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TEACHING WITH PRIMARY SOURCES
Consortium Member

March 27, 2021

Engaging & Supporting Elementary English Learners with Primary Sources

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EmergingAmerica.org

Emerging Am

Accessing Inquiry

- Teaching Strategies
- Immigrant History through Primary Sources
- Professional Development

Partnership

Emerging America .org/tps

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BOSTON Public Schools
Focus on Children

MASSACHUSETTS DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

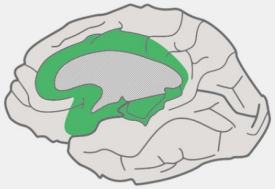
Westfield STATE UNIVERSITY

AGENDA

- Introduce Universal Design for Learning
- Explore Immigration and *Immigrant* History through primary sources
- **Model supports for learning content & language**
- Introduce resources to research text set

Universal Design for Learning (UDL)

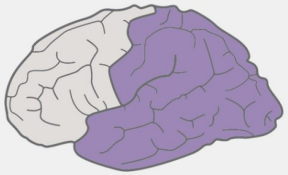
AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

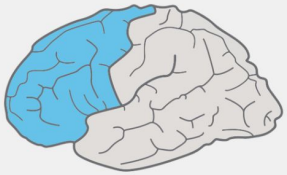
RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

http://www.emergingamerica.org/accessing-inquiry/universal-design

Rethink Ability

https://www.loc.gov/item/2002721564/

The Myth of Average

Todd Rose at TEDxSonomaCounty - 2013

https://www.youtube.com/watch?v=4eBmyttcfU4

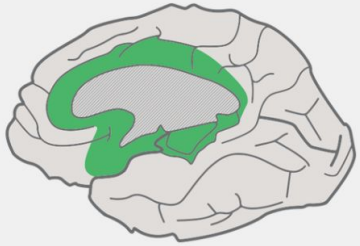
EmergingAmerica.org

Rethink Ability

Who benefits when we ban the average?

UDL: Three principles use what we know about brain science to maximize learning.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



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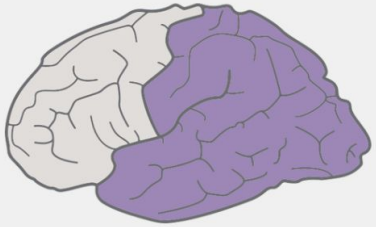

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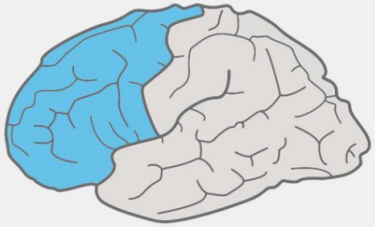


Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

CAST

Provide Multiple Means of Engagement

CAST

Provide options for self regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

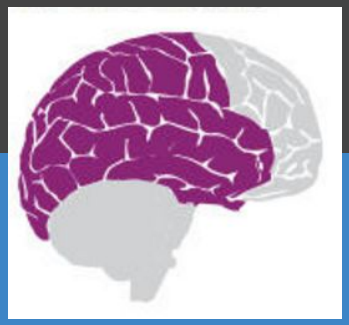
Provide options for sustaining effort and persistence

- Heighten salience of goals and objectives.
- Vary demands and resources to optimize challenge.
- Foster collaboration and community.
- Increase mastery-oriented feedback.

Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Relevance! Clear goals! Foster agency!



Provide Multiple Means of Representation

Provide options for comprehension

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing, visualization, and manipulation
- Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for perception

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Multiple media! Scaffold strategies!

Provide Multiple Means of Action & Expression

Provide options for executive functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Enhance capacity for monitoring progress

Provide options for expression and communication

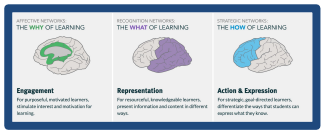
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Choice of media! Scaffold tools!

Lesson Plans: Strategies for Access

UDL  + CRP

5. Universal Design for Learning: (How does lesson address these?)

REPRESENTATION - Options for presenting content	**ENGAGEMENT** - Options for engaging student interest	**EXPRESSION** - Options for students to demonstrate learning	**CULTURAL CONSIDERATIONS**
X Artifacts X Pictures X Graphic organizers O Video clips O Audio recordings O Lab O Lecture O Other _____	X Cooperative work group O Partner work X Manipulatives O Movement O Debates O Role plays or simulations O Other _____	X Written response X Illustrated response X Oral response O Model creation or construction O Other _____	X Nature of content & ethnicity and/or culture of students O Other _____
CONTENT - Consider how veterans with disabilities were cared for and how care changed over time.	PROCESS - Small groups will examine and organize a variety of visual and verbal primary sources.	PRODUCT - Create and demonstrate a timeline on the treatment of wounded Civil War veterans.	Solicit experiences of students with soldiers or veterans relatives. Consider government responsibilities to people with disabilities.

Grid explanation at EmergingAmerica.org

Explanation of Culturally Relevant Pedagogy

Culturally Relevant Pedagogy

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History Education MN

MN STATE SMART

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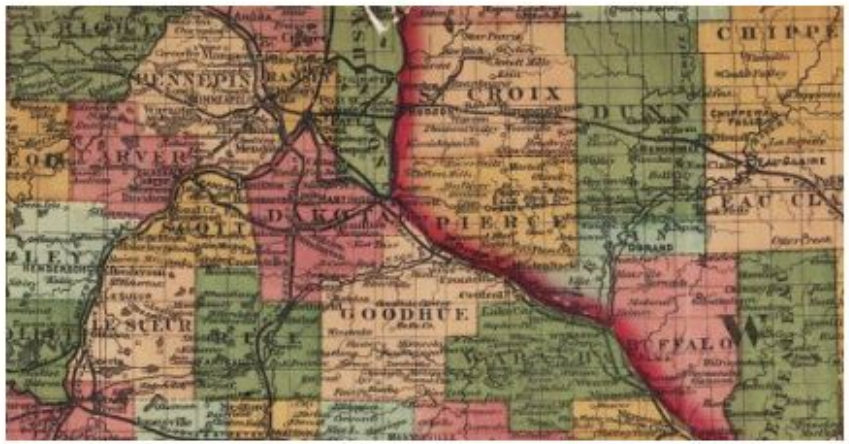
Inquiry in the Upper Midwest



Inquiry *in the* **Upper Midwest**

Teaching with primary sources in Minnesota and Wisconsin. Made possible by a Library of Congress grant.

Primary Source Analysis

http://www.loc.gov/teachers/

OLIVE OIL

Sentence Stem

What questions do you have?

If you could ask these people a question, what would like to ask?
Complete a sentence:

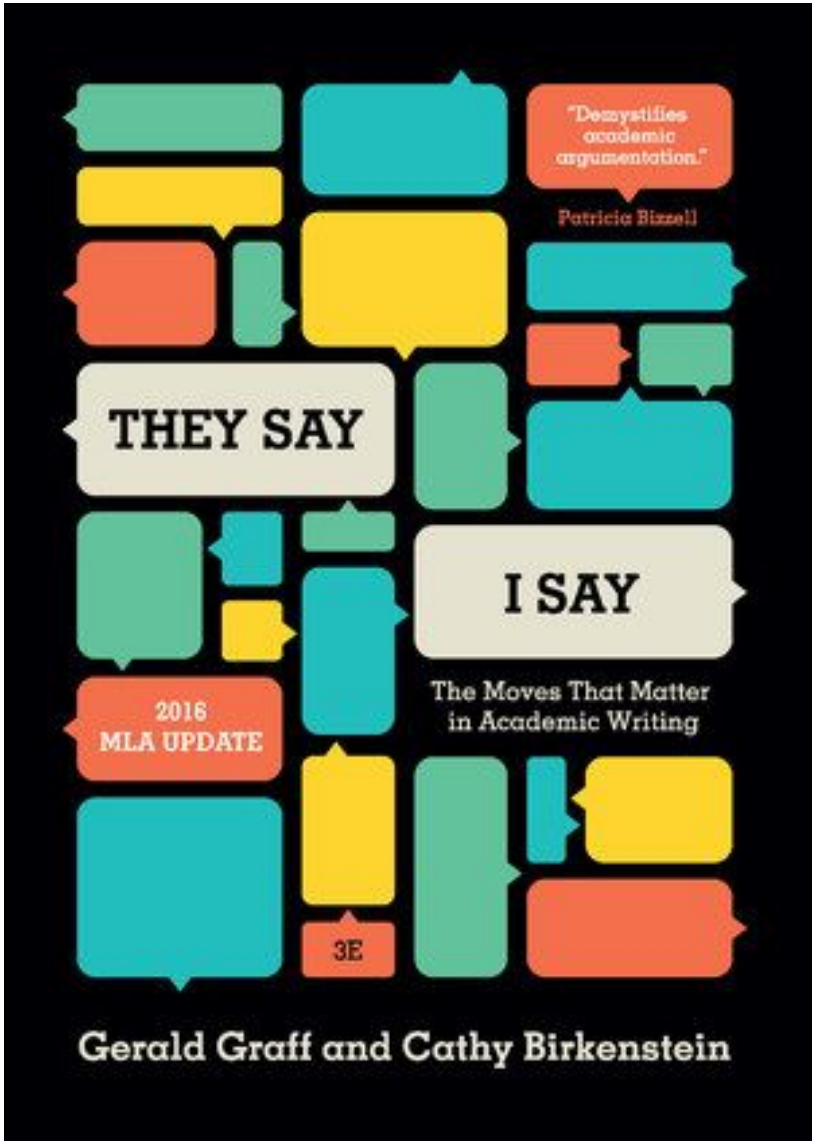
- *How do you _____?*
- *Where do you _____?*

STEMS

They Say; I Say:

The Moves That Matter in Academic Writing

books.wwnorton.com



Primary Source Analysis Tool

Stems.

OBSERVE

NO INFERENCES!

- What do you see?
- Describe the people?
- Describe the place.
- Where are the people in relation to one another?

REFLECT

- What are these people doing?
- What can you tell about them?
- What might they be saying to each other?
- What will they be doing in an hour?

"What makes you say that?"

QUESTION

- What questions would you ask them?
- Why are they doing what they are doing?
- What looks familiar?
- What looks different or strange?

INVESTIGATE: *How would you find out more? Where would you look?*

Further Investigation

What more do you want to know, and how can you find out?

Library of Congress LOC.gov/teachers

- **Expand Text Set:** Explore letters, oral histories, newspaper articles or reports about the topic.
  - Representation
- **Place Yourself in the Scene:** Predict what will happen one hour after the scene shown. At the end of the day. Explain your reasoning.
  - **Engagement**
- **Build on Your Analysis:** Expand or alter textbook based on image. Write the caption.
  - **Expression & Action**

What more can we learn about a source from its context–including source information?

*What questions does **that** raise?*

- **Title:** Mexican pecan shellers removing meats from shell. Union plant. San Antonio, Texas.
- **Creator:** Russell Lee, Farm Security Administration
- **Year:** 1939
- **URL:** http://www.loc.gov/pictures/item/fsa2000013874/PP/
- **Thumbnail:**
- **Annotation:** Collection includes several photos from this date in Texas, including homes, & non-union shellers.

*What questions do you have **now**?*

Now that I learned _____ about these people, I want to know why _____.

Engagement

Expression

Further supporting ELs:

- **Think aloud:** work through the ORQ sequence with a familiar source *before* expecting active participation with a historical primary source.
  - Representation–*and Scaffolding*
- **Provide a hook:** reference students' own experience of work or of immigration / moving.
  - Engagement
- **Vocabulary Preview**: *image, immigration, observe, notice, examine, reflect*, etc.
  - Representation–*and Scaffolding*
- **Quick Write using** sentence stems.
  - Expression & Action–*and Scaffolding*

Exploring History

Model
Tools for Access

Our Process

1. We will introduce and describe tools to support struggling learners.

2. We will model strategies & tools you can use.

3. While these strategies aim especially to support English Learners, we know from research that these methods benefit all learners.

Exploring History

History of
Immigrants & Immigration

Overall Frameworks for Understanding

Immigration History

Frameworks for Understanding

- **Citizenship & Identity** – *Who belongs? Who decides who belongs?*
- **Immigration Framework** – *What do immigration stories share?*
- **Historical Trends** – *What causes patterns?*
- **Laws & Court Rulings** – *How do laws and policies affect immigrants and communities? Economies?*
- **Language & Immigration** – *Where do English Learners fit in all this?*

https://commons.wikimedia.org/wiki/File:Nogales_Border_Wall_and_Concertina_Wire_-_46966373752.jpg

Why Teach Immigration History?

- Engage English Learners who are immigrants.
- Engage students who identify with immigrants.
- Represent all voices in history.
- Counter stereotypes.
- Make study of history an investigation.

https://commons.wikimedia.org/wiki/File:Nogales_Border_Wall_and_Concertina_Wire_-_46966373752.jpg

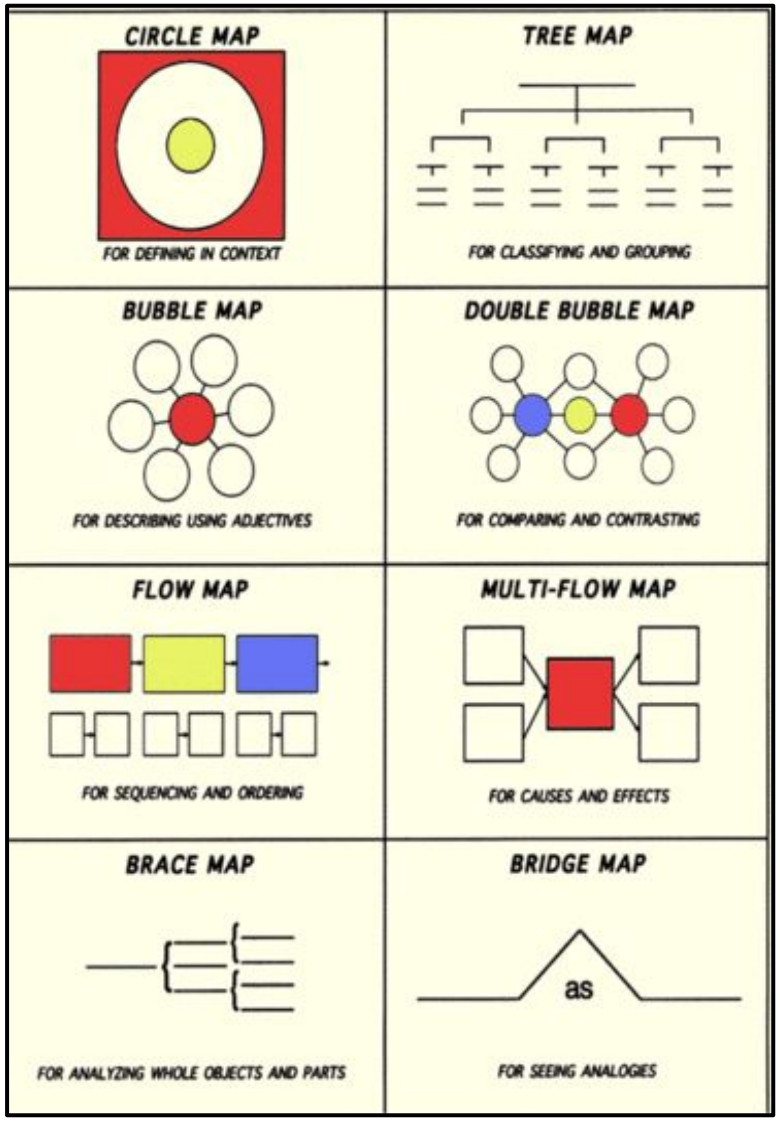
Guiding Question

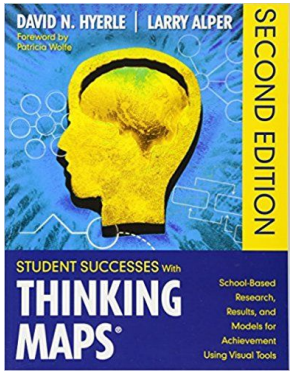
Who belongs in America?
Who decides who belongs?

Visual Supports

Circle Map

Thinking Maps - David Hyerle



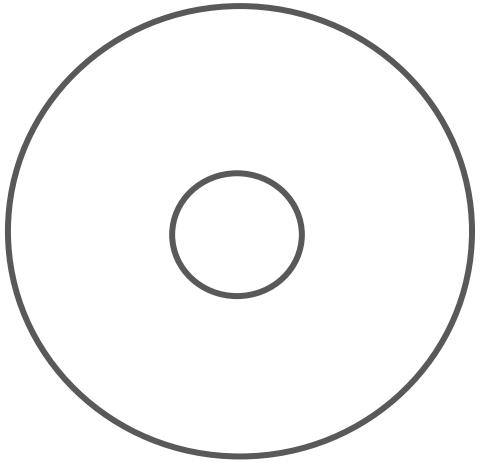


Systematic use of thinking maps, can allow students to:

- Make visual associations with complex ideas–true of all well-designed graphic organizers.
- Gain common language for learning across courses and disciplines.
- Learn tools gradually through a semester or even across grades.
- Internalize thinking behind tools and develop their own applications.

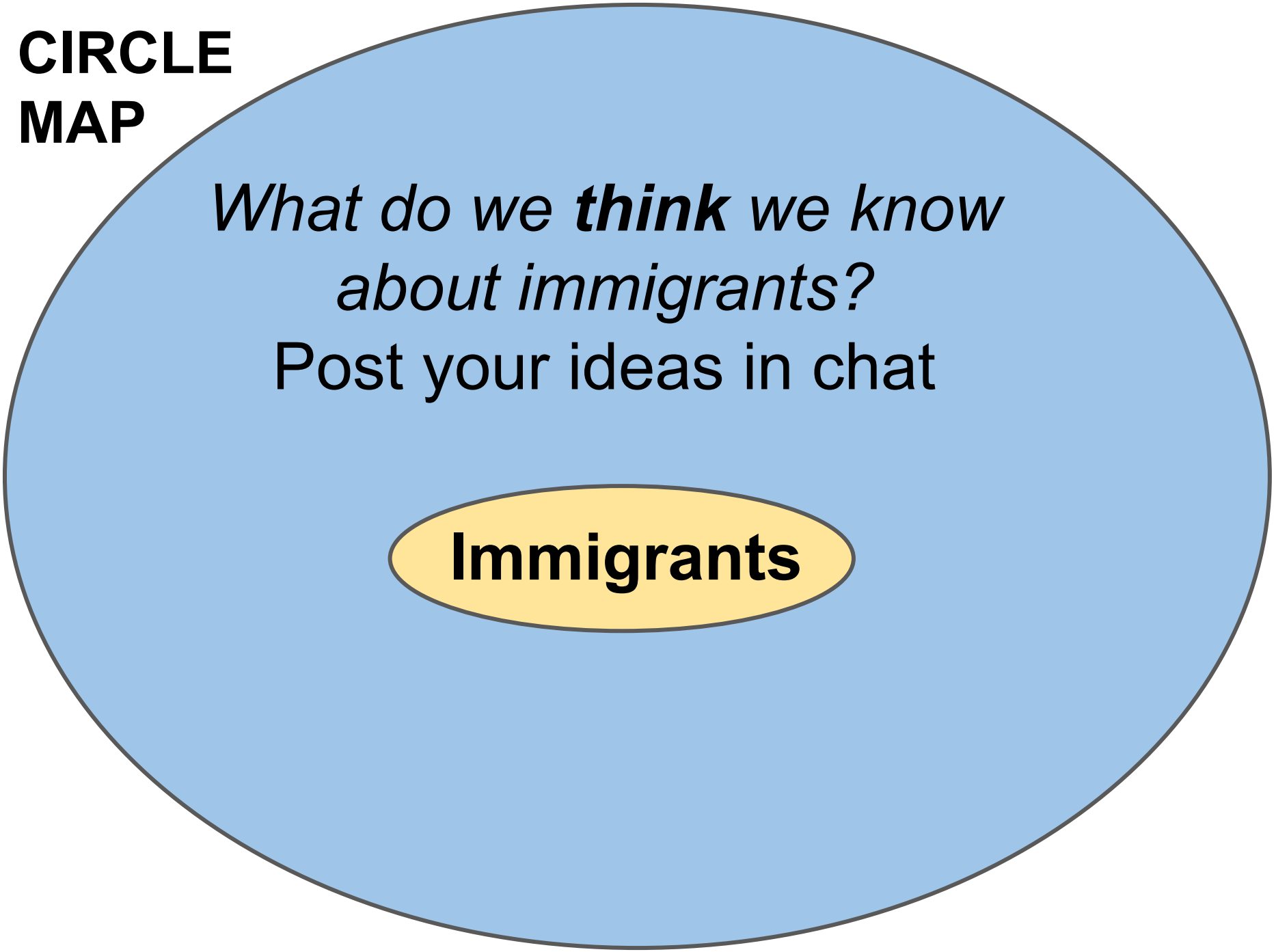
EmergingAmerica.org

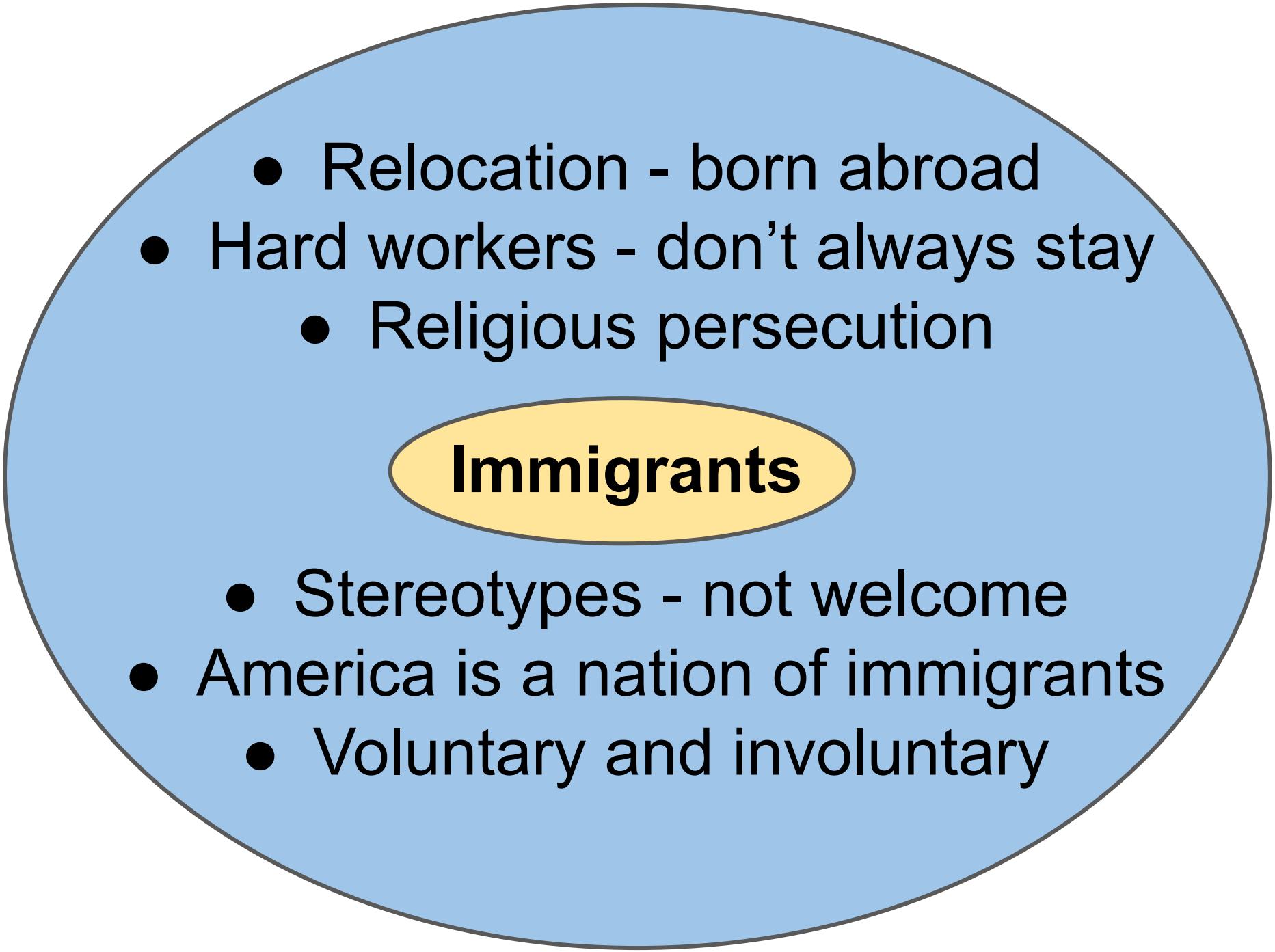
CIRCLE MAP:
Learn what students (think they) know.



1) Draw a small circle inside a large circle. Write topic in the center.
2) Class adds ideas, examples, definitions around topic.
3) "How do we know?" goes outside circle.

CIRCLE MAP

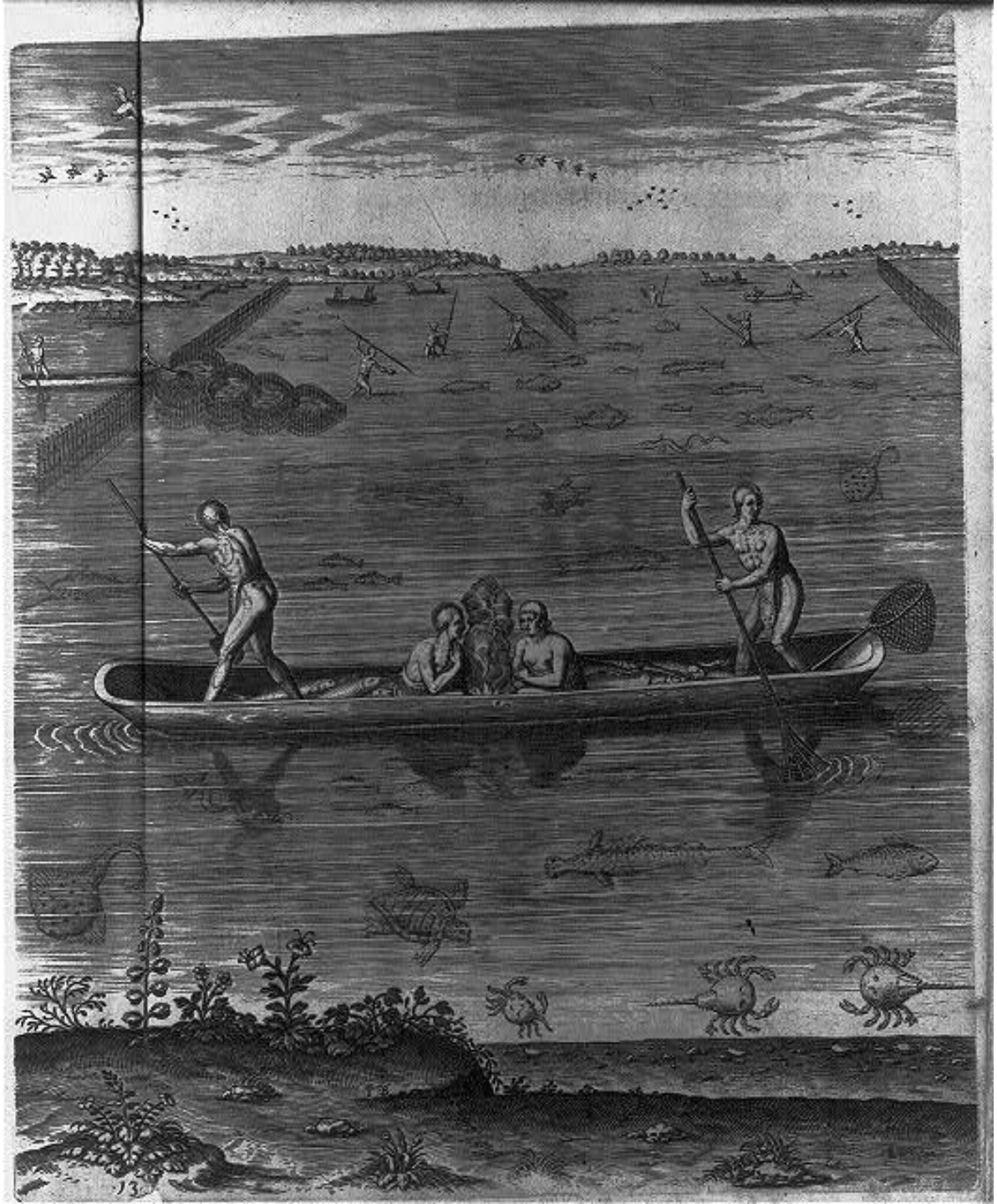

*What do we **think** we know about immigrants?*
Post your ideas in chat
Immigrants


• Relocation - born abroad
• Hard workers - don't always stay
• Religious persecution
Immigrants
• Stereotypes - not welcome
• America is a nation of immigrants
• Voluntary and involuntary

Immigration History - Question Assumptions:

Are these groups immigrants?

- Native Americans
- Enslaved People
- U.S. Citizens by Conquest
- Citizens of Colonial Possessions
- International Adoptees



https://www.loc.gov/item/2001696969/

Immigration Stories

Accessible Lesson Plan

Immigrant Stories: Why we came, and what we brought with us

1906 - 2020

In this lesson on the experiences and contributions of immigrants to the United States, elementary students explore the reasons why people have made life changes in moving to a new country, both earlier in history and recently. Using primary sources spanning 100 years, students generate questions and look for answers. Students also interview adults in their lives or at school about their own immigration stories. This lesson was developed by teacher Matt Howell for a second grade class, but could easily work for older students as well.

Using their interviews and other research including primary and secondary sources, students will seek to discover reasons why their own family, or another family or group (contemporary or historical), came to the U.S., what they brought with them, and how their community benefits from immigrant contributions. Students will have a chance to share what they learned with each other, and can share their reports with civic leaders (and/or with their families as guests at a presentation).

Designed to be accessible to English Learners at various levels, and adapted for use in a general classroom, this is an engaging project that allows students to develop skills in asking questions, planning research, and sharing their work and the stories of others in ways that develop the skills of active citizenship.

Download:

IMMIGRANT STORIES LESSON PLAN

Emerging Am

Immigrant Story
Gabriella
7th Grader
Austin, Texas

URL:
http://teacher.scholastic.com/activities/immigration/young_immigrants/gabriella.htm

"Immigration Yesterday and Today"

SCHOLASTIC

Context

LIBRARY OF CONGRESS

Immigration and Relocation in U.S. History

The history of the United States has always been shaped by peoples and communities who came to its shores or moved within its borders. Some sought a better life, some fled oppression, and some were moved against their will. This presentation uses Library of Congress primary sources to explore moments and experiences from several of these communities.

African

Chinese

German

Irish

Italian

Japanese

https://www.loc.gov/classroom-materials/immigration/

Making Text Accessible

Which excerpts are vital?

Show the Original

Mexican

Millions of people in the United States today identify themselves as Mexican immigrants or Mexican Americans, and are among both the oldest and newest inhabitants of the nation. Some Mexicans were already living in the Southern and Western regions of the North American continent centuries before the United States existed. Many more Mexicans came to the country during the 20th century, and Mexican immigrants continued to arrive in the late 20th and early 21st centuries.

Mexicans entering the United States.

The multicultural inheritance of Mexican Americans is rich and complex. It reflects the influences of Spain, Mexico, and indigenous cultures, and has been shaped by hundreds of years of survival and adaptation in the crucible of North American history. This history was also shaped by wars and depressions, by the Treaty of Guadalupe Hidalgo and the Gadsden Purchase, and by shifting attitudes toward immigration.

Mexican immigration occupies a complex position in the U.S. legal system and in U.S. public opinion. Immigration law has swung back and forth throughout the 20th century, at times welcoming Mexican immigrants and at other times slamming the door shut on them. The public reception of this immigrant group has also been unpredictable; Mexican immigrants have been able to make a place for themselves in communities across the United States, but frequently have had to battle hostile elements in those same communities to survive.

Mexican immigrants and their descendants now make up a significant portion of the U.S. population and have become one of the most influential social and cultural groups in the country. Mexican American culture will likely continue to shape U.S. life in language, politics, food, and daily living and will help define the nation's identity for a new century.

Making Text Accessible

Which words are difficult–and essential?

The multicultural inheritance of Mexican Americans is rich and complex. It reflects the influences of Spain, Mexico, and indigenous cultures, and has been shaped by hundreds of years of survival and adaptation in the crucible of North American history.

Making Text Accessible

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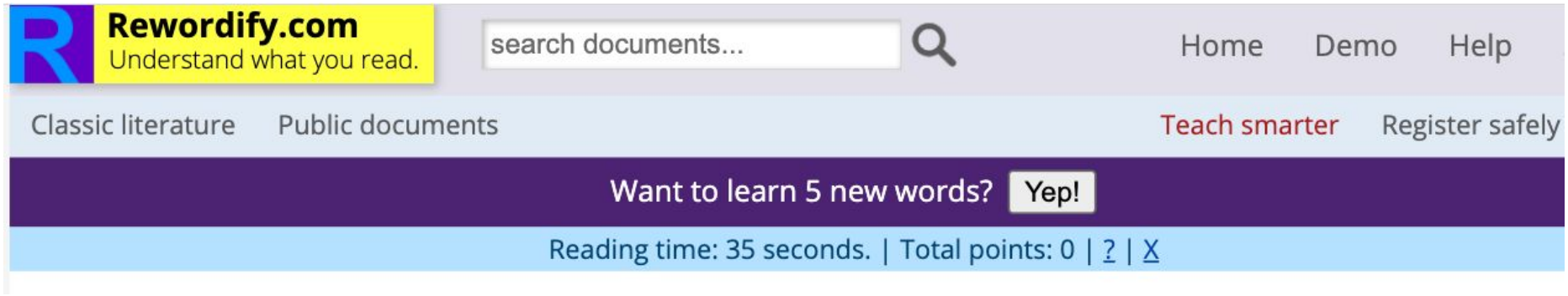
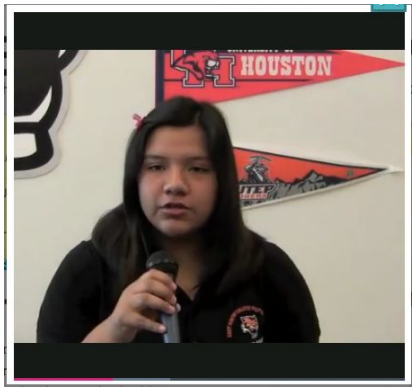
Making Text Accessible - ReWordify



Original:
The multicultural inheritance of Mexican Americans is rich and complex. It reflects the influences of Spain, Mexico, and indigenous cultures, and has been shaped by hundreds of years of survival and adaptation in the crucible of North American history.

Immigrant Story
Gabriella
7th Grader
Austin, Texas

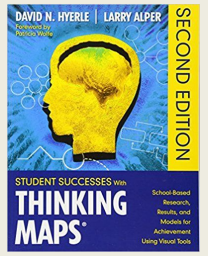


- Place of origin: Coahuila, Mexico
- Speaks Spanish
- Family ran store and ranch
- Moved to Austin, TX 3 months ago
- Had trouble learning English
- Teachers helped
- 7th grade East Austin College Preparatory
- “I really like it here”

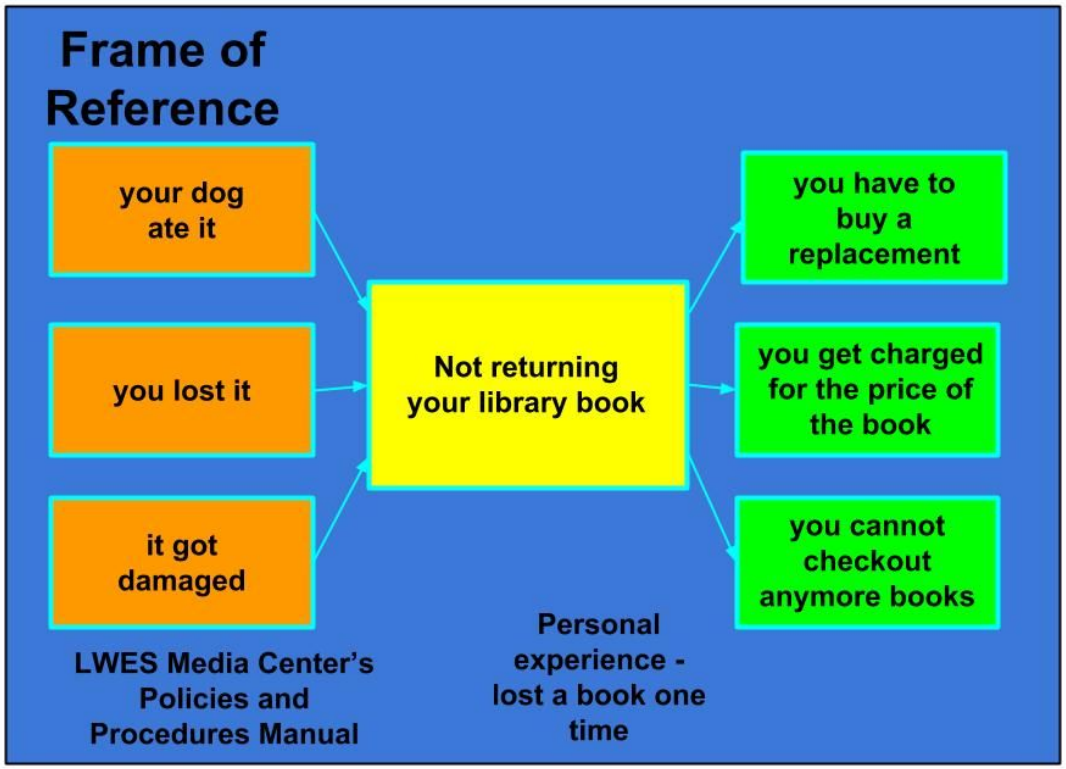
Visual Supports

Multi-Flow Map

Teach Your Graphic Organizers Flow Maps - David Hyerle



Causes → Event → Effects



What ORDER?

Options:

- **Logical sequence**
  - **Cause & effect**
  - **Choices**
- **Chronological**
  - **(by date)**
- **Geographic**
- **Cyclical**

http://lwesmediacenter.weebly.com/thinking-maps.html

EmergingAmerica.org

FLOW MAP
Immigration Framework

EmergingAmerica.org/tps

The American Immigration Experience

1

Decide to leave home

2

Make plans for the journey

3

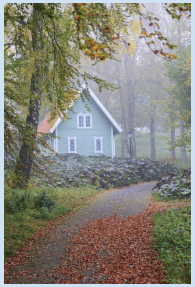
Make the journey

4

Immigrants arrive in the new country

5

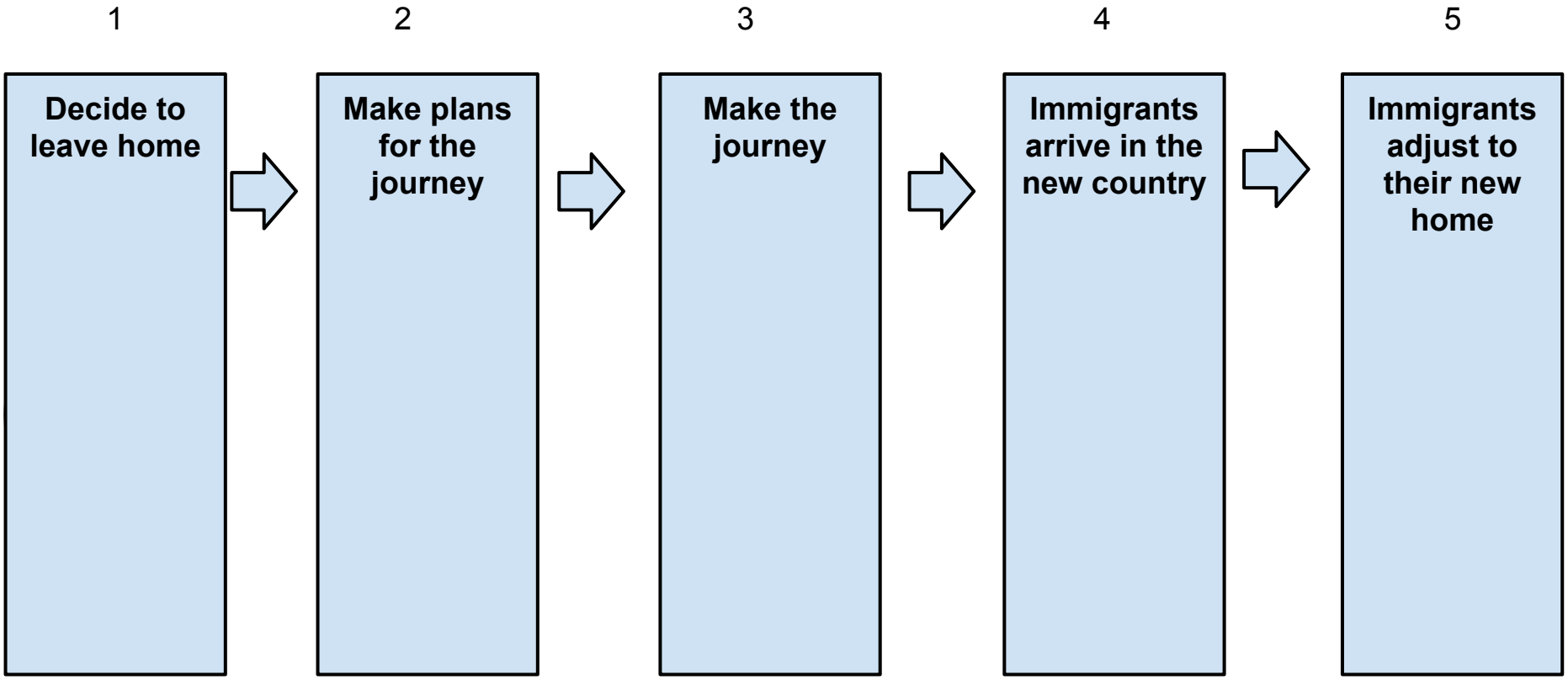
Immigrants adjust to their new home



Sanford Roth, CES. Historical photos are from the Library of Congress. Links are provided in a separate list.

FLOW MAP

What was Gabriella's story?



FLOW MAP

Carl Shurz

1	2	3	4	5
Decide to leave home	**Make plans for the journey**	**Make the journey**	**Immigrants arrive in the new country**	**Immigrants adjust to their new home**
Leaving the ranch was hard. But in Mexico we had problems. Here, we are better.		**Three months ago, I moved to Austin, Texas. I drove from our ranch to our new apartment.**	**I didn't speak any English when I first arrived. Teachers teach me how I can do it.**	**My life is better here. I am in 7th grade at East Austin College Preparatory. I will work in my family business.**

Text Set: Immigration

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ASK A LIBRARIAN | DIGITAL COLLECTIONS | LIBRARY CATALOGS | Search | Search Loc.gov | GO

The Library of Congress > Teachers > Classroom Materials > Primary Source Sets > Immigration: Challenges for New Americans

TEACHERS

Search this site GO

- Teachers Home
- Classroom Materials
- Professional Development
- TPS Partner Program
- Using Primary Sources
- News and Events

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Immigration: Challenges for New Americans

Teacher's Guide

Start here for historical context, teaching suggestions, links to online resources, and more:

Immigration: Challenges for New Americans Teacher's Guide (PDF, 2.76 MB)

To help your students analyze these primary sources, get a graphic organizer and guides:

Analysis Tool and Guides »

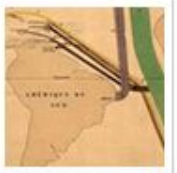
Student Discovery Set — free ebook on iBooks

Find out which standards this resource meets ○ Common Core ○ State Content ○ Organizations

Primary Sources

Click the thumbnail for the original item, the caption for information on the item, or download a PDF or MP3.

Emigrant Map



1858 Global

Goodbye to Old

Steerage

View of Ellis

FLOW MAP - Primary Sources

https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibition4.html

1) Choose a partner.
2) Choose a primary source from the packet.
3) Decide which step on the flow chart it fits best.
4) Be ready to explain why.

Exploring History

History of
Immigrants & Immigration

Teaching Strategies 1

Key Concepts

Expand Voices Studied

Exclusionary Immigration Legislation

Following the 1882 Chinese Exclusion Act...

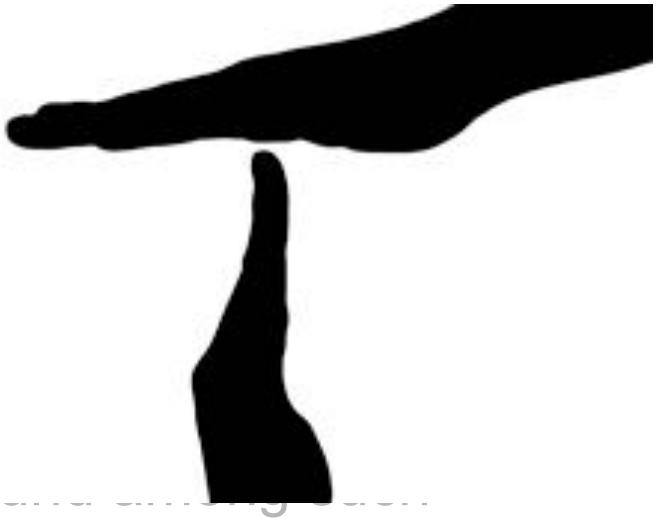
1882 Immigration Act

"**any convict, lunatic, idiot,** or any person **unable to take care of himself or herself without becoming a public charge… shall not be permitted to land**."

https://www.loc.gov/law/help/statutes-at-large/47th-congress/session-1/c47s1ch376.pdf

Photo: https://www.loc.gov/item/97501532/

TIME OUT!



Students deserve to hear archaic offensive terms called out and explained.

- **Set and discuss clear class rules**
- **It is sometimes OK to use such terms in a direct quote.**
- **It is NEVER OK to joke about such terms or to use them in conversation.**

This is one more reason to explore primary sources in class.

passengers any convict, **lunatic, idiot,** or any person unable to take care of himself or herself without becoming a public charge, they shall report the same in writing to the collector of such port, and such persons shall not be permitted to land."

https://www.loc.gov/law/help/statutes-at-large/47th-congress/session-1/c47s1ch376.pdf

Close Reading Primary Sources

Counter Stereotypes

Title: How John may dodge the exclusion act
Creator: J.S. Pughe.
Date: July 12, 1905
URL: https://www.loc.gov/item/2011645718/

HISTORICAL TRENDS

Primary Source Analysis

1) Examine Puck cartoon, *"How John may…"*
2) Observe-Reflect-Question
   - *What are creator's views of immigration?*
   - ***What are objections?***
3) *Questions to investigate?*
4) *How will you handle damaging stereotypes?*

What are the objections to immigration?
What are the fears?

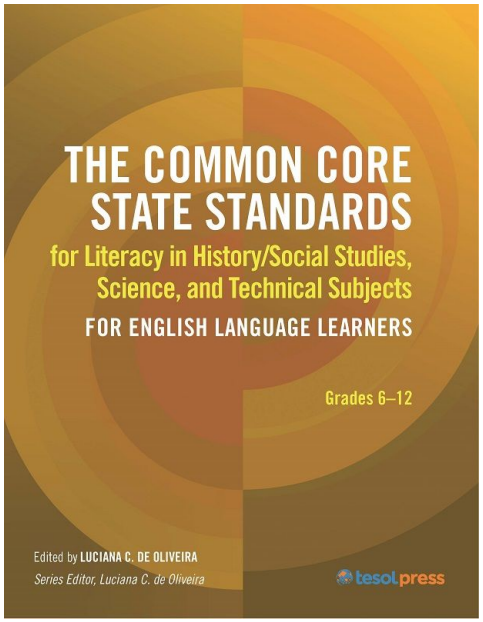
What questions arise?
How will you handle the stereotypes?

Linguistic Supports

Cause and Effect

Cause & Effect:

- Key History & Social Science idea
- *Challenging* for many English Learners to extract from secondary sources



http://sites.tesol.org/bookstore/ItemDetail?iProductCode=140711&Category=CCSS

Before Brown: Mendez v. Westminster - 1947

EdWeek - Voices of History: Sylvia Mendez (2:20 mins)
https://www.youtube.com/watch?v=SIMWdfSxoh8

Mendez v. Westminster Trial Transcript Excerpt: Intersection of immigration, ability, and race

Page 537 - lines 19-25; Page 538 - lines 1-2:

Q: [MR. MARCUS]: Mr. Kent, in your opinion, is a child retarded because of the fact that he speaks or is a bilingual, in other words, speaks Spanish and English?

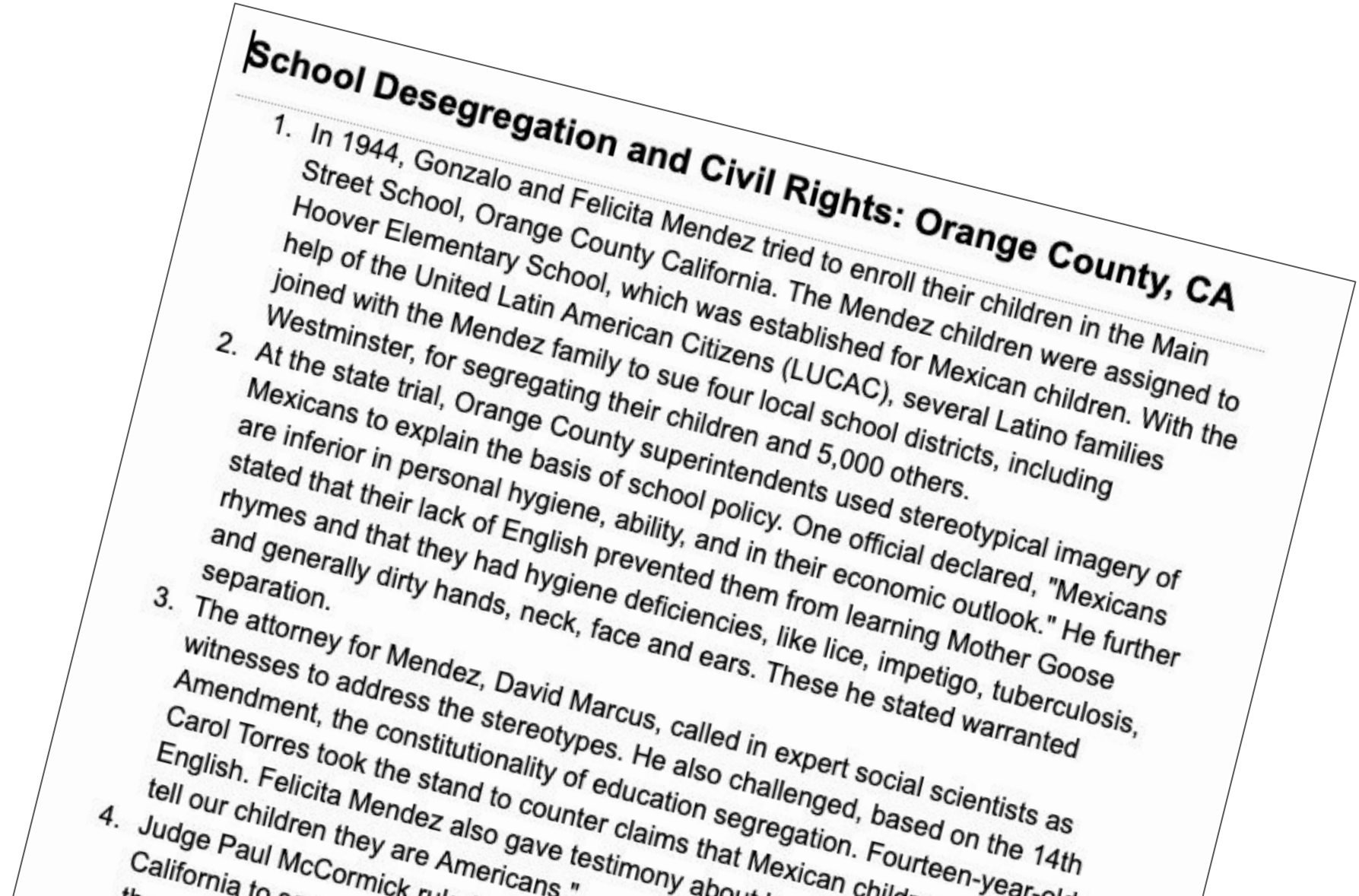
A: That is one of the factors, yes, sir.

Q: Now, isn't it a fact, Mr. Kent, that a child has a more comprehensive knowledge, at least linguistically speaking, because of the fact that he is able to speak both Spanish and English?

A: I would say not.

Analyze Secondary Source Document

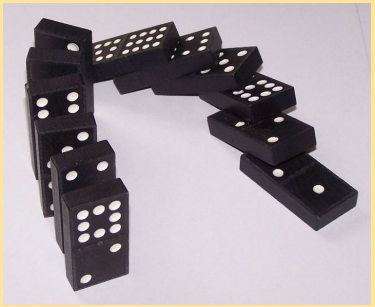
Cause & Effect -



School Desegregation and Civil Rights: Orange County, CA

1. In 1944, Gonzalo and Felicita Mendez tried to enroll their children in the Main Street School, Orange County California. The Mendez children were assigned to Hoover Elementary School, which was established for Mexican children. With the help of the United Latin American Citizens (LUCAC), several Latino families joined with the Mendez family to sue four local school districts, including Westminster, for segregating their children and 5,000 others.
2. At the state trial, Orange County superintendents used stereotypical imagery of Mexicans to explain the basis of school policy. One official declared, "Mexicans are inferior in personal hygiene, ability, and in their economic outlook." He further stated that their lack of English prevented them from learning Mother Goose rhymes and that they had hygiene deficiencies, like lice, impetigo, tuberculosis, and generally dirty hands, neck, face and ears. These he stated warranted separation.
3. The attorney for Mendez, David Marcus, called in expert social scientists as witnesses to address the stereotypes. He also challenged, based on the 14th Amendment, the constitutionality of education segregation. Fourteen-year-old Carol Torres took the stand to counter claims that Mexican children were not English. Felicita Mendez also gave testimony about how [illegible] tell our children they are Americans."
4. Judge Paul McCormick ruled [illegible] California to [illegible]

CLOSE READING OF INFO TEXT
CAUSE AND EFFECT



1) Read the secondary text.
   - Circle actions (verbs).
2) List actions & causes on left side of form.
   - Underline causal expressions.
3) List effects on right side.
4) Draw arrows from causes to effects.

Analyze Secondary Source Document

Cause & Effect - *In folder: Mendez v. Westminster - 1947*

Circle the verbs

1. In 1944, Gonzalo and Felicita Mendez tried to enroll their children in the Main Street School, Orange County California. The Mendez children were assigned to Hoover Elementary School, which was established for Mexican children. With the help of the United Latin American Citizens (LUCAC), several Latino families joined with the Mendez family to sue four local school districts, including Westminster, for segregating their children and 5,000 others.

EXAMPLE

Events/Actions as Cause	Effects

The Mendez children were assigned to the Hoover School… for Mexican children.

Several Latino families joined the Mendez family to sue four local school districts.

Orange County superintendents used stereotypes to explain school policy.

Attorney... called in social scientists to address the stereotypes.

Carol Torres took the stand to counter claims that Mexican children did not speak Englsih.

Parts of speech

(•) Interactive view ( ) Advanced view

Print

Legend: Click the legend words to toggle highlighting. Get help on this page.

Noun Pronoun Verb Adjective Adverb Conjunction Preposition Article Interjection

---

In 1944 , Gonzalo and Felicita Mendez tried to enroll their children in the Main Street School , Orange County California . The Mendez children were assigned to Hoover Elementary School , which was established for Mexican children . With the help of the United Latin American Citizens (LUCAC) , several Latino families joined with the Mendez family to sue four local school districts , including Westminster , for segregating their children and 5 ,000 others .

At the state trial , Orange County superintendents used stereotypical imagery of Mexicans to explain the basis of school policy . One official declared , " Mexicans are inferior in personal hygiene , ability , and in their economic outlook . " He further stated that their lack of English prevented them from learning Mother Goose rhymes and that they had hygiene deficiencies , like lice , impetigo , tuberculosis , and generally dirty hands , neck , face and ears . These he stated warranted separation .

Key Takeaway

Judge Paul McCormick ruled that there was no justification in the laws of California to segregate Mexican children ... doing so was a **"clear denial of the equal protection clause of the 14th Amendment" to the U.S. Constitution”**… The case shows that the civil rights struggle crossed regional, racial and ethnic lines. Supporting briefs in the case included the NAACP (coauthored by Thurgood Marshall) and several other civil rights organizations…

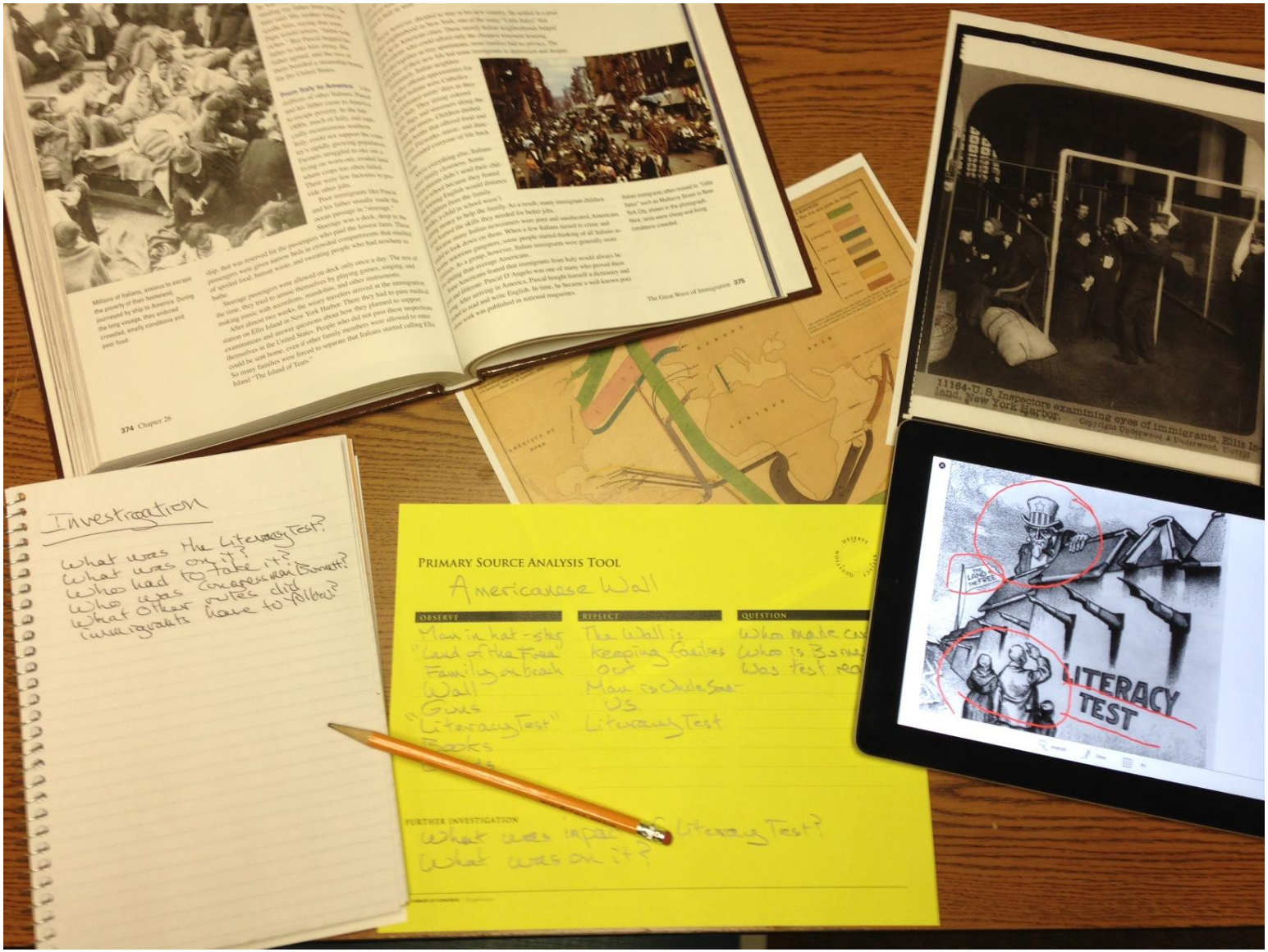
In 1954, in Brown v. Board of Education, the Supreme Court ruled (in part based on the Mendez case) against “separate but equal” school nationwide.

Primary Sources on Immigration

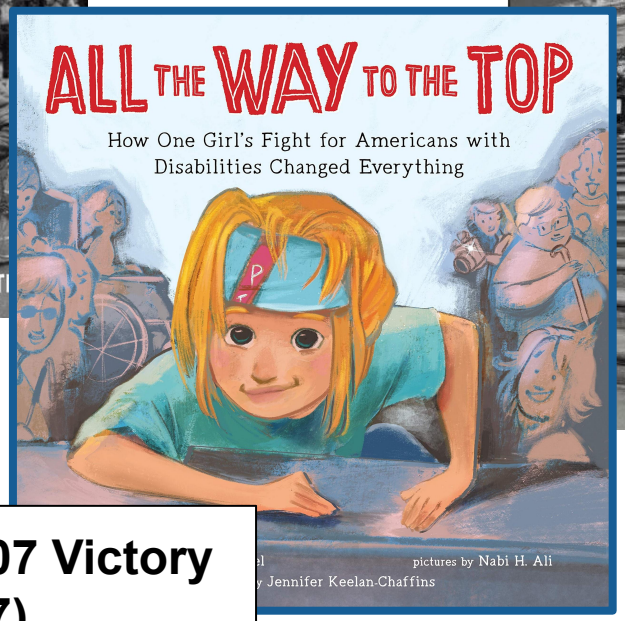
Text Sets

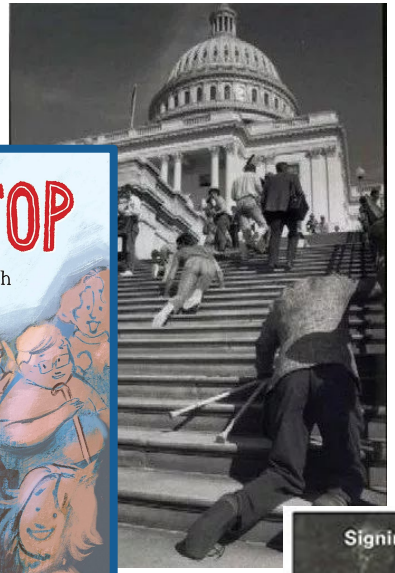
What are you searching for?

Example: Investigation on Nativism



Disability History - Primary Sources Text Sets





Ed Roberts 407 Victory Speech (1977)

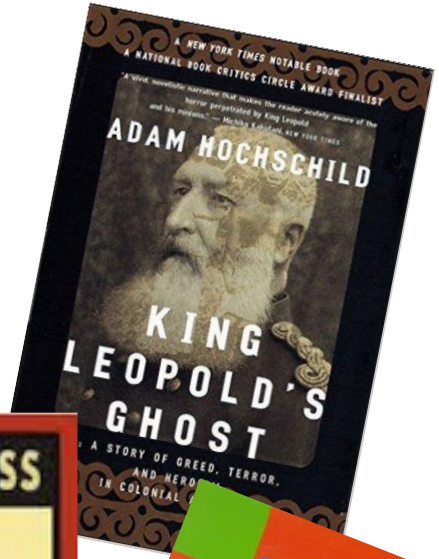
… And that's the greatest example, that we, who are considered the weakest, the most helpless people in our society, are the strongest, and will not tolerate segregation, will not tolerate a society which sees us as less than whole people. But that we will together, with our friends, will reshape the image that this society has of us. ...

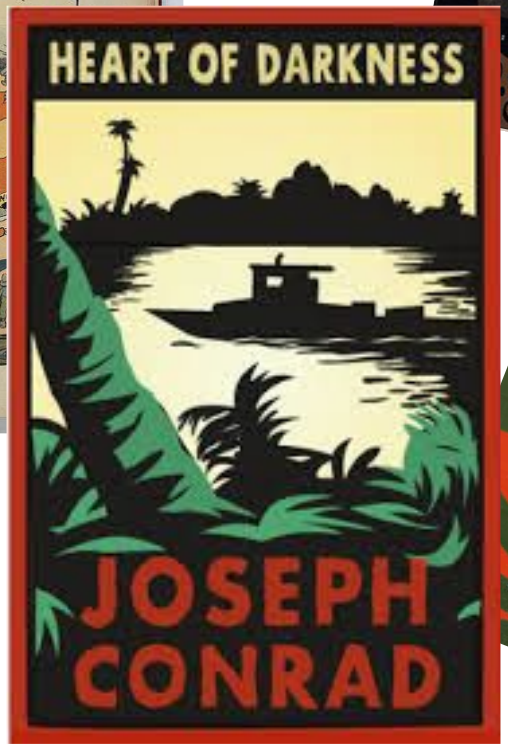
Americans with Disabilities Act (1990)

"Prohibits discrimination on the basis of disability in employment… government, public accommodations, commercial facilities, transportation, and telecommunications."

EmergingAm

Text Set: Colonialism





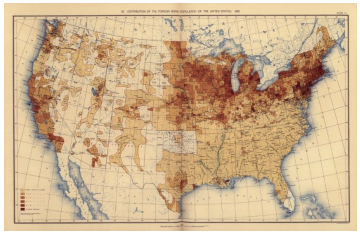
Task: Write an extended definition of colonialism, citing examples from the readings and LOC sources ...

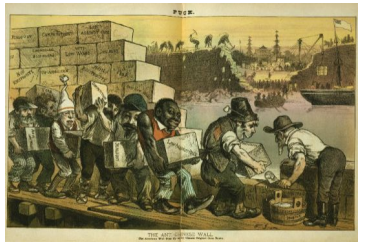
EmergingAmerica.org

Building Text Sets

Ways Full Text Sets Improve Access

- **Present photos, songs, maps, film, data, documents, & objects. (representation)**
- **Students choose sources (engagement)**
- **Differentiate reading levels & complexity of concepts (representation)**
- **Work in teams (engagement) & (action)**
- **Students generate own questions to investigate (expression) & (engagement)**
- **Students research & present using varied sources (expression & action)**
- **Challenge status quo (engagement) & (action)**

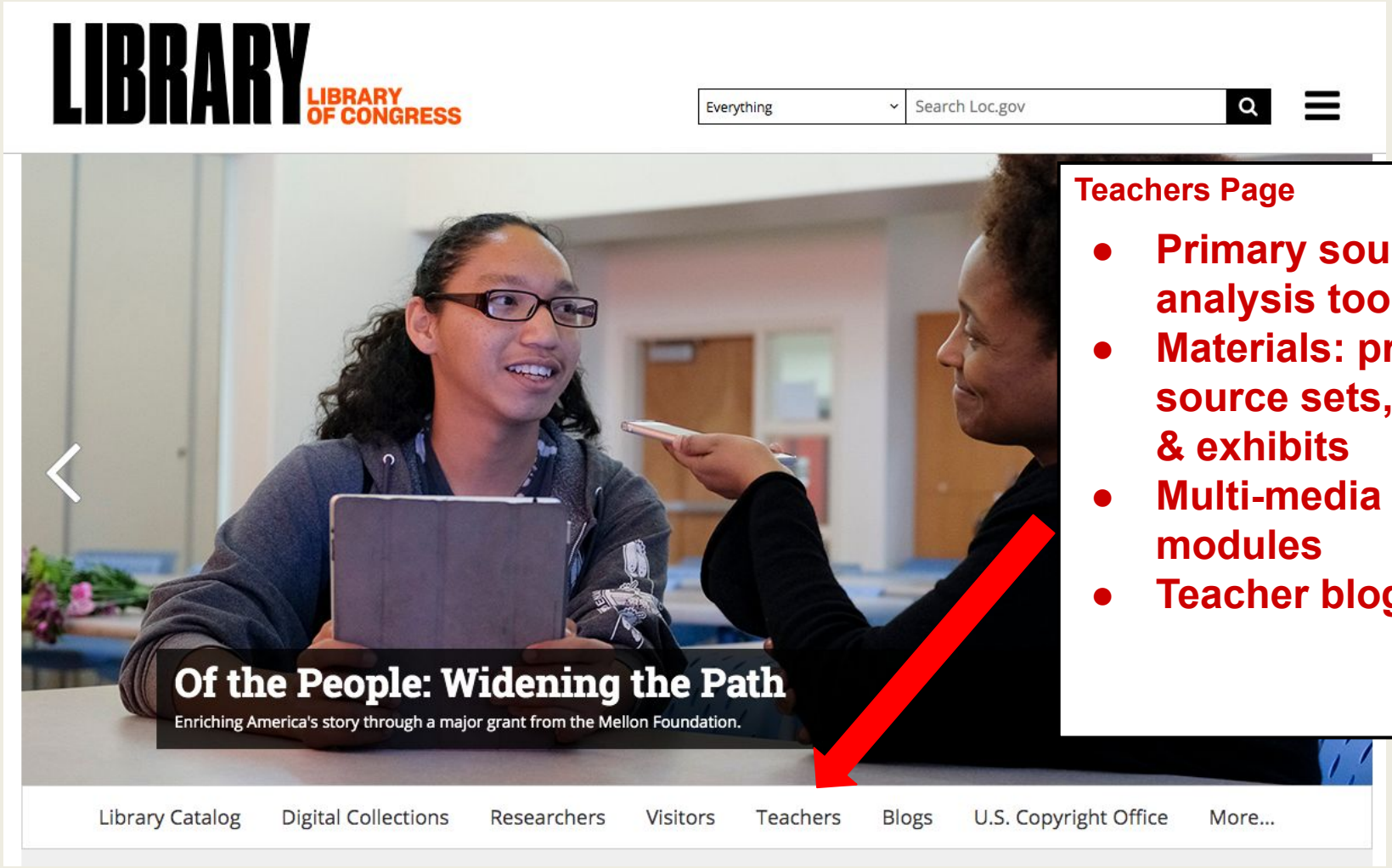




Finding Primary Sources

Where will you find them?

Short Cut: http://Loc.Gov/Teachers



Teachers Page

- **Primary source analysis tool**
- **Materials: primary source sets, lessons, & exhibits**
- **Multi-media intro modules**
- **Teacher blog**

Classroom Materials

Primary Source Sets

Sets of primary sources on specific topics.

Lesson Plans

Teacher-created lesson plans using Library of Congress primary sources.

Presentations

Media-rich historical context and opportunities for both teachers and students to explore.

Classroom Materials

LIBRARY LIBRARY OF CONGRESS

Classroom Materials at the Library of Congress | Immigration

Library of Congress » Classroom Materials » Search

Share

Classroom Materials at the Library of Congress

Results: 1-33 of 33 | Refined by: Part of: Classroom Materials at the Library ... ✖ Available Online ✖

Refine your results

Classroom Material Type testing

Lesson Plan	26
Primary Source Set	6
Presentation	1

Topic

Immigration & Ethnic Heritage	20
Culture & Folklife	9
City & Regional History	5
Immigration and Ethnic Heritage	3
Oral Histories	3
American History	2
City and Regional History	2
Arts & Culture	1
Arts and Culture	1
Constitution	1

More Topics »

Era

Great Depression & World War II, 1929 to 1945	17
Postwar United States, 1945 to Present	9

Classroom Materials at the Library of Congress

View Gallery Go Sort By Relevance Go

Immigration History Firsthand

Students use Library of Congress primary sources to examine immigration as a theme to begin understanding primary sources.

Immigration: Our Changing Voices

Students use Library of Congress primary sources to identify the issues involved with the migration of a community or family.

Immigration and Oral History

Students use Library of Congress primary sources to to gain an understanding of how to identify and interpret primary historical sources, specifically oral histories.

Immigration Challenges for New Americans

A selection of Library of Congress primary sources exploring the topic of immigration from the early nineteenth century to the middle of the twentieth century. This set also includes a Teacher's Guide...

Emerging Am

Immigrant History through Primary Sources

Overview
Universal Design
Disability History through Primary Sources
Immigrant History through Primary Sources
- Model Lessons on Immigrant History

Know & Support Students
Inquiry Strategies
Engagement Strategies
Assessment Strategies

How can we help you?

Contact us if you need help navigating our website or are interested in learning more about our services

CONTACT US

Current Workshops

Palumbo, F., photographer. (1964) Miss April Lou, teacher at PS 1, Manhattan, with six Chinese children, recent arrivals from Hong Kong and Formosa, who are holding up placards giving his or her Chinese name both in ideographs and in transliteration and the name to be entered upon the official school records / World Telegram & Sun photo by Fred Palumbo. New York, 1964. [Photograph] Retrieved from the Library of Congress, https://www.loc.gov/item/94512334/.

IMMIGRANT HISTORY THROUGH PRIMARY SOURCES

The Emerging America – Accessing Inquiry approach to making history and social studies accessible to all learners emphasizes the importance of showcasing the historical contributions of people with related challenges, including the challenge of being an immigrant.

Students engage when they connect with history that reflects THEIR experiences. For English Learners, seeing the contributions of new immigrants to U.S. history, seeing how immigration has been both a dynamic force and a topic of public debate, and learning about individuals whose civic contributions were not diminished by the circumstance of being a new speaker of English are important motivators in the study of history.

Exploring History

History of
Immigrants & Immigration

Teaching Strategies 2

Strategy for Working with a Text Set Making Claims

Where does ss fit in literacy standards?

ELA Writing-1:

"Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence."

Making Claims

Immigration versus Nativism
11th Grade Model Lesson
From Carolyn Ritter - Granby

Guiding Question for Lesson

How did the attitudes and perspectives of Nativists determine which immigrants were accepted by Americans as the "right" kind or rejected as the "wrong" kind?

Making Claims - Primary Source Carousel

1) **Teams move between stations.**
   - **Write notes.**
2) **Discuss in your group:**
   - ***What factors (economic, political, religious, etc.) were grounds for Nativists' support or rejection of immigrant groups?***
3) **Write a claim.**
4) **<u>Each student chooses 1+ primary sources to support the claim.</u>**
   - **Explain how each source supports claim.**

What are the objections to immigration?
What are the fears?

What questions arise?
How will you handle the stereotypes?

Student Search for Primary Sources

https://chroniclingamerica.loc.gov/

Pueblo chieftain., October 23, 1921, Page PAGE NINETEEN, Image 19

About Pueblo chieftain. (Pueblo, Colo.) 1889-current

Image provided by: History Colorado

THE PUEBLO CHIEFTAIN SUNDAY, OCTOBER 23, 1921—PAGE NINETEEN

CHIEFTAIN THEATER-DIRECTORY SUNDAY

LOVE, MYSTERY, DRAMA, IN THE HEART OF CHINATOWN

A GOLDWYN PICTURE

"CAMILLE" WRITTEN BY DUMAS WHEN 20

Famed Masterpiece Presented on the Screen by Nazimova at Rialto Theater

AN ADDED ATTRACTION

Bell's Jazz Orchestra, on the Steel Works "Y" community sing program this afternoon.

Sunday

This is Goldwyn Week

At THE PALM

That Means Exceptional Entertainment For You

Denver Orpheum

RED PEPPER FOR RHEUMATIC PAIN

Scott School Recital

ADVERTISEMENT

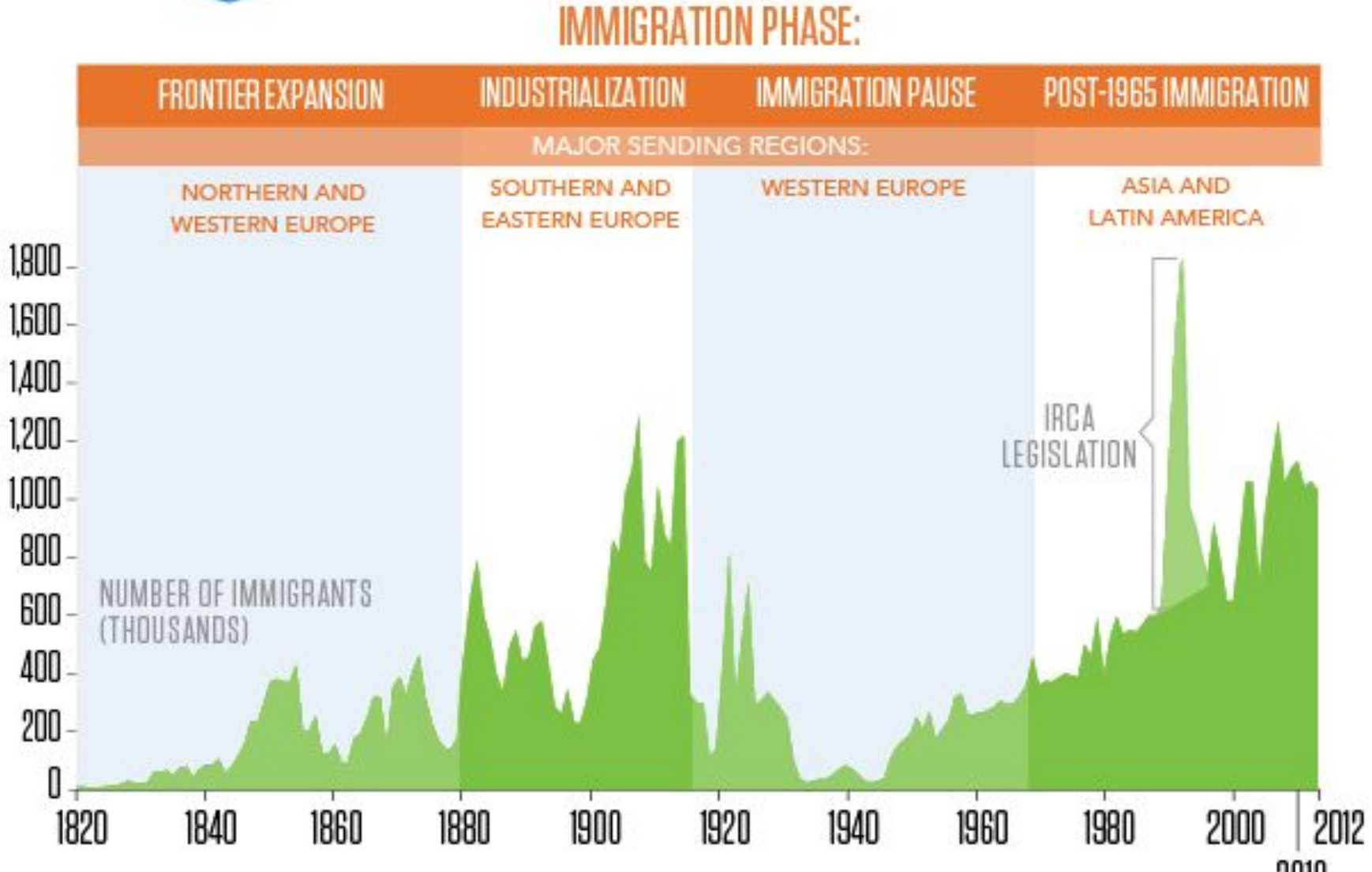
FOURTH ARTICLE.

THE CITY MANAGER

BOLD STEPS TAKEN BY PIONEER CITIES

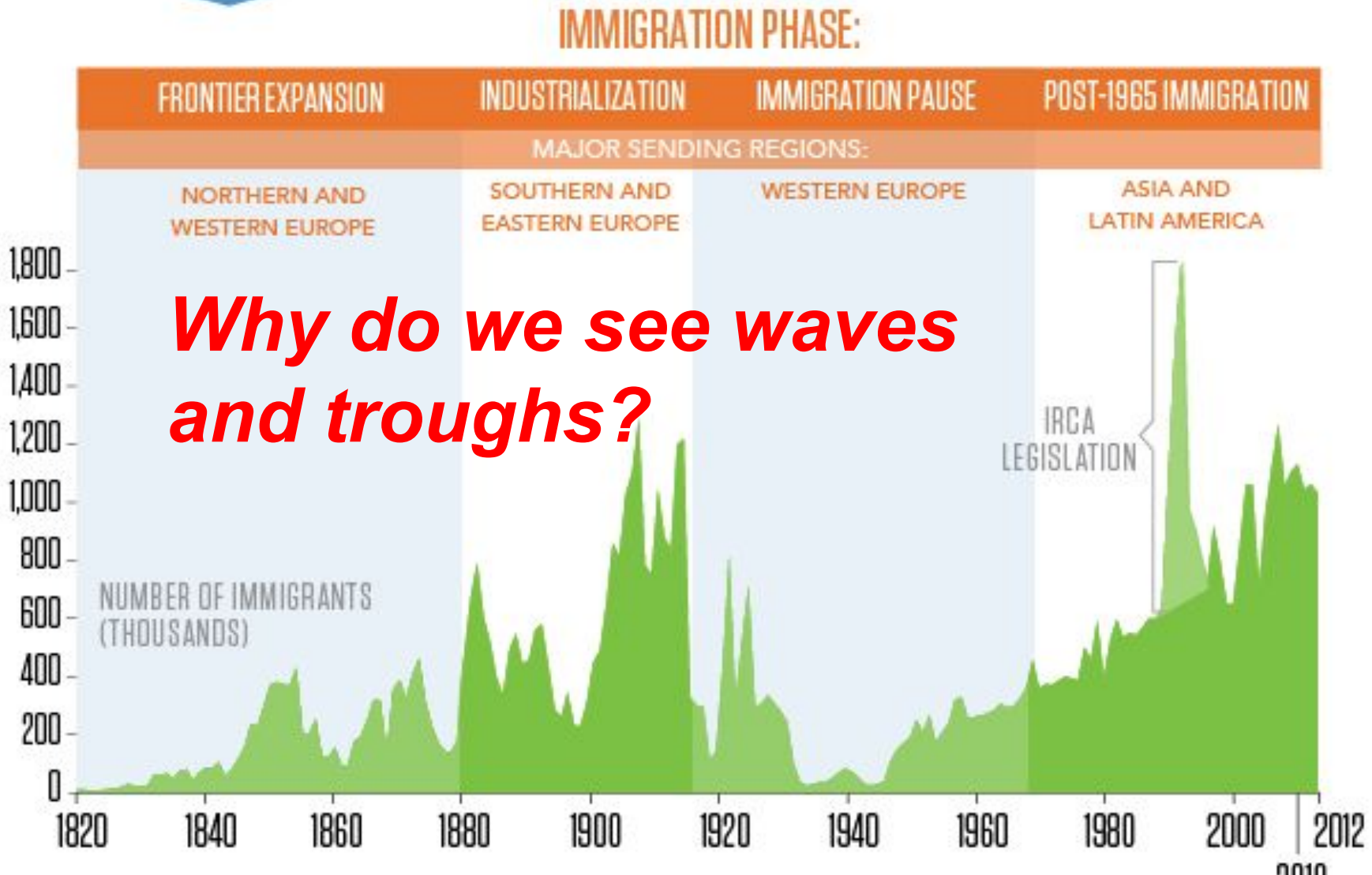
Examine Historical Immigration Trends

U.S. IMMIGRATION HAS OCCURRED IN WAVES, WITH PEAKS FOLLOWED BY TROUGHS



Population Reference Bureau

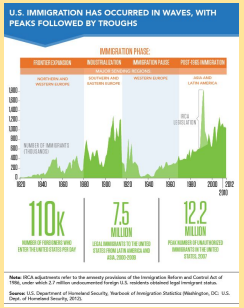
U.S. IMMIGRATION HAS OCCURRED IN WAVES, WITH PEAKS FOLLOWED BY TROUGHS



Why do we see waves and troughs?

Population Reference Bureau

HISTORICAL TRENDS
Secondary Source Analysis



1) Examine info-graphic: *"U.S. Immigration has occurred in waves…"*
2) Discuss: *Why waves and troughs?*
   - Consider Timeline in Kirk article, pages 100-102.
3) **Support your claims with primary sources.**

U.S. IMMIGRAT
PEAKS FOLLO

FRONTIER EXPANS

NORTHERN AN
WESTERN EURO

IRCA
LEGISLATION

NUMBER OF IMMIGRANTS
(THOUSANDS)

1,800
1,600
1,400
1,200
1,000
800
600
400
200
0

1820 1840 1860 1880 1900 1920 1940 1960 1980 2000 2012

Student Search for Data

Where do immigrants come from?

How does that change?

Foreign birthplaces of Mississippi residents - 2017

Research on Migration

Birthplace	In
Mexico	20,542
Germany	6,637
Central Ameri..	5,797
Vietnam	5,300
India	5,241
Philippines	4,216
Puerto Rico	3,108
China	2,757
West Indies	2,678
West Virginia	2,666
SOUTH AMER..	2,638
AFRICA	2,596
Japan	1,921
England	1,821
Canada	1,786
Cuba	1,357
Other USSR/R..	1,152
Yemen Arab R..	762
Italy	743
Scotland	742
United Kingd..	568
Nepal	530
Thailand	506
Australia and ..	458
Korea	391
Poland	382
Guam	360

http://depts.washington.edu/moving1/migrationhistory-states.shtml

Foreign birthplaces of Mississippi residents - 1960

Research on Migration

Birthplace	In
Italy	1,900
West Virginia	1,500
England	800
Germany	700
Canada	600
China	600
Other USSR/R..	400
Hungary	300
Norway	300
Scotland	300
Yugoslavia	300
Cuba	200
Lebanon	200
Lithuania	200
SOUTH AMER..	200
AFRICA	100
Asia, nec/ns	100
Czechoslovak..	100
Denmark	100
Greece	100
Guam	100
Ireland	100
Japan	100
Netherlands	100
Sweden	100

http://depts.washington.edu/moving1/Colorado.shtml

Engage with Current Events

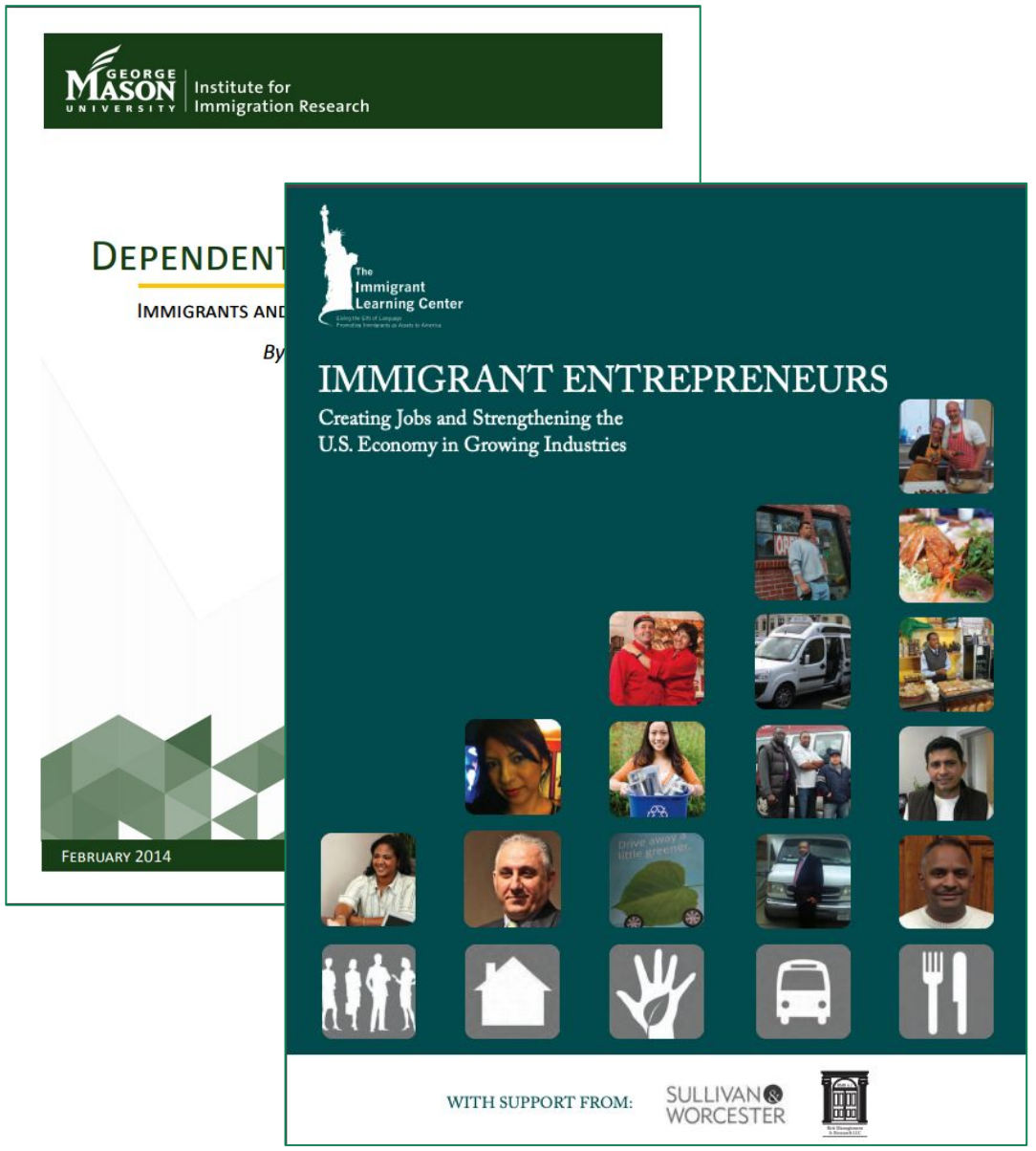
The Immigrant Learning Center

ILC Public Education Institute
http://www.ilctr.org/

Malden, Massachusetts

RELIABLE research data and analysis on contemporary immigration.

GEORGE MASON UNIVERSITY | Institute for Immigration Research



Teaching about DACA as a Current Event

Re-Imagining Migration

Immigration History: Today's English Learners

Guiding Question
(Repeated)

Who belongs in America?
Who decides who belongs?

Knowing English Learners

Identify Strengths
Identify Needs

(Thanks to Dr. Albert Mussad, CES)

English Learners in the U.S.

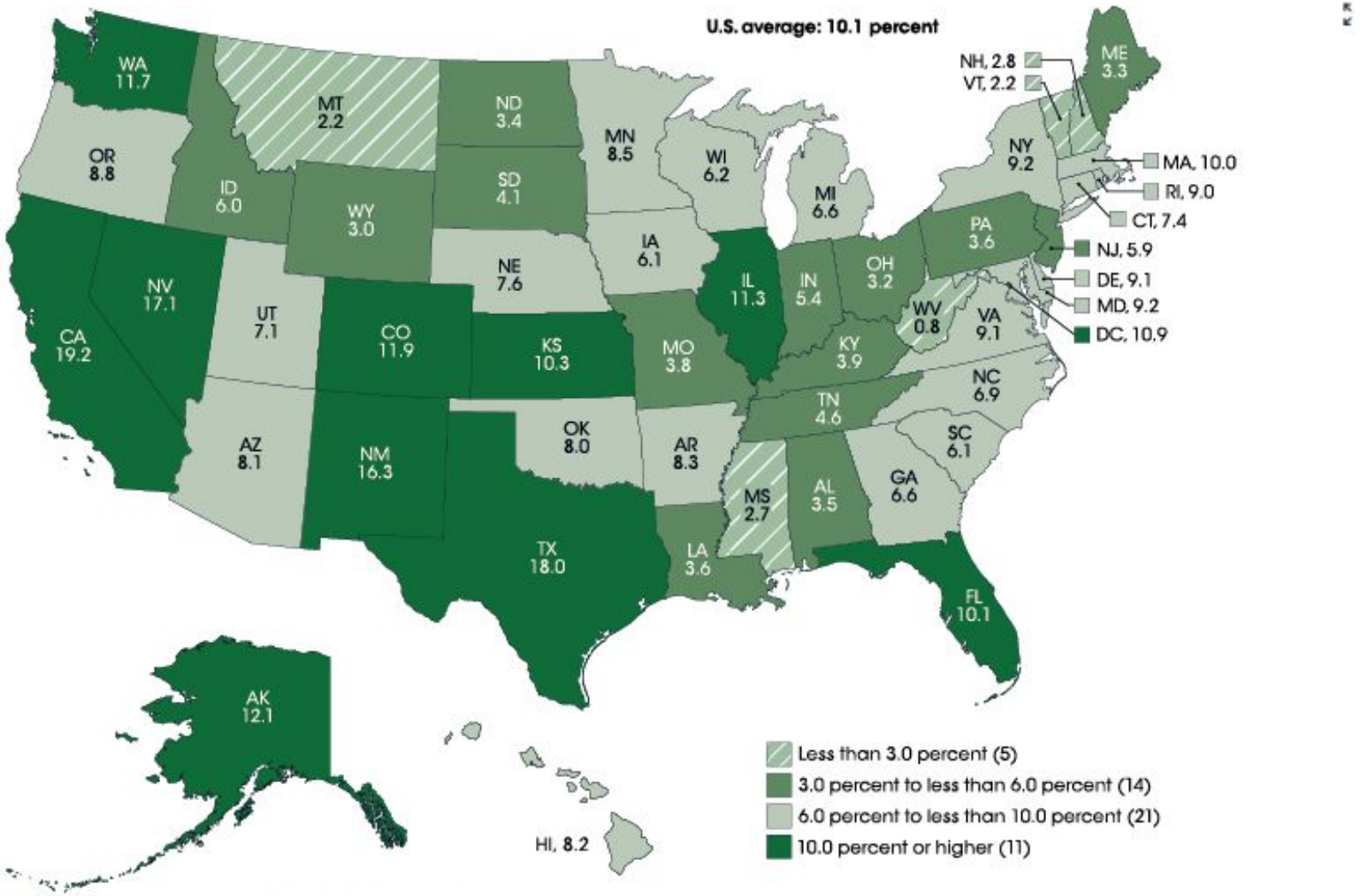
Table 1. Number and percentage distribution of English language learner (ELL) students in public schools and number of ELL students as a percentage of total public school enrollment, by the 10 most commonly reported home languages of ELL students: Fall 2017

Home language	Number of ELL students	Percentage distribution of ELL students[1]	Number of ELL students as a percent of total enrollment
Spanish, Castilian	3,749,314	74.8	7.6
Arabic	136,531	2.7	0.3
Chinese	106,516	2.1	0.2
English[2]	94,910	1.9	0.2
Vietnamese	77,765	1.6	0.2
Somali	41,264	0.8	0.1
Russian	36,809	0.7	0.1
Portuguese	33,252	0.7	0.1
Haitian, Haitian Creole	32,655	0.7	0.1
Hmong	32,174	0.6	0.1

National Center for Education Statistics
https://nces.ed.gov/programs/coe/indicator_cgf.asp

English Learners in the U.S.

Figure 1. Percentage of public school students who were English language learners, by state: Fall 2017



NOTE: Categorizations are based on unrounded percentages.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency Universe Survey," 2017–18. See *Digest of Education Statistics 2019*, table 204.20.

National Center for Education Statistics
https://nces.ed.gov/programs/coe/indicator_cgf.asp

Reasons some English Learners struggle in school

(and strategies to address challenges)

Important EL classifications

- Students with Inconsistent or Interrupted Formal Education (SIFE)

http://www.nysed.gov/file/1009

- Long-Term ELs

https://www.youtube.com/watch?v=769-LxnG58g

https://wida.wisc.edu/

WIDA

National EL Levels

Level 1 - Entering

Level 2 - Beginning

Level 3 - Developing

Level 4 - Expanding

Level 5 - Bridging

Level 6 - Reaching

Focus of most Social Studies teachers

Difficulties finding relevance in content	Gaps in background knowledge	Challenges in understanding and using language
• "automatic connections" between history and current events/students' own lives often don't happen	• Gaps in familiarity with "well-known" people, places, and events related to the U.S.	• Gaps in academic vocabulary • Gaps in academic discourse skills
• Knowing and connecting w. students • Sparking those connections by bringing in students' interests and backgrounds • Maintaining interest via student interaction	• Building background • Thinking about "felt experiences" versus verbal definitions	• Explicit teaching of vocabulary and language structures • Graphic organization • Structuring frequent and effective oral discourse activities

Strategies

Higher parental education levels

Adult interaction & discourse patterns are often similar to patterns in school.

Students often have stronger reading and academic success.

Parents with less formal education

Adult interaction & discourse patterns often very different from patterns in school.

Without proper supports, students may struggle with reading and academic tasks.

¡Colorín colorado!

A bilingual site for educators and families of English language learners

ELL Basics | School Support | Teaching ELLs | For Families | Books & Authors

Mississippi: ELL Resources

As of the 2016-2017 school year, Mississippi's schools were home to more than 13,000 English language learners. As of the 2014-2015 school year, the most common five languages spoken by ELLs in Mississippi were Spanish, Arabic, Vietnamese, Chinese, and Gujarati. (U.S. Dept. of Education, National Center for Education Statistics)

https://www.colorincolorado.org/ell-basics/resources-state/mississippi-ell-resources

https://www.mdek12.org/EL

MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

LA Links Proficiency Level Descriptors

https://www.mdek12.org/OSA/SP/ELPT

Proficiency Levels

- **Beginning**
- **Early Intermediate**
- **Intermediate**
- **Proficient**
- **Above Proficient**

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

LA Links Proficiency Level Descriptors

https://www.mdek12.org/OSA/SP/ELPT

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

Proficiency Level Descriptors – Grades 4-5

Grades 4-5	Speaking	Listening	Reading	Writing
1 Beginning	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.	Beginning students are starting to develop receptive and productive skills in English.
2 Early Intermediate	Early Intermediate students typically use basic vocabulary and grammar and simple sentences to identify common objects and describe their function, provide basic information, make requests, ask questions, and express opinions or preferences. They construct a narrative from a sequence of pictures about familiar events and school-related activities and compare and contrast information found in texts and graphic organizers using basic vocabulary. Errors frequently impede communication.	Early Intermediate students typically follow some simple oral directions and understand common vocabulary and idiomatic expressions. They identify details. Errors frequently impede communication and comprehension.	Early Intermediate students typically interpret basic words and phrases and identify some main ideas and details in simple text. Errors frequently impede comprehension.	Early Intermediate students typically write sentences using basic vocabulary and grammar to describe and discuss text, interpret graphic organizers, and compare and contrast information. Errors in organization, grammar, word choice, and mechanics frequently impede communication.
3 Intermediate	Intermediate students typically use appropriate words and phrases and complete sentences when making requests, expressing opinions or preferences, providing information, and describing locations. They construct a narrative from a sequence of pictures and compare and contrast information found in texts and graphic organizers using mostly accurate, although limited, vocabulary. Errors interfere with communication.	Intermediate students typically follow oral directions and interpret both basic vocabulary and idiomatic expressions. They identify some main ideas and make simple inferences from passages and understand details within graphic organizers. Errors interfere with communication and comprehension.	Intermediate students typically use knowledge of high-frequency affixes to determine word meanings. They recall main ideas and stated details in text, and interpret simple words and phrases. Errors interfere with comprehension.	Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.
4 Proficient	Proficient students typically produce complete sentences when providing information, asking questions, explaining a process, expressing an opinion, and narrating a story. They organize responses in logical and sequential order. They accurately identify and compare and contrast features of less common objects. Minor errors do not interfere with communication.	Proficient students typically follow multistep directions using academic vocabulary, recall details, identify main ideas, and determine sequence of steps in classroom discussions and lessons. They make inferences from more complex oral stories and interpret tables and other graphic organizers.	Proficient students typically use knowledge of more advanced affixes to determine word meanings. They identify synonyms, use context clues to determine word meanings, and interpret slightly complex words and phrases. They read for specific information in graphic organizers, make inferences from information, and draw conclusions. Errors do not interfere with comprehension.	Proficient students typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions. They summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.
5 Above Proficient	Above Proficient students typically produce sentences with sophisticated vocabulary and correct grammar when providing information, describing situations, asking questions, expressing opinions and subtle nuances of meanings, and explaining processes and their reasoning. They create a detailed and structured narrative.	Above Proficient students typically follow directions that use verb phrases and determine key information to summarize a task. They recall subtle details, identify main ideas and speaker purpose, and make sophisticated inferences from classroom discussions and lessons.	Above Proficient students typically identify synonyms and antonyms of less familiar words and interpret complex words and phrases. They use prediction, determine story sequence, and use self-monitoring techniques to check for understanding.	Above Proficient students typically write fluently in response to a variety of prompts and purposes. They skillfully organize, interpret, summarize, and evaluate information from texts and graphic organizers. Communication is clear and complete, though it may contain minor errors.

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LA Links Proficiency Level Descriptors

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Intermediate students typically respond appropriately to various verbal prompts or graphic organizers by using complete sentences that exhibit correct basic grammar. Meaning is somewhat clear, although vocabulary may be limited. They demonstrate a grasp of pronouns, prepositions, auxiliary verbs and verb tenses. Errors in organization, grammar, word choice, and mechanics interfere with communication.
Proficient students typically write complete sentences with mostly accurate vocabulary and grammar that demonstrates appropriate use of punctuation, prepositional phrases, and other conventions. They summarize passages; interpret, compare, and contrast information from graphic organizers and from implicit and explicit context clues; and organize and write responses to open-ended questions in logical and sequential order. Errors do not interfere with communication.

LA Links Proficiency Level Descriptors

Grade 5 Writing Excerpt

Intermediate

Proficient

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Intermediate students typically use correct basic grammar and begin to demonstrate use of conjunctions in compound sentences. They summarize texts and analyze information in graphic organizers. Meaning is somewhat clear, although vocabulary may be limited. Errors interfere with communication.

Proficient students typically write fluently, using complete sentences with accurate vocabulary to interpret texts and graphical information, while distinguishing nuances of meaning. They incorporate idiomatic expressions and produce responses to open-ended questions and write summaries and comparisons that correctly use verb forms, capitalization, punctuation, and advanced grammar. Responses exhibit minor errors in grammar and content organization that do not interfere with communication.

LA Links Proficiency Level Descriptors

Grades 9-12 Writing Excerpt

Intermediate

Proficient

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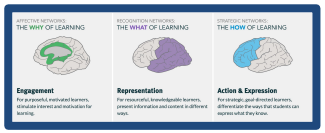
Lesson Plans: Strategies for Access

UDL  + CRP

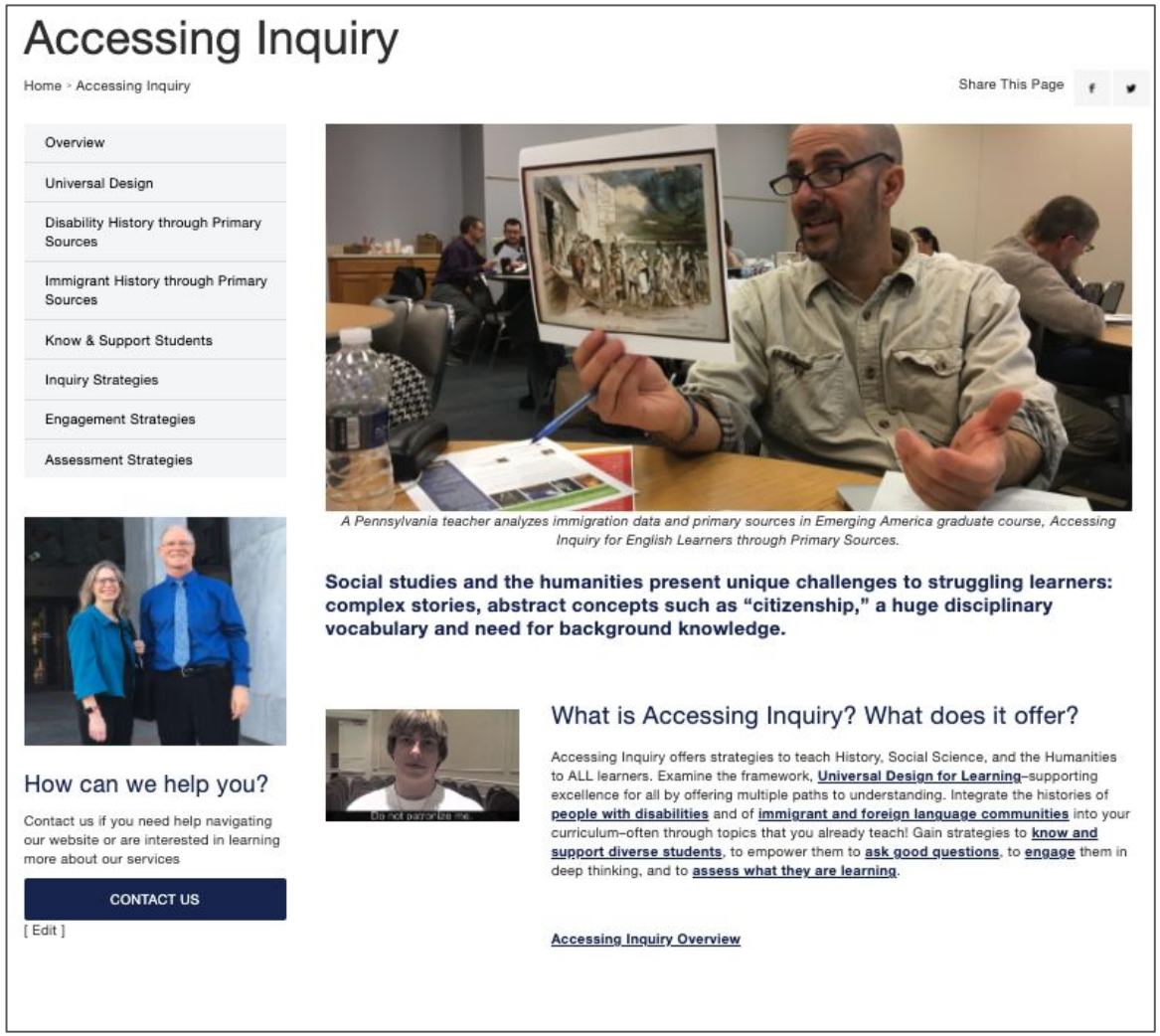
5. Universal Design for Learning: (How does lesson address these?)

REPRESENTATION - Options for presenting content	**ENGAGEMENT** - Options for engaging student interest	**EXPRESSION** - Options for students to demonstrate learning	**CULTURAL CONSIDERATIONS**
X Artifacts X Pictures X Graphic organizers O Video clips O Audio recordings O Lab O Lecture O Other _____	X Cooperative work group O Partner work X Manipulatives O Movement O Debates O Role plays or simulations O Other _____	X Written response X Illustrated response X Oral response O Model creation or construction O Other _____	X Nature of content & ethnicity and/or culture of students O Other _____
CONTENT - Consider how veterans with disabilities were cared for and how care changed over time.	PROCESS - Small groups will examine and organize a variety of visual and verbal primary sources.	PRODUCT - Create and demonstrate a timeline on the treatment of wounded Civil War veterans.	Solicit experiences of students with soldiers or veterans relatives. Consider government responsibilities to people with disabilities.

Grid explanation at EmergingAmerica.org

Explanation of Culturally Relevant Pedagogy

Emerging Am



Accessing Inquiry:

- Universal Design for Learning
- Practical tools & strategies for inclusion
- Focus on Social Studies
- Inquiry
- Culturally Relevant Pedagogy

Teaching Resources Library

Searchable:

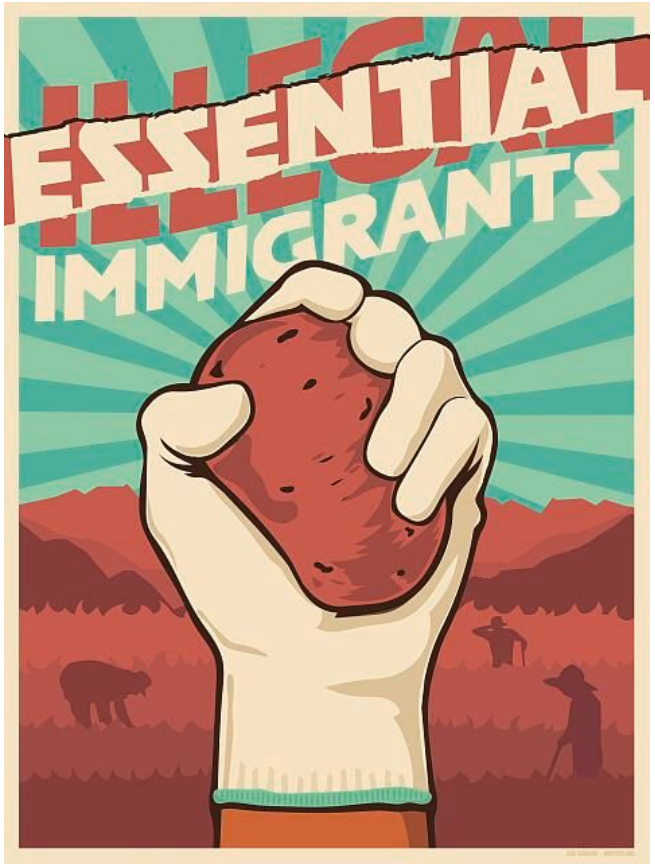
- Accessible lessons
- Primary source sets
- Content on Immigration, Disability History, and many other Topics
- Classroom activities
- Assessments
- Readings
- Links to Resources

EmergingAmerica.org

EmergingAm

Grad Courses Online

- Accessing Inquiry for English Learners through Primary Sources
- Accessing Inquiry for Students with Disabilities through Primary Sources
- Disability History



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Westfield STATE UNIVERSITY

QUESTIONS?

Good bye!