading industrial power. These developments dramatically altered the balance of power in Europe.

Theme 1 -- Rheme 1

Theme 2 -- Rheme 2

Theme 3 -- Rheme 3

<p><u>Theme 4</u> -- Rheme 4</p>  <p>Theme 5 -- Rheme 5</p>			
sentence/ clause	Theme	Rheme	pattern
1	In 1914,	the Great Powers of Europe--Russia, Prussia, Austria, Great Britain, and France had enjoyed that status for over a century	Time-based theme progression
2	However,	the power relationships between these nations had changed	Contrast Thematic Pattern
3	In 1814,	Prussia was the smallest of the Great Powers.	Time-based theme progression
4	By 1914,	Germany, the nation Prussia created in 1871 after defeating the Austrian Empire and France in war, had become Europe's leading	Time-based theme progression

		industrial power.	
5	These developments	dramatically altered the balance of power in Europe.	Zigzag thematic pattern

### Paragraph 2

Following its 1871 defeat, the Austrian Empire reorganized as Austria-Hungary, and accepted Germany's leadership in Central Europe. France's defeat in 1871 caused it to lose status, as well as territory to the new German nation. The French resented both results. Germany was surrounded by potential enemies. Tensions with France continued, and German leaders were suspicious of Russia to the east. These concerns caused Germany to use its new industrial might to build a powerful army and navy.

Theme 1 → Rheme 1




Theme 2 → Rheme 2



Theme 3 -- Rheme 3

Theme 4 -- Rheme 4



<p>Theme 5a → Rheme 5a</p> <p>Theme 5b → Rheme 5b</p> <p style="text-align: center;"></p> <p>Theme 6 → Rheme 6</p>			
1	Following its 1871 defeat,	the Austrian Empire reorganized as Austria-Hungary, and accepted Germany's leadership in Central Europe.	Time-based theme progression causal theme progression
2	France's defeat in 1871	caused it to lose status, as well as territory to the new German nation.	Time-based theme progression causal theme progression
3	The French	resented both results.	<u>Causally connected</u> <u>nominalization</u>
4	Germany	was surrounded by potential enemies.	<u>Causally connected</u> <u>nominalization</u>

5a	<u>Tensions</u> with France	Continued, and	<u>Causally connected</u> <u>nominalization</u> Time-based theme progression causal theme progression
5b	German leaders	were suspicious of Russia to the east.	
6	<u>These concerns</u>	caused Germany to use its new industrial might to build a powerful army and navy.	<u>Causally connected</u> <u>nominalization</u> causal theme progression

## Paragraph 3

In the late 1800s, however, Russia was expanding in Asia. Not until its defeat by Japan in the Russo-Japanese War of 1904-1905 did Russia refocus on European affairs. Even then, Russia was less interested in Germany than it was in the Balkan Peninsula in southeast Europe, much of which was under Turkish control as part of the Ottoman Empire.

Theme 1  Rheme 1



Theme 2  Rheme 2



Theme 3 □ Rheme 3

1	In the late 1800s, however,	Russia was expanding in Asia	Time-based theme progression Contrast theme progression
2	Not until its defeat by Japan in the Russo-Japanese War of 1904-1905	did Russia refocus on European affairs.	Time-based theme progression Contrast theme progression
3a	Even then,	Russia was less interested in Germany than it was in the Balkan Peninsula in southeast Europe,	Time-based theme progression Contrast
3b	much of which	was under Turkish control as part of the Ottoman Empire.	