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Engaging & Supporting Jr High & High School English Learners with Primary Sources

Rich Cairn
Director, Emerging America

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Director, Emerging America
rcairn@collaborative.org

collaborative.org
Collaborative for Educational Services

97 Hawley Street
Northampton, MA 01060

EmergingAmerica.org

Accessing Inquiry

- Teaching Strategies

- Immigrant History through Primary Sources

- Professional Development

Partnership

Emerging America .org/ tps

LIBRARY OF CONGRESS
TEACHING WITH PRIMARY SOURCES
Consortium Member

HFA — Department History College of H & Fine Arts

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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
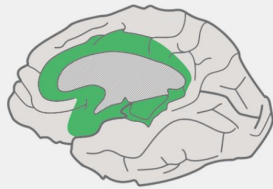
Engagement

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

The Myth of Average

Todd Rose at TEDxSonomaCounty - 2013

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

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

EmergingAmerica.org

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
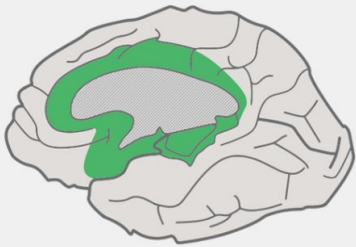
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CAST
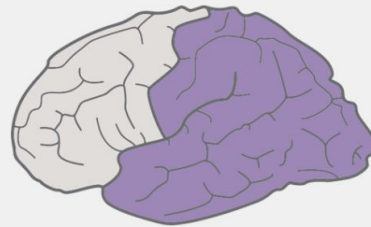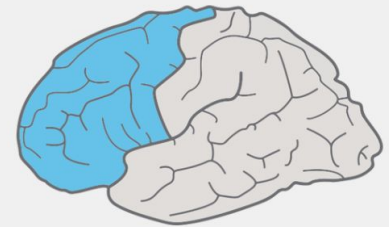
Provide Multiple Means of Engagement

CAST

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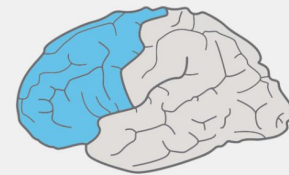
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

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!
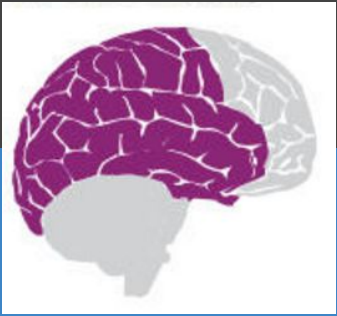
Provide Multiple Means of **Representation**

CAST

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!

CAST

Lesson Plans: Strategies for Access
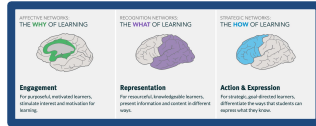
UDL + CRP

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

EmergingAmerica.org

Culturally Relevant Pedagogy
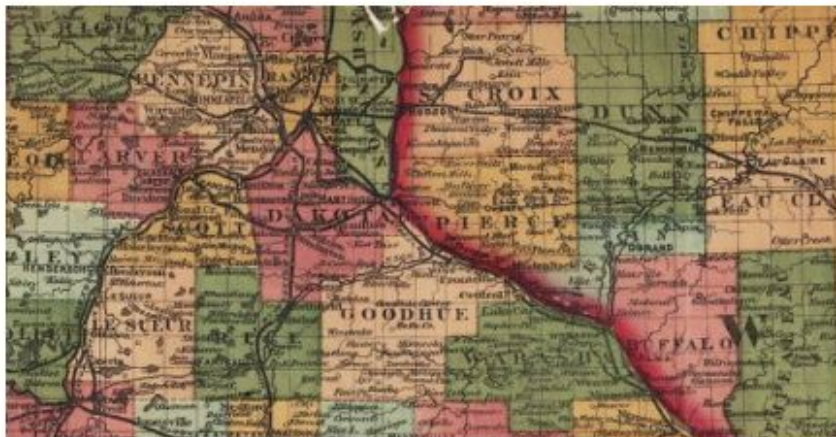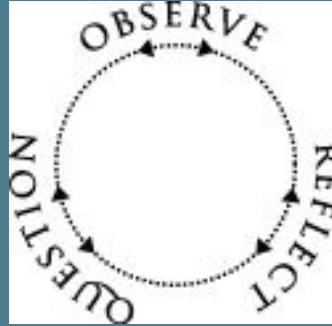
Primary Source Analysis

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
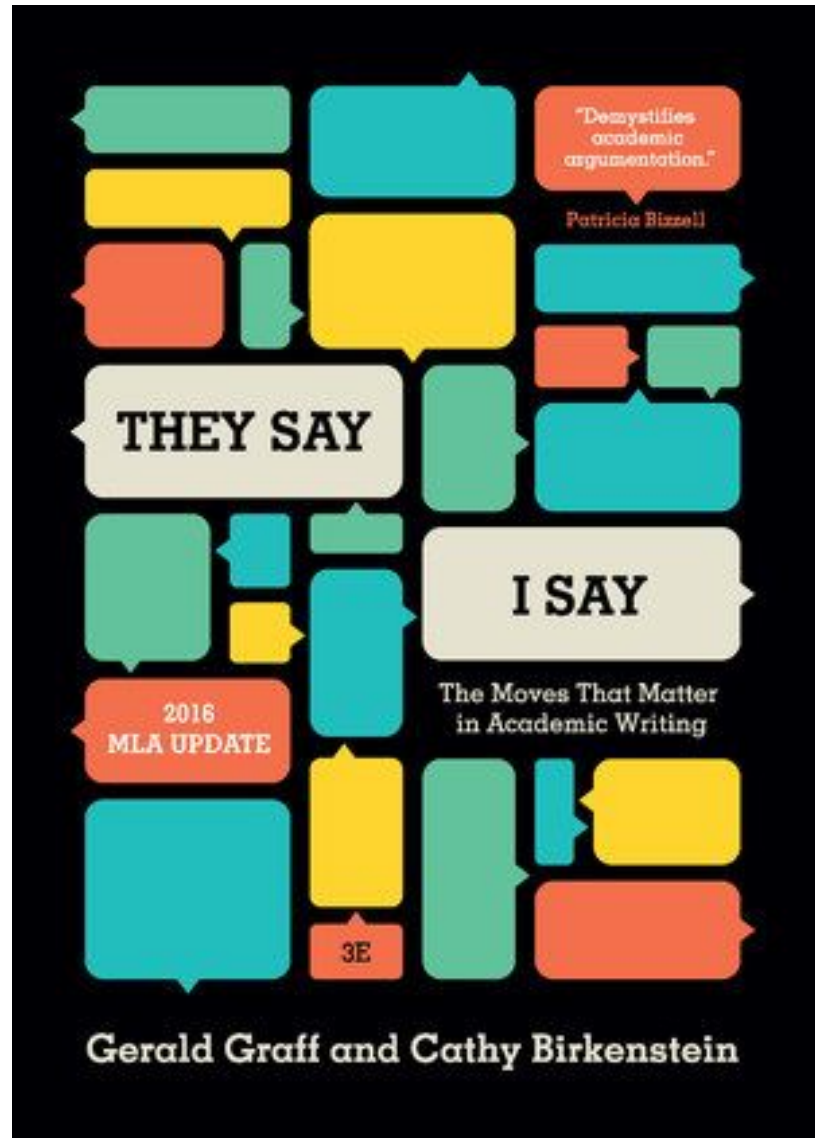
Primary Source Analysis Tool

Stems.

OBSERVE	REFLECT	QUESTION
NO INFERENCES!	● What are these people doing?	● What questions would you ask them?
● What do you see?	● What can you tell about them?	● Why are they doing what they are doing?
● Describe the people?	● What might they be saying to each other?	● What looks familiar?
● Describe the place.	● What will they be doing in an hour?	● What looks different or strange?
● Where are the people in relation to one another?	*"What makes you say that?"*	

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?

- **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?*

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.

Guiding Question

Who belongs in America?
Who decides who belongs?

Visual Supports

Circle Map

Thinking Maps - David Hyerle

CIRCLE MAP	**TREE MAP**
FOR DEFINING IN CONTEXT	FOR CLASSIFYING AND GROUPING
BUBBLE MAP	**DOUBLE BUBBLE MAP**
FOR DESCRIBING USING ADJECTIVES	FOR COMPARING AND CONTRASTING
FLOW MAP	**MULTI-FLOW MAP**
FOR SEQUENCING AND ORDERING	FOR CAUSES AND EFFECTS
BRACE MAP	**BRIDGE MAP**
FOR ANALYZING WHOLE OBJECTS AND PARTS	as — FOR SEEING ANALOGIES
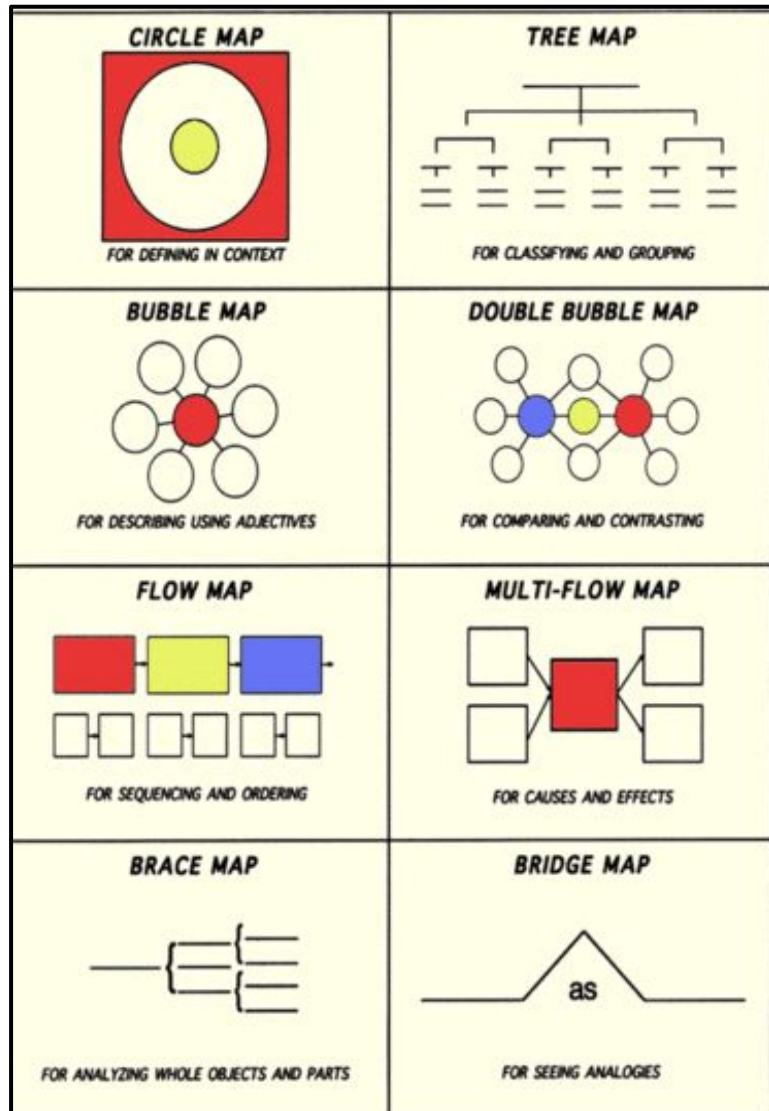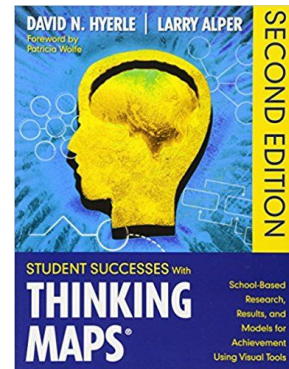
Systematic use of thinking maps, can allow students to:

- 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.

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.
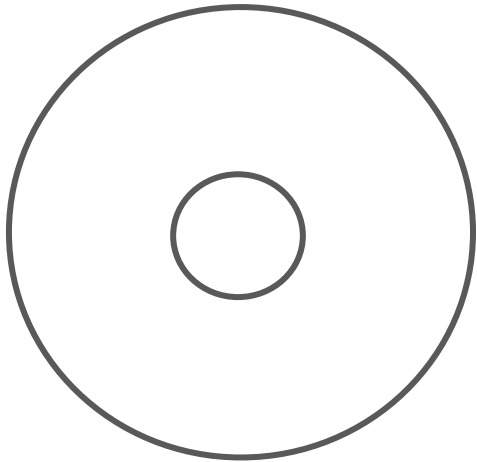
CIRCLE MAP

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
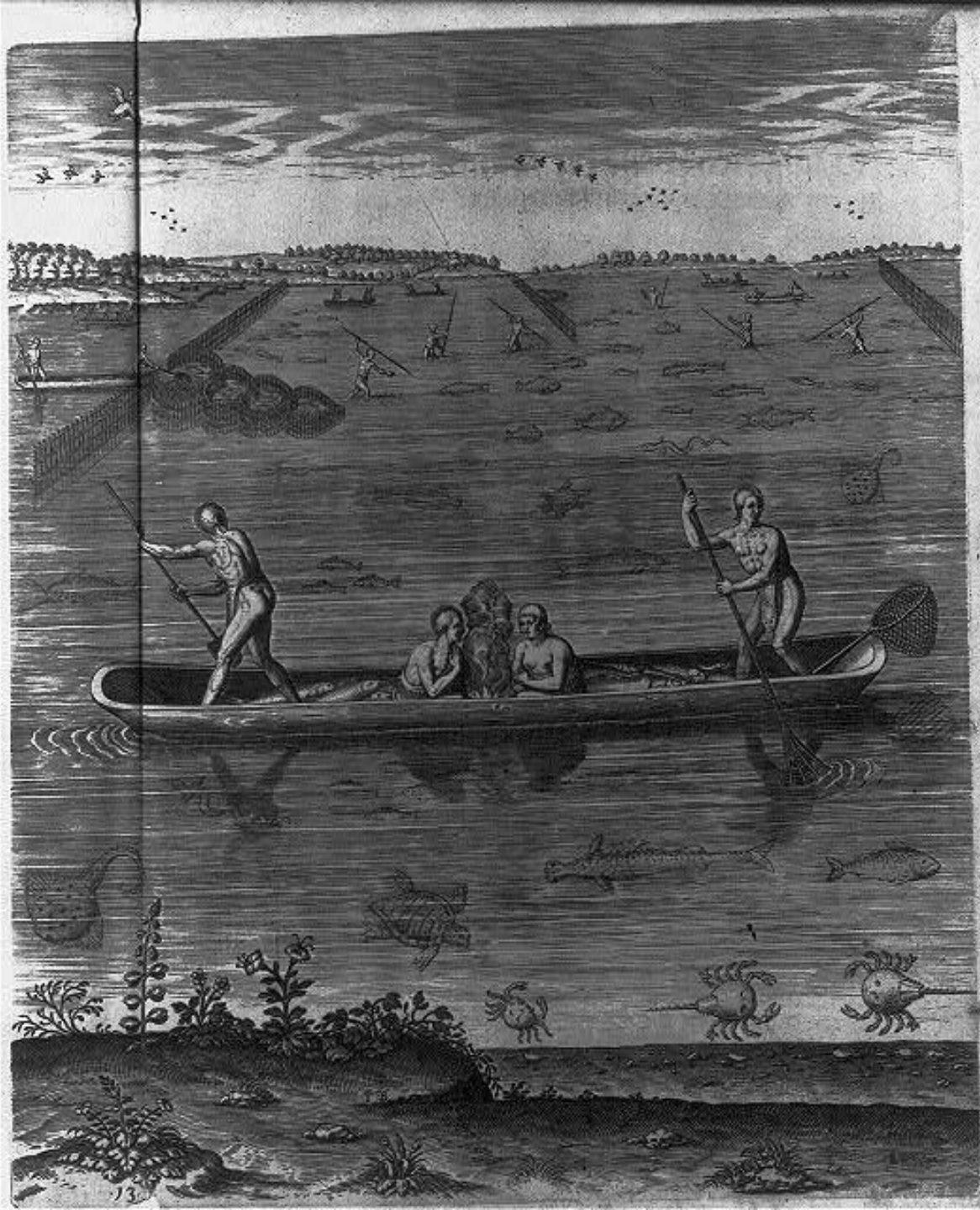
Immigration Stories

Intimate letters of Carl Schurz, 1841-1869

So then, farewell. To hope for a reunion would be folly. Remember occasionally a friend who pledged his life for the realization of an idea before he knew the means of achievement; whose greatest sin it was, contrary to his own theory, to be too regardless of egoism. Again, farewell.

To His Parents

DORNACHBRUCK, July 31, 1849

At last I find a moment of quiet to let you know that I am rescued and free, both through a hazardous enterprise which ended as successfully as it was begun boldly. I wrote you the last lines in the comfortless anticipation of falling into the hands of my most embittered enemies. Fate changed this and I was given back my life after having already looked death in the eye. I do not know if you received my last letter from Rastatt. If you did, it went off sooner than I had intended, and from my heart I absolve you from the heavy hours of terror and pain which, innocently, I brought upon you by my too hasty report. My rescue could not be anticipated and I did not wish that in future you should be forced to answer the question: "What became of your son?" with, "I know not." It was for this reason I wanted to give you information while it still was possible to do so. The manner of my rescue you will find from the enclosed sheets, written for you and for all others who are interested in my fate.

Now let us speak of the cares of life. I am here in a Swiss village, near Basel. My money resources, because I was able to save little from Rastatt, are so small that I shall not be able to live on them three days. True,
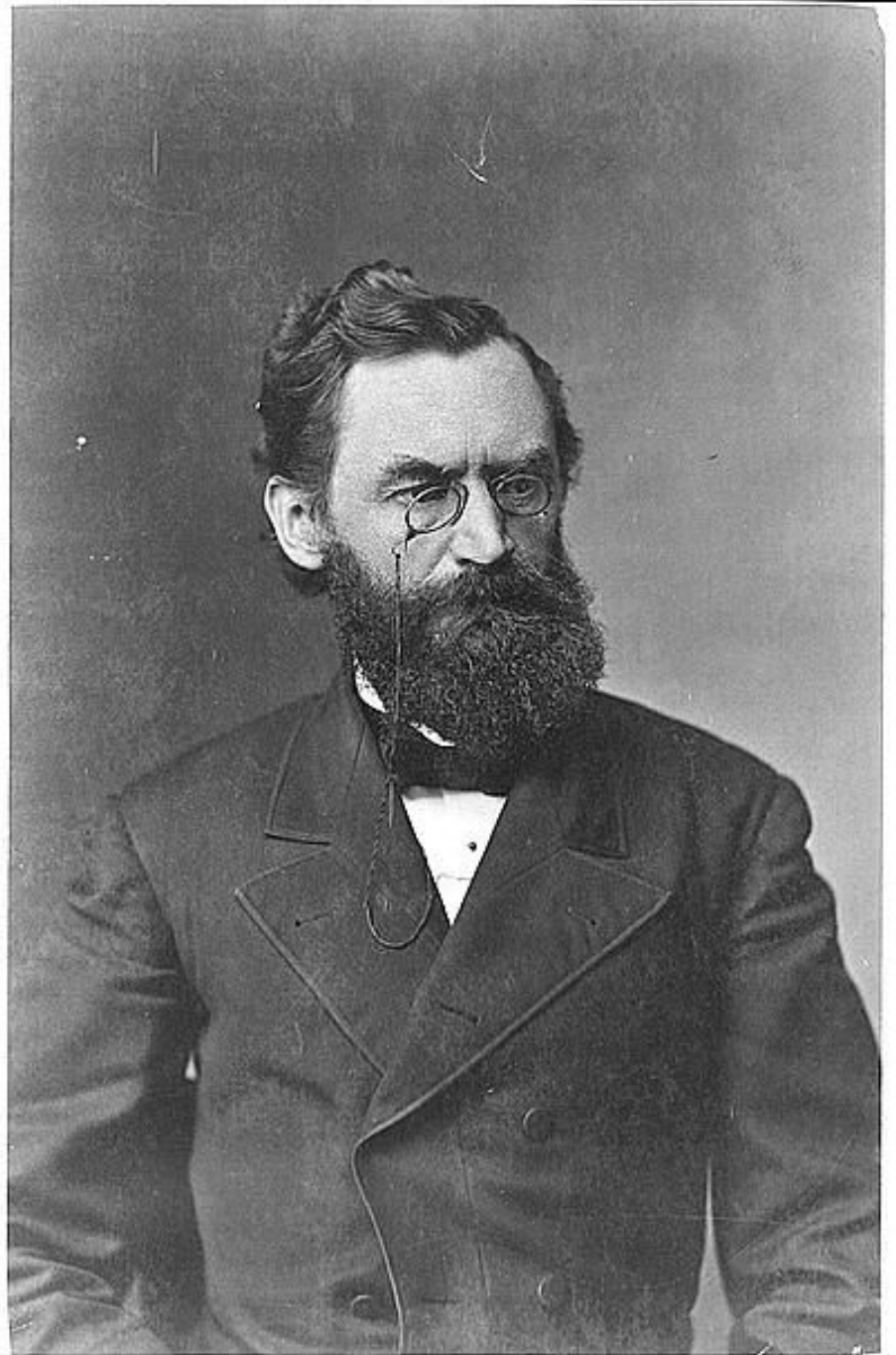
Immigrant Story
Carl Shurz
lived 1829-1906

Title: Carl Shurz, half-length portrait

Date: [1877]

Creator: M.B. Brady

URL:
https://www.loc.gov/item/29009286/

Making Text Accessible

Which excerpts are vital?

So then, farewell. To hope for a reunion would be folly. Remember occasionally a friend who pledged his life for the realization of an idea before he knew the means of achievement; whose greatest sin it was, contrary to his own theory, to be too regardless of egoism. Again, farewell.

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At last I find a moment of quiet to let you know that I am rescued and free, both through a hazardous enterprise which ended as successfully as it was begun boldly. I wrote you the last lines in the comfortless anticipation of falling into the hands of my most embittered enemies. Fate changed this and I was given back my life after having already looked death in the eye. I do not know if you received my last letter from Rastatt. If you did, it went off sooner than I had intended, and from my heart I absolve you from the heavy hours of terror and pain which, innocently, I brought upon you by my too hasty report. My rescue could not be anticipated and I did not wish that in future you should be forced to answer the question: "What became of your son?" with, "I know not." It was for this reason I wanted to give you information while it still was possible to do so. The manner of my rescue you will find from the enclosed sheets, written for you and for all others who are interested in my fate.

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Show the Original

To His Friends Rastatt, on the day of capitulation, July 23, 1849

...The next hour will bring the Prussians through our gates and we shall be in the hands of our most embittered enemies…

I see my life ending where it ought really to begin, my liberty destroyed...

For the last time our drums are beating in the streets ...
I put on belt and sword in order to surrender to the enemy.
'Tis time to bid you farewell.
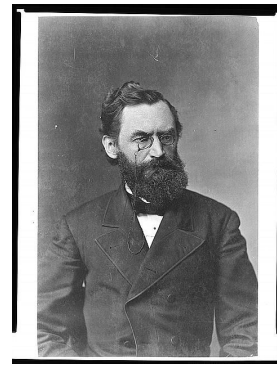
A week later...

To His Parents Dornachbruck, July 31, 1849

At last I find a moment of quiet to let you know that I am rescued and free, both through a hazardous enterprise which ended as successfully as it was begun boldly …

I am here in a Swiss village, near Basel. My money resources, because I was able to save little from Rastatt, are so small that I shall not be able to live on them three days… Ask of Frau Erbschlöh, or elsewhere, if someone may be disposed to support me up to the moment that I can sell my diary….

Making Text Accessible

Which vocabulary would be difficult?

At last I find a moment of quiet to let you know that I am rescued and free, both through a hazardous enterprise which ended as successfully as it was begun boldly …

I am here in a Swiss village, near Basel. My money resources, because I was able to save little from Rastatt, are so small that I shall not be able to live on them three days… Ask of Frau Erbschlöh, or elsewhere, if someone may be disposed to support me up to the moment that I can sell my diary….

Making Text Accessible

At last I find a moment of quiet to let you know that I am rescued and free, both through a ==hazardous enterprise== which ended as successfully as it was begun boldly…

I am here in a Swiss village, near Basel. My money ==resources==, because I was able to save little from Rastatt, are so small that I ==shall== not be able to live on them three days… Ask of Frau Erbschlöh, or ==elsewhere==, if someone may be ==disposed== to support me up to the moment that I can sell my diary….

Making Text Accessible - ReWordify

Rewordify.com
Understand what you read.

search documents...

Home   Demo   Help   Settings

Classic literature   Public documents

Teach smarter   Register safely   Log in

There are 6 hard words. Learn 3 of them, or all of them? Hand-pick words

Reading time: 1 minute and 6 seconds. (Limit for this document.) | Total points: 1 ★ | ? | X

Rewordified text   Stats   Share   Print / Learning activities   Parts of speech

To His Parents Dornachbruck, July 31, 1849

At last I find a moment of quiet to let you know that I am rescued and free, both through a dangerous business/project which ended as successfully as it was begun boldly...

I am here in a Swiss village, near Basel. My money useful things/valuable supplies, because I was able to save little from Rastatt, are so small that I will not be able to live on them three days... Ask of Frau ErbschlÃ¶h, or in other places, if someone may be likely to support me up to the moment that I can sell my diary....

Tips:

▶ Click the highlighted words to learn them and hear them. Click the non-highlighted words, too.

▶ Change how you learn on the settings page. Also, you can print vocab lists, quizzes, and more.

▶ When you log in, everything you rewordify is auto-saved and can be easily shared.

Immigration Story
Carl Shurz 1829-1906

- Fled revolution of 1848
- Journalist in Wisconsin 1850s-1860s
- Republican Party activist
- Civil War general–recruited German-speaking soldiers
- U.S. Ambassador, U.S. Senator (Missouri), Secretary of the Interior
- Conservationist
- Journalist

This is a collection of personal letters written by the eminent German-American statesman, Carl Schurz (1829-1906), to his immediate family and close friends. Schurz maintained a legal residence in Watertown, Wisconsin from 1855 to 1866, even though lecture tours and campaign speeches took him all across the northern United States. Several of these letters deal with Schurz's Wisconsin years, and most are published here for the first time in English. They are filled with descriptive insights about German immigrants and native-born Americans as well as about the newly developing urban centers of the Upper Midwest. Schurz was a political revolutionary during his university years in his native Germany. When he emigrated to the United States, he became an outstanding spokesman for the anti-slavery cause and the Republican party. One of his missions was to mobilize German-American communities against slavery, but his rhetorical skills in English as well as German soon won him a broader following. Later, Schurz became an ardent champion of civil service reform. His other contributions to American life ranged from farming and practicing law to serving as Ambassador to Spain (1861-62), Civil War general (1862-63), Senator from Missouri (1869-75), organizer of the Liberal Republican Party (1872), and Secretary of the Interior (1877-81), where he made the conservation of natural resources an object of policy for the first time. Schurz was also considered one of the leading journalists of his day, editing the New York Evening Post (1881- 83) and writing for Harper's Weekly (1892-1901). His biographies of Henry Clay and Abraham Lincoln are still read today.

Secondary Source: Immigrant Story - Key Take Away

The Civil War Was Won by Immigrant Soldiers

Don H. Doyle, University of South Carolina, June 29, 2015

"So it was civil war, but for many foreign-born soldiers and citizens, this was much more than America's war. It was an epic contest for the future of free labor against slavery, for equal opportunity against privilege and aristocracy, for freedom of thought and expression against oppressive government, and for democratic self-government against dynastic rule. **Foreigners joined the war to wage the same battles that had been lost in the Old World.** Theirs was the cause not only of America, but of all nations."

Bust Portrait of Soldier with a German-style Helmet
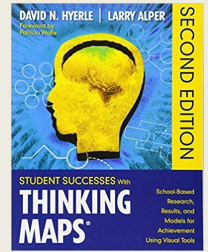Alfred R. Woad
[1860-1865]
https://www.loc.gov/item/2004660371/

Visual Supports

Multi-Flow Map

Teach Your Graphic Organizers
Flow Maps - David Hyerle

Causes →   Event →   Effects

Frame of Reference

your dog ate it

you lost it

it got damaged

Not returning your library book

you have to buy a replacement

you get charged for the price of the book

you cannot checkout anymore books

LWES Media Center's Policies and Procedures Manual

Personal experience - lost a book one time

What ORDER?
Options:

- **Logical sequence**
  - **Cause & effect**
  - **Choices**

- **Chronological**
  - **(by date)**

- **Geographic**

- **Cyclical**

EmergingAmerica.org

FLOW MAP
Immigration Framework

The American Immigration Experience

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

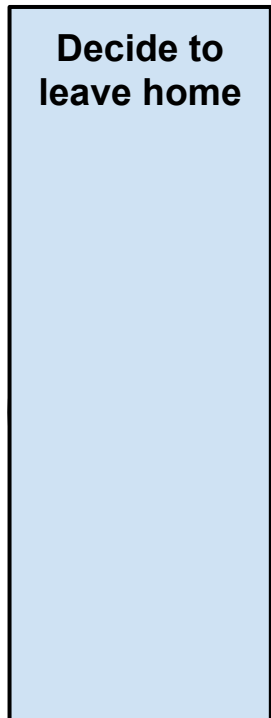Sanford Roth, CES. Historical photos are from the Library of Congress. Links are provided in a separate list.
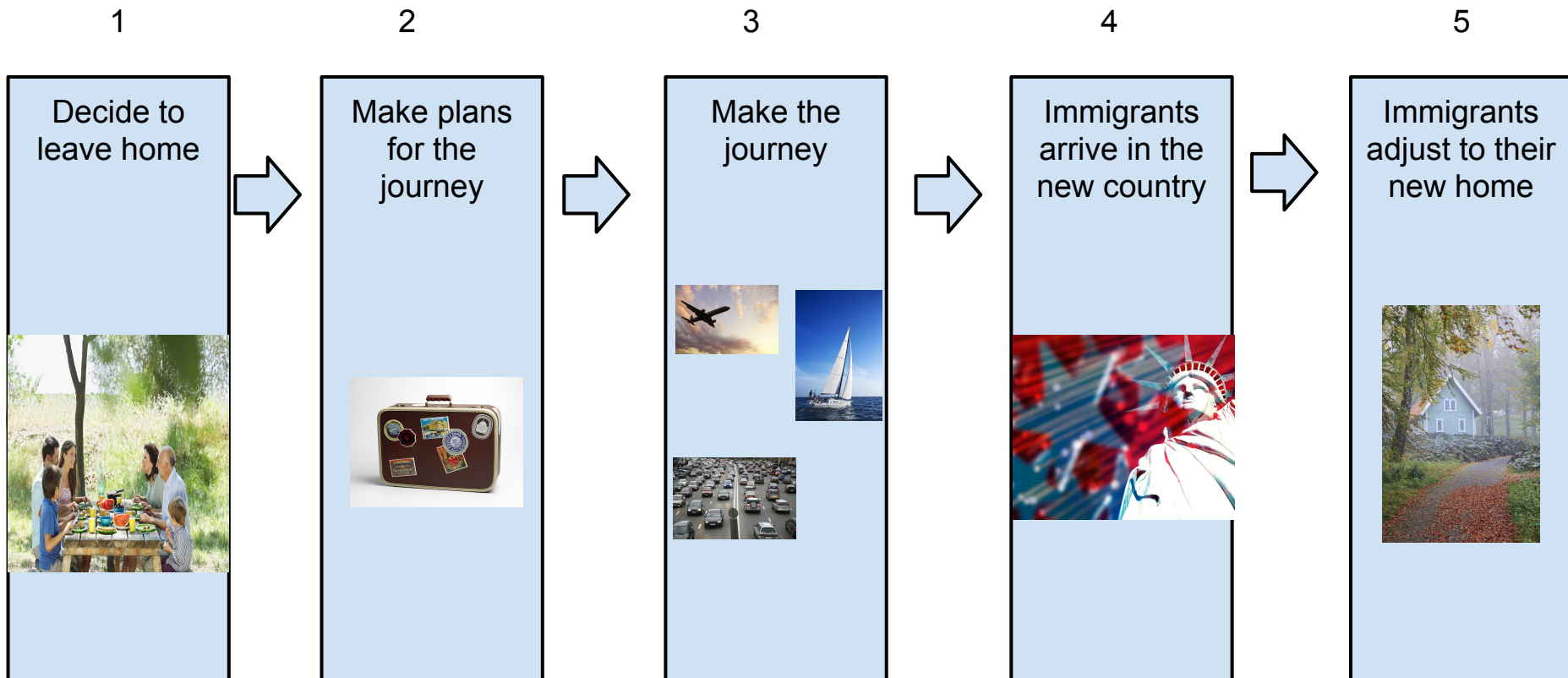
FLOW MAP

What was Carl Shurz'es story?

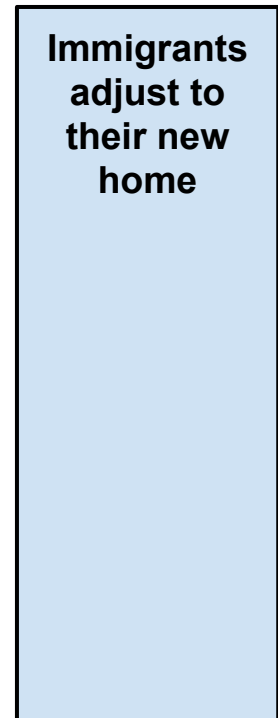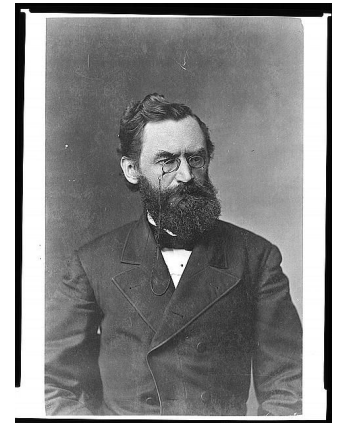| 1	2	3	4	5
Decide to leave home	Make plans for the journey	Make the journey	Immigrants arrive in the new country	Immigrants adjust to their new home
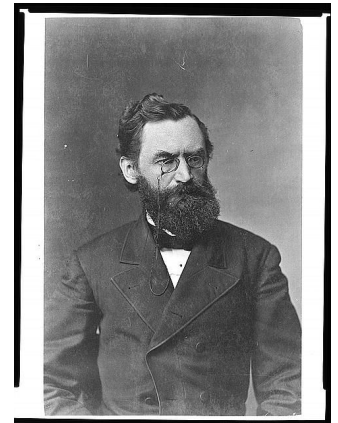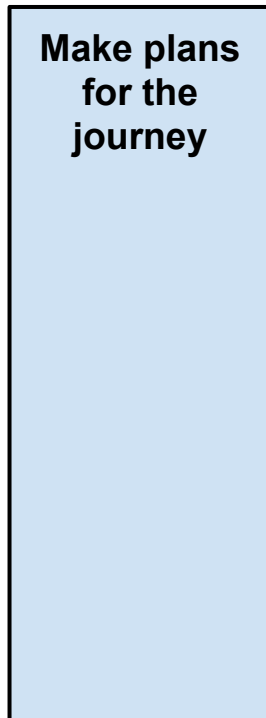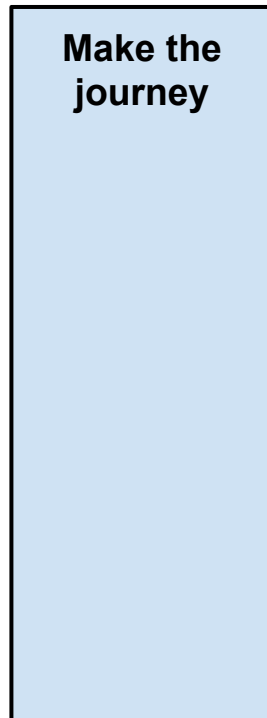
FLOW MAP

Carl Shurz

1	2	3	4	5
Decide to leave home **Refugee from 1848 Revolution. Lost battle to Prussians.**	**Make plans for the journey** **Ask parents to get money from friend. Sell diary.**	**Make the journey** **Escape at last minute. Moved to Swizterland, France, England, and then U.S.**	**Immigrants arrive in the new country** **Moves to Wisconsin.**	**Immigrants adjust to their new home** **Successful teacher, writer, editor, general, and senator. Political activist throughout life.**

FLOW MAP - Primary Sources

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
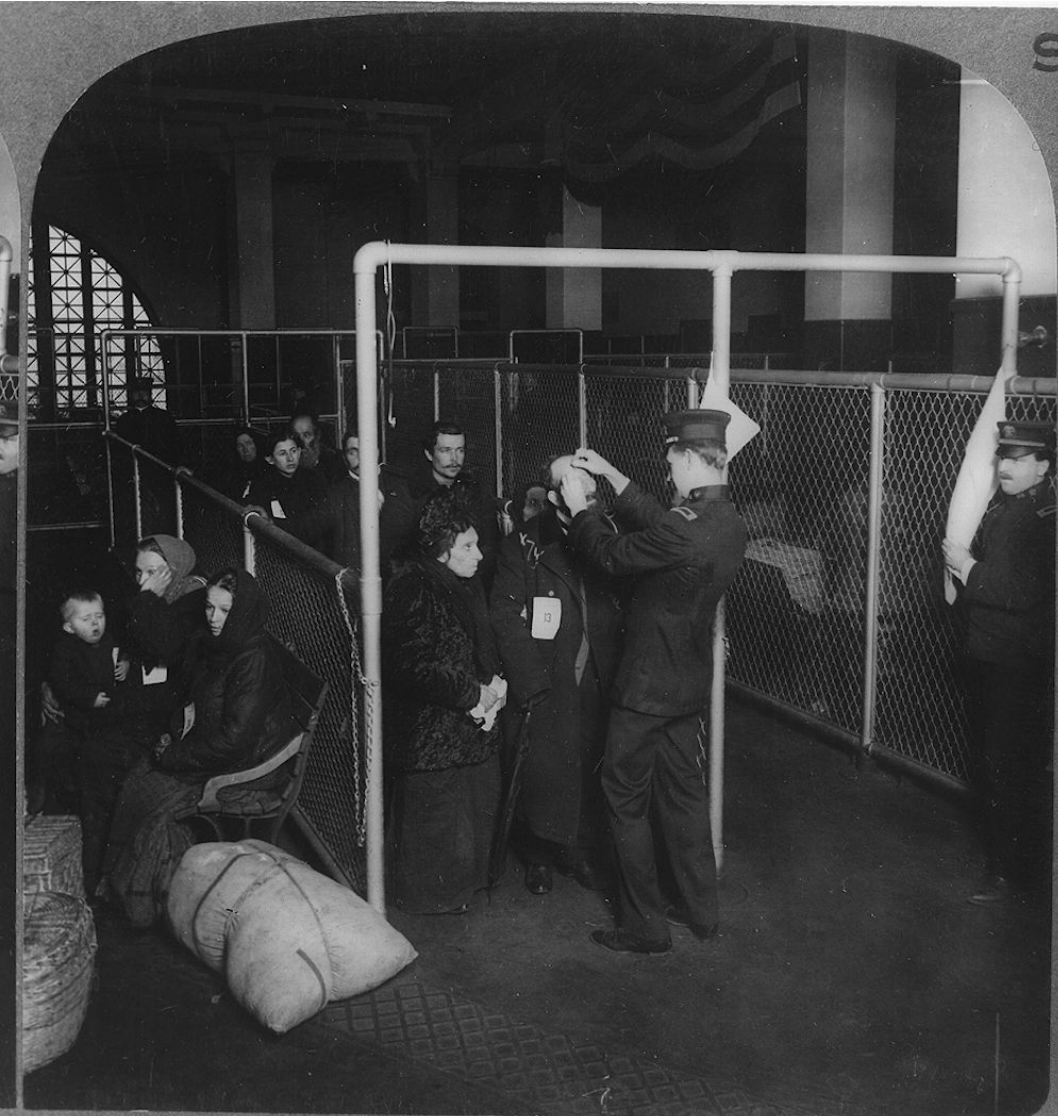Immigrants & Immigration*

Teaching Strategies 1

Key Concepts

Expand Voices Studied

Exclusionary Immigration Legislation
Following the 1882 Chinese Exclusion Act...

11164-U. S, Inspectors examining eyes of immigrants, Ellis Island, New York Harbor. Copyright Underwood & Underwood. U-97328

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

11164-U. S. Inspectors examining eyes of immigrants, Ellis Island, New York Harbor.   Copyright Underwood & Underwood. U-97395

Close Reading Primary Sources

HOW JOHN MAY DODGE THE EXCLUSION ACT.

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?

As an industrious anarchist, for example.

Or disguised as an humble Irishman.

Linguistic Supports

Cause and Effect

Cause & Effect:

- **Key History & Social Science idea**

- ***Challenging*** **for many English Learners to extract from secondary sources**

THE COMMON CORE STATE STANDARDS
for Literacy in History/Social Studies, Science, and Technical Subjects
FOR ENGLISH LANGUAGE LEARNERS

Grades 6–12

Edited by **LUCIANA C. DE OLIVEIRA**
Series Editor, Luciana C. de Oliveira

tesol.press
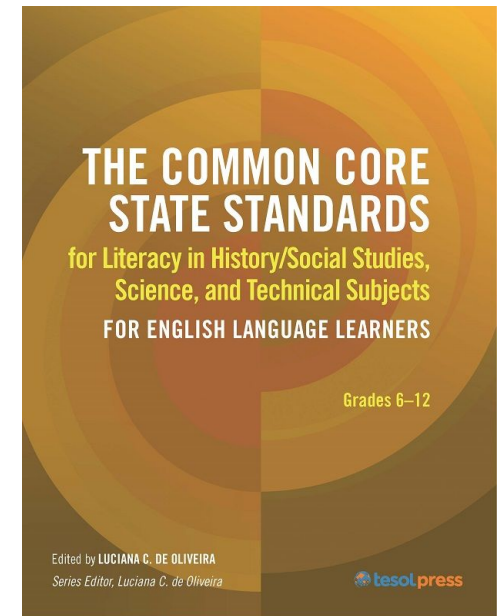
Before Brown: Mendez v. Westminster - 1947

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.**

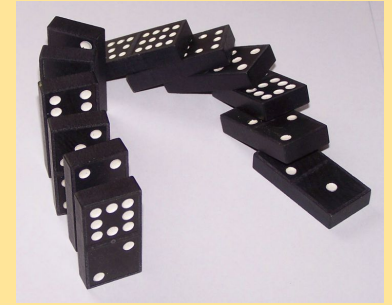# Analyze Secondary Source Document
Cause & Effect -

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 childr... English. Felicita Mendez also gave testimony about ...

4. Judge Paul McCormick rul... tell our children they are Americans." California to s...

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.

Events/Actions as Cause	Effects

The <u>Mendez children were assigned to the Hoover School…</u> for Mexican children.

Several Latino families joined the Mendez family to <u>sue four local school districts</u>.

Orange County superintendents <u>used stereotypes to explain school policy</u>.

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.
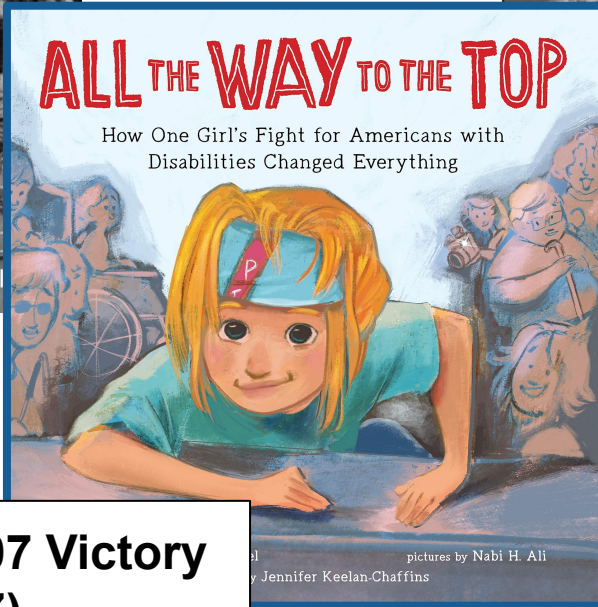
Primary Sources on Immigration

Text Sets

What are you searching for?

Example: Investigation on Nativism

Disability History - Primary Sources Text Sets

ALL THE WAY to the TOP
How One Girl's Fight for Americans with Disabilities Changed Everything

pictures by Nabi H. Ali
by Jennifer Keelan-Chaffins

Somos uno de los grupos de minorías más grandes en este país Miré a los 18 puntos que HEW puso esta mañana.

These kinds of issues-the issues of civil rights, of human rights, are not issues that people with disabilities can compromise any further.

If you overlook this job applicant it could be a real crime.

Courtesy of the Easter Seals Society

SOCIAL JUSTICE: 4
GRANTS-IN-AID
ENTITLEMENTS

1904—PAUPERS IN
1918– SOLDIER'S RE
1920– SMITH FESS A
1924–VOCATIONAL
1935–SOCIAL SECU
1954–BROWN v. BO
1956–SOCIAL SECURITY DISABILITY INCOME
1963–COMMUNITY MENTAL HEALTH ACT
1965–VOTING RIGHTS ACT
1968–ARCHITECTURAL BARRIERS ACT
1973–EDUCATION FOR ALL HANDICAPPED CHILDREN
1975–SECTION 504
ES ACT

Signing of the Americans with Disabilities Act
July 26th, 1990

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."

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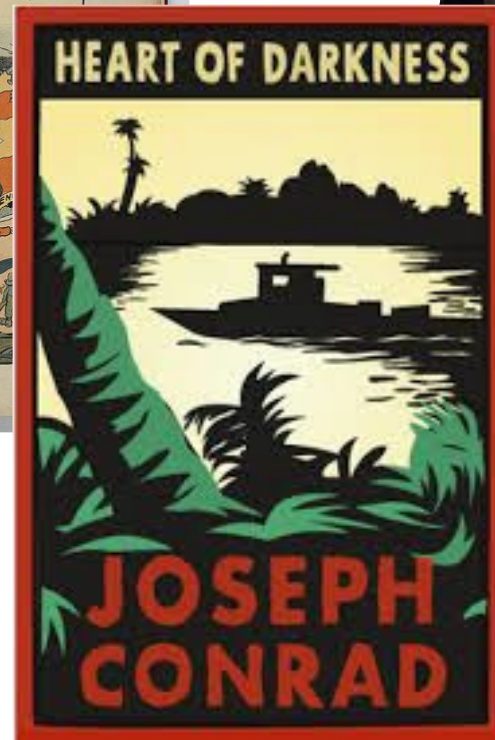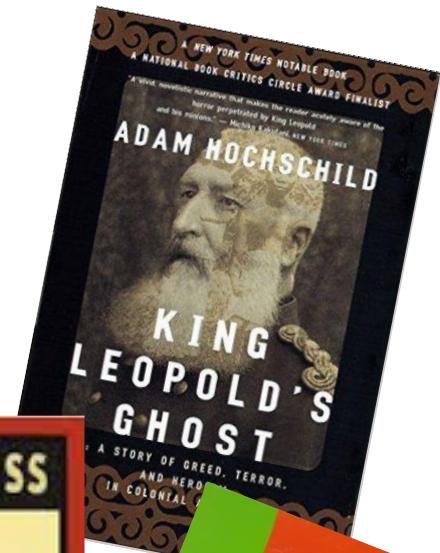
Task: Write an extended definition of colonialism, citing examples from the readings and LOC sources ...

EmergingAmerica.org

Building Text Sets

Ways Full Text Sets Improve Access

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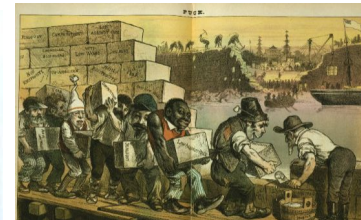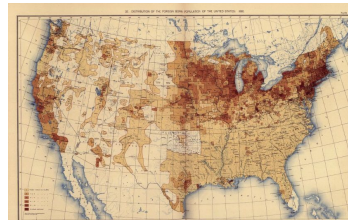
Finding Primary Sources

Where will you find them?

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

LIBRARY **LIBRARY OF CONGRESS**

Everything | Search Loc.gov

Of the People: Widening the Path
Enriching America's story through a major grant from the Mellon Foundation.

Library Catalog | Digital Collections | Researchers | Visitors | Teachers | Blogs | U.S. Copyright Office | More...

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, 17
1929 to 1945
Postwar United States, 1945 to 9
Present

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...

Text Set: Immigration

Emerging America

ABOUT   PROFESSIONAL DEVELOPMENT ▼   PROGRAMS ▼   ACCESSING INQUIRY ▼   EXHIBITS ▼   BLOG   TEACHING RESOURCES ▼

Immigrant History through Primary Sources

Home > Accessing Inquiry > Immigrant History through Primary Sources

Share This Page f 🐦

- 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

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.

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

Browse the latest Emerging America

Teaching Resources Library

Searchable Teaching
Resources Library:

- Accessible lessons

- Primary source sets

- Content on Immigration,
  Disability History, and
  many other Topics

- Classroom activities

- Assessments

- Readings

- Links to Resources

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) **Each student chooses 1+ primary sources to support the claim.**
   - Explain how each source supports claim.

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

As an industrious anarchist, for example.

Or disguised as an humble Irishman.

What questions arise?
How will you handle the stereotypes?

Student Search for Primary Sources

Examine Historical Immigration Trends

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

IMMIGRATION PHASE:

FRONTIER EXPANSION	INDUSTRIALIZATION	IMMIGRATION PAUSE	POST-1965 IMMIGRATION
MAJOR SENDING REGIONS:			
NORTHERN AND WESTERN EUROPE	SOUTHERN AND EASTERN EUROPE	WESTERN EUROPE	ASIA AND LATIN AMERICA

NUMBER OF IMMIGRANTS (THOUSANDS)

IRCA LEGISLATION

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

Population Reference Bureau

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

IMMIGRATION PHASE:

FRONTIER EXPANSION	INDUSTRIALIZATION	IMMIGRATION PAUSE	POST-1965 IMMIGRATION
MAJOR SENDING REGIONS:			
NORTHERN AND WESTERN EUROPE	SOUTHERN AND EASTERN EUROPE	WESTERN EUROPE	ASIA AND LATIN AMERICA

Why do we see waves and troughs?

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

Population Reference Bureau

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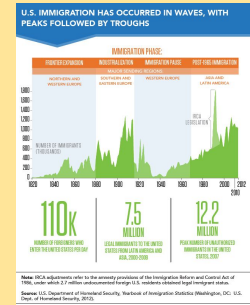
1) **Examine info-graphic: _"U.S. Immigration has occurred in waves…"_**
2) **Discuss: _Why waves and troughs?_**
   - **Consider Timeline in Kirk article, pages 100-102.**
3) **Support your claims with primary sources.**

U.S. IMMIGRAT...
PEAKS FOLLO...

FRONTIER EXPANS...

NORTHERN AN...
WESTERN EURO...

HOW JOHN MAY DODGE THE EXCLUSION ACT.

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
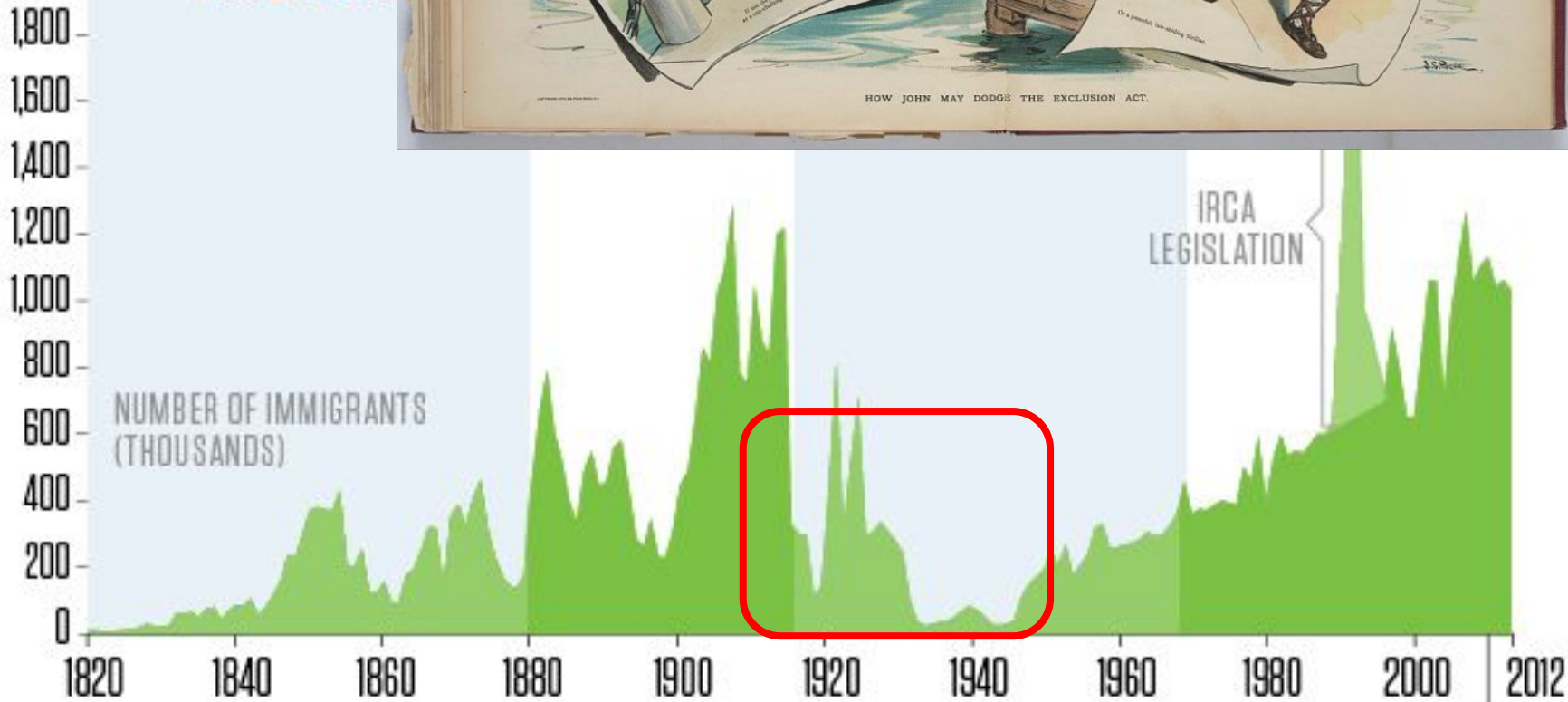
Student Search for Data

Where do immigrants come from? How does that change?

Foreign birthplaces of Mississippi residents - 2017

Foreign birthplaces of residents
Select state; move through decades

Select state	Select decade	Select Race
Mississippi ▾	2017	(All) ▾

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

Foreign birthplaces of residents
Select state; move through decades

Select state: Mississippi

Select decade: 1960

Select Race: (All)

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

© 2021 Mapbox © OpenStreetMap

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

Engage with Current Events

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

Malden, Massachusetts

RELIABLE research data and analysis on contemporary immigration.

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

English Learners in the U.S.

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

U.S. average: 10.1 percent

State	Percent
WA	11.7
MT	2.2
ND	3.4
MN	8.5
NH	2.8
VT	2.2
ME	3.3
OR	8.8
ID	6.0
WI	6.2
NY	9.2
MA	10.0
SD	4.1
MI	6.6
RI	9.0
WY	3.0
IA	6.1
PA	3.6
CT	7.4
NV	17.1
NE	7.6
OH	3.2
NJ	5.9
UT	7.1
IL	11.3
IN	5.4
DE	9.1
CA	19.2
CO	11.9
KS	10.3
MO	3.8
WV	0.8
VA	9.1
MD	9.2
KY	3.9
DC	10.9
NC	6.9
AZ	8.1
NM	16.3
OK	8.0
AR	8.3
TN	4.6
SC	6.1
MS	2.7
AL	3.5
GA	6.6
TX	18.0
LA	3.6
FL	10.1
AK	12.1
HI	8.2

Legend:
- Less than 3.0 percent (5)
- 3.0 percent to less than 6.0 percent (14)
- 6.0 percent to less than 10.0 percent (21)
- 10.0 percent or higher (11)

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](#))

I come from Africa, Guinea.

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 <u>academic discourse</u> 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

Home > ELL Basics > Resources by State > Mississippi: ELL Resources

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

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

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.

LA Links Proficiency Level Descriptors

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Grade 5 Writing Excerpt

Intermediate

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

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.

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LA Links Proficiency Level Descriptors

Grades 9-12 Writing Excerpt

Intermediate

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

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.

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EmergingAm

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
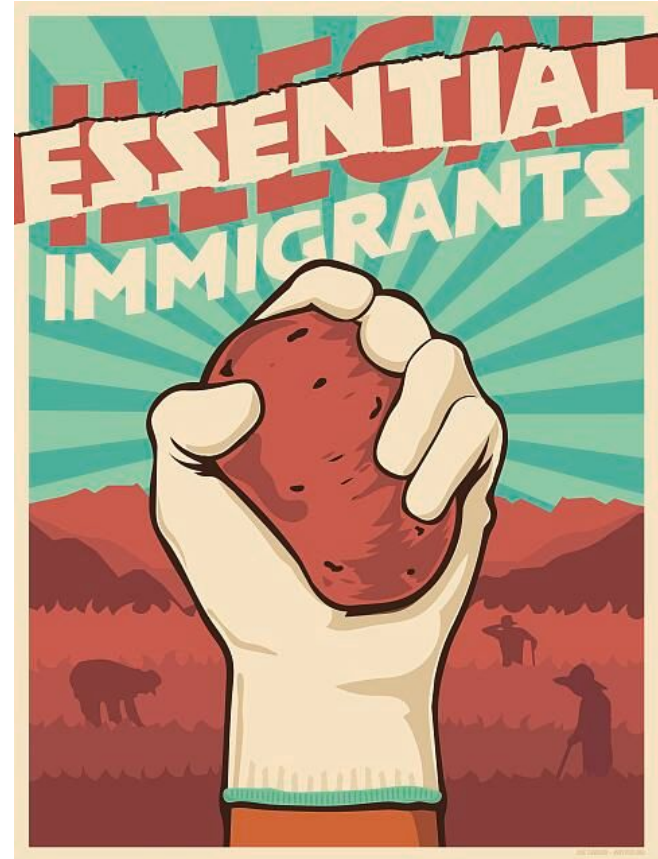
- Assessments

- Readings

- Links to Resources

Grad Courses Online

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

QUESTIONS?

See you next week!