

edTPA: Understanding Academic Language

Materials for use by
National Academy Consultants

2015

edTPA
The edTPA trademarks are owned by The Board of Trustees of the Leland Stanford Junior University. Use of the edTPA trademarks is permitted only pursuant to the terms of a written license agreement.

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

- ▶ Copyright © 2015 Board of Trustees of the Leland Stanford Junior University. All rights reserved.
- ▶ edTPA is a trademark of Stanford or its affiliates. Use, reproduction, copying or redistribution of trademarks, without the written permission of Stanford or its affiliates is prohibited.

▶ 2 edTPA
SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Overview

- ▶ Develop a shared definition of academic language.
- ▶ Examine the specific edTPA requirements for academic language.
- ▶ Explore the tools and supports
 - ▶ Understand the language of edTPA
 - ▶ Examples
 - ▶ Misconceptions

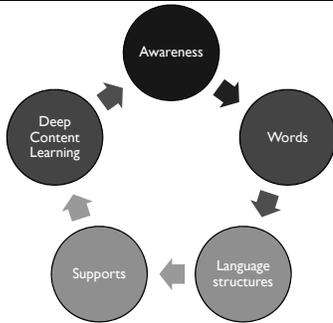
▶ 3 edTPA
SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Framing Questions for Workshop

- ▶ What is academic language?
- ▶ How is academic language framed in edTPA?
- ▶ What are the tools and supports pre-service teachers need in order to develop their understanding of the academic language of their content?

Journey for Teacher Educators and Candidates



Section 1:

What is academic language?

Academic Language

▶ School is where you go to learn a secret language but they don't tell you that it's there. You have to figure it out on your own. It's like an initiation to a secret club. Maya, 8th grade.



Student Voices

▶ 7 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Questions

▶ What is your current definition of academic language?

▶ What are the challenges that you see for your candidates?

Directions:

- ▶ Write your current, working definition of Academic Language.
- ▶ Share definitions.
- ▶ List the challenges your candidates face as they work with academic language.
- ▶ Share some of the challenges they face.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Academic Language

▶ Language is the primary vehicle for learning, instruction, and overall intellectual development. It is not only a means for communicating information, it is also a vehicle for deepening their understanding of important ideas. Kersaint, Thomsson, & Petkova, 2009, p. 46.)



Research Voices

Kersaint, G., Thomsson, D. R., & Petkova, M. (2009). *Building mathematics for English language learners*. New York: Routledge.

▶ 9 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Academic Language as a Means of Participation

Academic language is the **oral, visual, and written** language that students need in order to

- ▶ understand (read, listen, think)
- ▶ communicate (listen, speak, write, connect)
- ▶ perform (think, read, write, listen, speak, create)

Academic Language is necessary to **participate** in the content

- ▶ think
- ▶ reason
- ▶ question
- ▶ represent
- ▶ talk
- ▶ learn

▶ 10 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

Hundley, 2010
AACTE

Academic Language Definition in edTPA

▶ Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are the language demands that teachers need to consider as they support student learning. (Sec. ELA, edTPA Glossary, p. 39)

▶ 11 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Applying a Tool to a Complex Text

▶ Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are the language demands that teachers need to consider as they support student learning. (Sec. ELA, edTPA Glossary, p. 39)

Directions:

- ▶ Read the definition of academic language from the edTPA glossary.
- ▶ Underline or highlight what you find confusing OR where you think your candidates might get confused.

▶ 12 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Reading Strategy Example

Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. These are the language demands that teachers need to consider as they support student learning. (Sec. ELA, edTPA Glossary, p. 39)

Applying a Tool to a Complex Text

Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. There are the language demands that teachers need to consider as they support student learning. (Sec. ELA, edTPA Glossary, p. 39)

Directions:

- Look at what you've underlined. Based on what you know about academic language and the context clues, what sense can you make of this?
- Write your notes, comments, and questions in the margins.
- Rewrite the definition in your own words based on your current understanding.

I think this means the way we use language in school.

PURPOSE— feels important.

What about representations or visuals?

Develop content understandings? I think this means the ways in which students use language to make sense of the stuff we do in class.

How do we express content understandings? Is this the product we produce? Or, the ideas? Or, both?

How is discipline different than content?

I don't know what a language demand is.

Participation— they have to do something?

Oral and written language used for academic purposes. Academic language is the means by which students develop and express content understandings. Academic language represents the language of the discipline that students need to learn and use to participate and engage in meaningful ways in the content area. These are the language demands that teachers need to consider as they support student learning. (Sec. ELA, edTPA Glossary, p. 39)

15 edTPA SCALE Stanford Center for Assessment, Learning, & Equity AACTE

Candidate Rephrase

Academic language is the language of the content area and the discipline. It is the language students will use as they talk and write; they will use this language to show what they know and what they are learning about the content. It is necessary for me to attend to the language that students will need because they need to know it in order to learn the content, think about the content, and participate in class.

I didn't buy into this whole academic language thing and attending to their thinking because I thought it was putting all the work on the teacher. Then I tried it out after a lesson failed. What I learned was that paying attention to student thinking and what language they needed to use actually made it where they could learn. (Sam, 2010, professional year)



Candidate Voices

Disciplines have different ways of writing and speaking about the world. And because of this, discipline experts approach text with sets of expectations, reading strategies, and understandings that are firmly grounded in disciplinary knowledge. (C. Shanahan, 2012, p. 71)



Research Voices

Shanahan, C. (2012). How discipline experts read. In T.L. Jensen and C. Shanahan (Eds.), *Advancing literacy in the academic disciplines: General principles and practical strategies* (pp. 67-90). New York: Guilford.

participation

▶ 22 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Everyday Language & Academic Language: An Example

A lot of people are talking about technology and how it gets used in schools. We need to use technology better. People use technology all the time but they don't think about it and then mess things up because they don't know stuff about how it is used. Schools don't really use technology right and everyone knows that.

Research in digital literacy, specifically as it applies to pre-service teachers, continues to grow. Recent studies focus on digital technology as a means of structuring teacher education courses or engaging with content, i.e., wikis, blogs, and online professional communities (e.g., Baran & Cagiltay, 2010); pre-service teachers' reflections on their digital practices (e.g., Burnett, 2009); and the disconnect between pre-service teachers' enthusiasm with digital technologies in their coursework and their reluctance in field placements (e.g., Vratulis, V., Clarke, T., Hoban, G., & Erickson, G. 2011). Studies have examined how pre-service teachers develop specific multimodal and digital approaches to literacy instruction (e.g., Whitin, 2009) and engage in content-focused activities that can be used in their future classrooms (e.g., Swan & Hofer, 2006).

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Everyday Language & Academic Language

Everyday Language	Academic Language
<ul style="list-style-type: none"> • Shorter sentences • Incomplete sentences • Doesn't cite evidence for arguments • Uses opinions not supported by citations • Use vague or general terms to refer to something or to people (for example a lot of people rather than specifics) • Show actions through verbs (cut down trees, buy shoes) • Uses more active voice (How much apple pie did they eat?) • Shorter noun phrases (healthy food) 	<ul style="list-style-type: none"> • Longer and more complex sentences • Discipline specific terms • References to scholars • Make actions into nouns to build concepts (deforestation, shoe shopping) • Passive voice more common (How much pizza was eaten?) • Long noun phrases (Improving the nutritional quality of foods offered from other sources...)

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

© MARIK ANDERSON WWW.ANDERSTOONS.COM

READING LIBRARIAN

Anders Sep

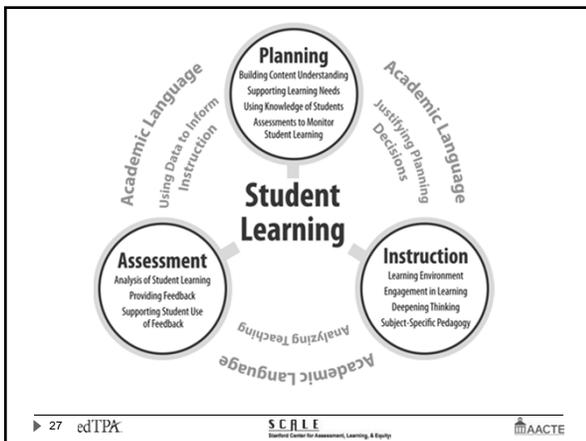
"I'm looking for a book with a character who responds to major events with a point of view I can describe, a central message I can compare and contrast with other books, and if it had a killer robot, that would be great."

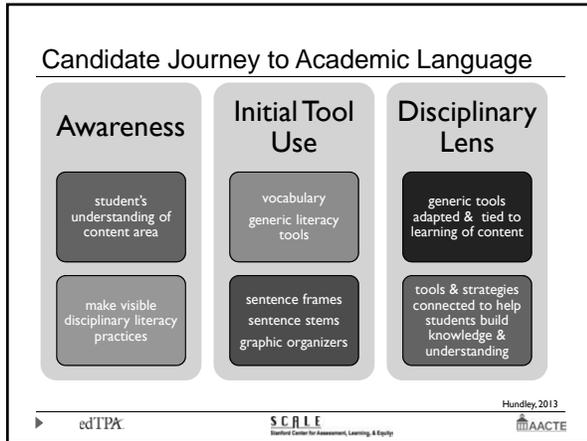
25 edTPA SCALE Sanford Center for Assessment, Learning, & Equity AACTE

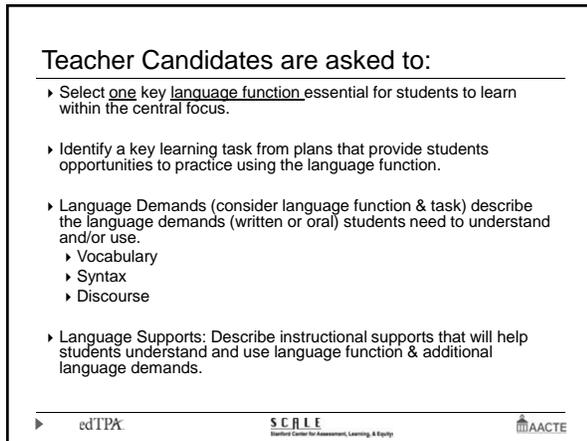
Section 2:

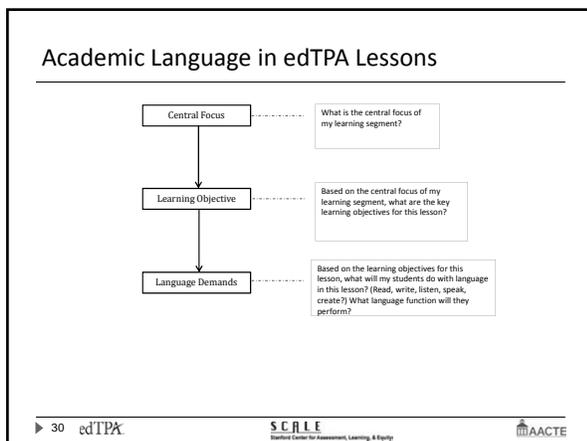
Academic Language in edTPA

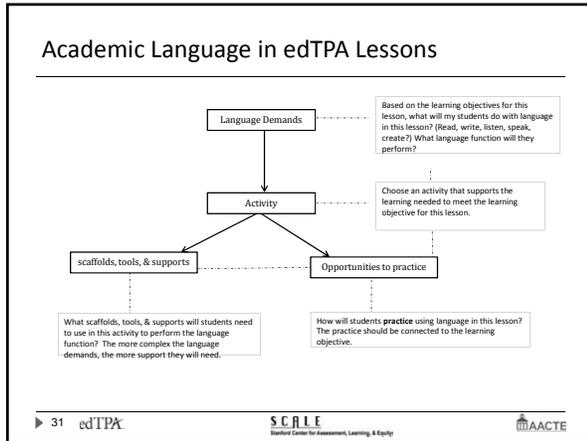
26











Central Focus

- ▶ A description of the important understandings and core concepts that you want students to develop within the learning segment.
 - ▶ What do you want students to know & be able to do by the end of the learning segment?
- ▶ The central focus should go
 - ▶ beyond a list of facts and skills, align with content standards and learning objectives, and address the subject-specific components in the learning segment.

edTPA SCALE AACTE

Central Focus Example

- ▶ **The central focus is analyzing** figurative language, specifically imagery, similes and metaphors, within a variety of complex texts. **In order to analyze how and why figurative language is used, students will explain** instances of figurative language **and** their effects as well as use figurative language within their own writing. The purpose for teaching this content is that being able to analyze figurative language will help students understand and analyze *Their Eyes Were Watching God*.

33 edTPA SCALE AACTE

Language Function & Components

- ▶ Language Functions—What students DO with language in a lesson.
- ▶ Vocabulary, Discourse, and Syntax (LANGUAGE COMPONENTS) students will use as they practice the language function).
- ▶ What supports will they need in order to use language (function, vocabulary, discourse, syntax)?

▶ 34 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Language Functions

- ▶ Language functions are the WORK language will do in the lesson.
- ▶ Purposes for using language.
- ▶ The content and language focus of the learning task represented by the active verbs within the learning outcomes.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Language Function Examples

- ▶ Students will be able to **explain** what makes a story allegorical.
- ▶ Students will be able to **compare** the lengths of various object in the classroom.
- ▶ Students will be able to **describe** two events that led to the Revolutionary War.

Directions:

- ▶ Write 2-3 learning objectives for a typical lesson in your content area.
- ▶ Underline the verbs in the learning objective.
- ▶ Turn to Task 1 in your edTPA handbook and find the list of language functions in Question 4a.
- ▶ Choose the one language function that best fits the work of language in the lesson.
- ▶ Explain why you chose this particular function.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Considering the language demand didn't make sense to me until I taught this lesson and so much of it didn't work and it didn't work because I didn't think about what my students were actually doing with words. I didn't think about what they might need help with, what might be hard for them. I know now to think about what they are writing and what they are discussing. (Ben, 2010)



edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Language Demands

- ▶ Specific ways that academic language is used by students to participate in learning tasks
 - ▶ reading
 - ▶ writing
 - ▶ listening and/or speaking
 - ▶ demonstrate/perform
- ▶ Specific ways that academic language is used by students to demonstrate their disciplinary understanding.
 - ▶ What do they know?
 - ▶ What can they do?
 - ▶ What can they use language to demonstrate?

edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Language Function & Components

- ▶ Language Functions—What students DO with language in a lesson.
- ▶ Vocabulary, Discourse and Syntax (LANGUAGE COMPONENTS) students will use as the language function.
- ▶ What supports will they need in order to use language (function, vocabulary, discourse, syntax)?

edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Vocabulary

- ▶ Includes words and phrases that are used within disciplines including:
 - ▶ (1) words and phrases with subject-specific meanings that differ from meanings used in everyday life (e.g., table);
 - ▶ (2) general academic vocabulary used across disciplines (e.g., compare, analyze, evaluate); and
 - ▶ (3) subject-specific words defined for use in the discipline.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Discourse

- ▶ Discourse includes the structures of written and oral language, as well as how members of the discipline talk, write, and participate in knowledge construction.
- ▶ Discipline-specific discourse has distinctive features or ways of structuring oral or written language (text structures) that provide useful ways for the content to be communicated.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Discourse Examples

- ▶ Essays
- ▶ Debates
- ▶ Multimedia Presentations
- ▶ Lab Reports

- ▶ Questions to ask
 - ▶ What types of information are included?
 - ▶ How are the pieces of information organized?
 - ▶ What comes first, etc?

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Everyday Language & Academic Language: An Example Revisited

A lot of people are talking about technology and how it gets used in schools. We need to use technology better. People use technology all the time but they don't think about it and then mess things up because they don't know stuff about how it is used. Schools don't really use technology right and everyone knows that.

Research in digital literacy, specifically as it applies to pre-service teachers, continues to grow. Recent studies focus on digital technology as a means of structuring teacher education courses or engaging with content, i.e., wikis, blogs, and online professional communities (e.g., Baran & Cagiltay, 2010); pre-service teachers' reflections on their digital practices (e.g., Burnett, 2009); and the disconnect between pre-service teachers' enthusiasm with digital technologies in their coursework and their reluctance in field placements (e.g., Vratulis, V., Clarke, T., Hoban, G., & Erickson, G. 2011). Studies have examined how pre-service teachers develop specific multimodal and digital approaches to literacy instruction (e.g., Whitin, 2009) and engage in content-focused activities that can be used in their future classrooms (e.g., Swan & Hofer, 2006).

Longer sentence structures
Use of support
Use of passive voice

edTPA SCALE
Standard Center for Assessment, Learning, & Equity AACTE

Discourse Example: Social Studies

In history/social studies, language features include expository, narrative, journalistic, maps, and other graphic print materials; presentations of data in text, charts, and graphs; and video and live presentations. Discourse structures can be at the sentence, paragraph, or symbolic level. If the function is to develop a document-based argument, then appropriate language features could include written essays with specified formats and pattern sentences like "The two main causes of _____ were _____ and _____. For example, the (author of) (document) stated that _____" (citation).

edTPA SCALE
Standard Center for Assessment, Learning, & Equity AACTE

Syntax

The set of conventions for organizing symbols, words, and phrases together into structures (e.g., sentences, graphs, tables).



Cathy Zozakiewicz Cathy Zozakiewicz

edTPA SCALE
Standard Center for Assessment, Learning, & Equity AACTE

Language Supports

- ▶ Strategies that are used to build students' academic language within a learning task.
- ▶ Strategies involve both modeling the appropriate language for the students to use in a learning task as well as opportunities for guided practice.
 - ▶ Structured Think pair share
 - ▶ Choral response in appropriate contexts
 - ▶ Word walls
 - ▶ Modeling
 - ▶ Graphic organizers

Directions:
 1. List some language supports that are useful in your content area.
 2. Share.

Section 3:

Candidate Sample Demonstrating
 Language Support

Writing Prompt Candidate Provides to Students
 within Learning Segment:

- ▶ Discuss Steve and Frankenstein.

Student Work

- ▶ They are books.
- ▶ Monster is about a boy. Frankenstein is about a monster.
- ▶ We read them in school.

I revised the prompt thinking that just doing that would solve the problems. I was careful about the verbs I chose to replace *discuss*. I wanted to be more specific about what they were actually going to do in the writing. (Ben, 2010)



Writing Prompt Revised

- ▶ Discuss Steve and Frankenstein.



- ▶ **Compare and contrast** Steve in Monster and the monster in Frankenstein.

Student Work

▶ Steve in *Monster* got no future in the world he in. He broke the law got caught in a store spent jail and on trial. His future done gone away tho he ant convicted. It don't matter that he might notta done it. He got nothin now jail done shaped him. He cant escape his maybe action. Like the monster in *Frankenstein* he got no choice in what people do. Both Steve and the momster shaped by they society.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

The response was better. The students kind of knew what to do but there was still something missing. So, this time I used several scaffolds to help the students. A Venn Diagram. Sentence frames. Sentence Combining. (Ben, 2010)



Candidate Voices

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Revision

▶ Steve, the main character in Walter Dean Myer's novel *Monster*, was not convicted of the crime he was accused of but he still has no future because of the appearance of being a convict. He is in a world that judges young men by the color of their skin. News stories about them. It will not matter to society that he was not convicted; he will always be a monster because of who he is. As a young, black man who has been in jail and on trial. He will be judged as monstrous because of how society will see him. He will always have the stigma of both trial and jail and won't be able to escape that. Similarly, the monster in *Frankenstein* will always be judged by his outward appearance. He looks scary and people don't know what to expect from him. Both Steve and the monster are products of their society and are judged and condemned by their society. It doesn't matter that they may be innocent; they have the appearance of being monsters by society's standards. Neither one of them will be able to escape the views of society.

▶ edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

▶ I was wrong. I thought that y'all were just over-emphasizing something that students really just knew if they just paid attention. So, I assigned a writing prompt and the students wrote almost nothing. It was like they didn't understand what I was asking them to do. (Ben, 2010)

▶ Providing the tools that I did made it possible for the students to write their ideas in a way that looked like academic writing. Once they have a bunch of tools, I think they will be able to write a lot of different ways. (Ben, 2010)

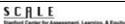


Candidate Voices

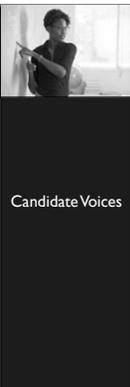
▶ edTPA  

Language Supports in Ben's Revised Learning Segment

Language Demands	Supports
Function: Compare/Contrast 2 Texts	Venn Diagram Modeling of Use of Venn Diagram
Syntax: Compare/Contrast statement (thesis)	Model Sentence writing Sentence Combining
Discourse: Paragraph(s)	Transition Words Comparison Words Contrast Words
Discourse: Using Support from text	Model referencing text Words for referencing text

▶ 59 edTPA  

“What I realized as I worked with my content was that I really had to show my students how to organize the stuff they were learning.”
 (Scott, 2011)



Candidate Voices

▶ edTPA  

Example

- A group of students measured the circumference of an exercise ball. Here are their measurements in inches: 42, 46, 45, 47, 43, 46, 46
- Find the median, mode, and mean and enter your answers below. Show your work:

The median is 46. The mode is 46. The mean is 45.

~~42, 43, 45, 46, 46, 46, 47~~

$$\begin{array}{r} 42 \\ 46 \\ 45 \\ 47 \\ 43 \\ 46 \\ 46 \\ \hline 315 \\ 7 \end{array}$$

edTPA | SCALE | AACTE

Example

Tom forgot to put his measurement on the list. When the students added Tom's measurement to the list the mean and median decreased, but the mode stayed the same. Which value is most likely to be Tom's measurement? Circle your choice:

a. 43
 b. 45
 c. ~~46~~
 d. ~~47~~

edTPA | SCALE | AACTE

Academic Language Functions

Explain why you chose this measurement.

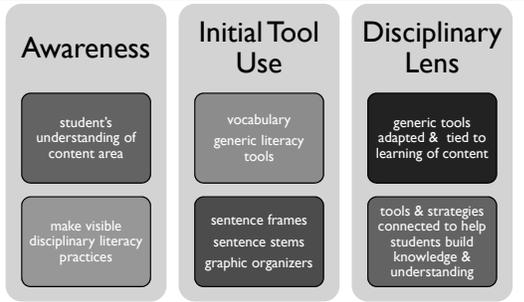
The answer can't be 47 or 46 because the mean and the median decreased, so Tom's measurement had to be less than those. Also, it can't be 45, because the mean would have stayed the same. It had to be 43.

edTPA | SCALE | AACTE

Language Supports in Math Example

Language Demands	Supports
Vocabulary: Understanding the mean, median, and mode in given problem.	Model problem Review terms
Function: Show & Explain Work (Small group & whole)	Oral explanation to partners Oral explanation at boards Phrases to use
Syntax: Underlining/highlighting	Routine of identifying elements of word problems that are key for solving problem
Discourse: Reasoning Statements	Sentence stems & frames Because

Candidate Journey to Academic Language



Looking at Rubric 4

Rubric 4: Identifying and Supporting Language Demands				
How does the candidate identify and support language demands associated with a key English Language Arts learning task?				
Level 1	Level 2	Level 3	Level 4	Level 5
Language demands identified by the candidate are not consistent with the selected language function OR task.	Language supports primarily address one language demand (vocabulary, function, syntax, discourse).	General language supports address use of two or more language demands (vocabulary, function, syntax, discourse).	Targeted language supports address use of • vocabulary, • language function, AND • one or more additional language demands (syntax, discourse).	Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.
OR				
Language supports are missing or are not aligned with the language demand(s) for the learning task.				

Difference Between Level 3 & 4

▶ **At Level 3: General language supports are**

- ▶ planned and described, though **not in specific detail**
- ▶ Lack focus specific to content of lesson or learning segment

▶ **At Level 4: Targeted language supports are**

- ▶ **Specific** language supports that are planned to directly address an identified language demand (vocabulary, language function, syntax, and/or discourse).
- ▶ Structured or scaffolded to ensure that students are able to understand and use or begin to use the identified language in a meaningful context or way in relation to content

Directions

1. Look back at the objectives you wrote earlier.
2. What is the language function for the objectives?
3. List 3-5 language supports for the objectives you wrote.
4. At your tables, discuss whether the supports are general or targeted.
5. What would make the general supports into targeted supports?

▶ 67 edTPA
SCALE
Stanford Center for Assessment, Learning, & Equity
AACTE

Looking at Rubric 4

Rubric 4: Identifying and Supporting Language Demands

How does the candidate identify and support language demands associated with a key English Language Arts learning task?

Level 1	Level 2	Level 3	Level 4	Level 5
Language demands identified by the candidate are not consistent with the selected language function OR task. OR Language supports are missing or are not aligned with the language demand(s) for the learning task.	Language supports primarily address one language demand (vocabulary, function, syntax, discourse).	General language supports address use of two or more language demands (vocabulary, function, syntax, discourse).	Targeted language supports address use of <ul style="list-style-type: none"> • vocabulary, • language function, AND <ul style="list-style-type: none"> • one or more additional language demands (syntax, discourse). 	Level 4 plus: Language supports are designed to meet the needs of students with different levels of language learning.

▶ 68 edTPA
SCALE
Stanford Center for Assessment, Learning, & Equity
AACTE

Example Language Supports – General and Targeted

▶ You have been given a sample ELA edTPA planning commentary. We will use this candidate response to determine evidence for Rubric 4: planned language supports for identified language demands.

Directions:

1. Read the sample response to planning prompt 4 for Secondary English/Language Arts.
2. Underline/Highlight the identified language function and any additional identified language demand (vocabulary, discourse, syntax).
3. Circle the language supports in the commentary.
4. Complete the chart matching the language demands to the planned language supports.
5. Examine evidence you found and map it to Rubric 4 language – what levels do you think it represents?

▶ 69 edTPA
SCALE
Stanford Center for Assessment, Learning, & Equity
AACTE

An Opportunity to Practice with a Candidate Sample

Language Demands	Supports
1. FUNCTION:	1.
2. VOCABULARY/SYMBOLS:	2.
3. DISCOURSE:	3.
4. SYNTAX:	4.

▶ 70 edTPA  

Closing and Summary Activity

- ▶ What is it that you know now that you didn't know when you first defined academic language?
 - ▶ What questions do you still have?
- ▶ Revisit your original definition.
 - ▶ What can you add?
 - ▶ What examples can you provide?
- ▶ Write one way that you can think of to support your teacher candidates in their developing understanding of academic language?

▶ 71 edTPA  

Questions?

72

▶ 73 edTPA

SCALE
Stanford Center for Assessment, Learning, & Equity

AACTE

Claims and Evidence
we can make a light with a wire, a battery, and a lightbulb.

The critical contact points are the bulb base and side terminals on the lightbulb and the negative and positive ends of the battery. The bulb did not light if any of these points were not touched.

Evidence

example #1
 This circuit works.

example #2
 This circuit did not work.

A bulb lights if have a complete loop, an energy receiver, an energy source and wires to make connections.

My prediction shows an in complete circuit. It would not light the bulb.

▶ 74 edTPA

AACTE

Which building was built at a different time from the others?



▶

ACTE

Which building was built at a different time from the others?



Leaning Tower of Pisa Stirling Castle Chartes Cathedral



Anasazi Cliff Dwellings Taj Mahal

▶ IAACTE

Which World Leader ruled during a different time period?



Emperor Qianlong Pres. George Washington Frederick the Great



Shah Jahan King George III

▶ IAACTE

Which World Leader ruled during a different time period?



Emperor Qianlong Pres. George Washington Frederick the Great



Shah Jahan King George III

▶ IAACTE
