

TPS Professional Development Activity

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Title of Activity	Teaching with Primary Sources to Engage English Learners in Social Justice-Oriented Democratic Discussions
Overview	Social Studies offers educators of English Learners a powerful context to design culturally and historically relevant instruction that also seeks to facilitate and support ELs English language development. This professional development workshop is intended to model to educators the process by which an educator can design an inquiry-based instructional plan that leverages students' Funds of Knowledge (FoK) by connecting historical events with current experiences, evidenced and argued through the analysis of primary sources. Taking up a social justice lens, teachers can design critical democratic discussions in the form of essential questions that will guide students' development and presentation of their analyses, demonstrating students' ability to argue from evidence. This type of instruction has 3 major goals: (1) engage ELs in critical inquiry (2) engage ELs in social justice-oriented oral discussions about the connection between historic and current events and (3) support ELs' English language development in a language-rich instructional program.
Essential or Investigative Question	<p><i>Big Idea:</i> How do policies and perspectives about immigration affect an individual's experience in the United States?</p> <p><i>Essential Questions (using the Teaching Tolerance Social Justice Standards®)</i></p> <p>IDENTITY: How and why has immigration (law, perspectives, and experience) influenced who I am, currently and historically?</p> <p>DIVERSITY: How and why are my experiences similar to and different from those of people from other groups (think both currently and historically)?</p> <p>JUSTICE: How and why have our differences led to experiences with prejudice and/or privilege, both currently and historically?</p> <p>ACTION: How have people addressed issues of prejudice to advocate for justice, how effective were they and how do you know, and to what extent did their actions impact experiences then and now?</p> <p>What can we do today, how will that action accomplish our goals, and why is it important to address/why does it matter for today and the future?</p>
Audience	<p>This activity is best suited for educators of the following grade levels: Grades 7-12</p> <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none">• <i>Bilingual Education/ESL</i>• <i>English Language Arts / Reading</i>• <i>Social Studies/ Social Sciences</i>

Time Required One day of a two-day in-person workshop (day one focuses on teaching with primary sources)
9:00 a.m. - 3:00 p.m. each day with 1 hour lunch break

Goal The purpose of this professional development workshop is to support teachers in designing instruction that engages English Learners in academic content and language learning in social studies by developing and facilitating dynamic substantive democratic discussions using primary sources.

Standards The following standards frameworks were consulted in designing this PD workshop:

- ISTE Standards for Teachers <http://www.iste.org/standards/standards-for-teachers>
- Learning Forward The Professional Learning Association http://learningforward.org/standards#.U8amn_IdUk0
- NCSS College, Career, and Civic Life (C3) Framework for Social Studies State Standards <https://www.socialstudies.org/c3>
- Teaching Tolerance Social Justice Standards <https://www.tolerance.org/frameworks/social-justice-standards>

Objectives By the end of this PD Activity, participants will be able to:

- Describe examples of the benefits of teaching with primary sources.
- Identify key considerations for selecting primary sources for instructional use (for example, student needs and interests, teaching s, etc.).
- Access primary sources and teaching resources from loc.gov for instructional use.
- Analyze a set of related primary sources in order to identify multiple perspectives.
- Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.).

Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.

Digital Resources The following primary sources will be used for analysis in this workshop:

Primary sources from loc.gov:

1. Primary Source Set: *Immigration: Challenges for New Americans*: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/>
2. Primary Source Set: *Mexican American Migrations and Communities*: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/mexican-americans/>
3. *Detention pen--on roof of main building, Ellis Island, where emigrants held for deportation may go in fine weather.* 1902. <https://lccn.loc.gov/96506924>
4. *Emigrants in "pens" at Ellis Island, New York.* 1906. <http://www.loc.gov/pictures/item/2012646352/>

Other resources:

1. Separated undocumented families held in cages at Texas facility - CBS News
 - *June 18, 2018*
 - *Jacob Soboroff, U.S. Customs and Border Patrol*
 - <https://images.axios.com/tIzTGMfaYnINCJSTU30jUODi5Ww=/0x0:1440x810/1920x1080/2018/06/18/1529324104525.png>

2. Primary Sources Analysis Tool:
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
Immigration to the United States (timeline):
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/riseind/immgnets/>

**Classroom
Materials**

The following materials and equipment will be required for this workshop:

- flip charts and markers
 - Participant Guide (compilation of handouts with workshop notes and instructions)
 - computer, projector, and screen
 - WIDA standards framework for language development
- Participants will need electronic devices to access online resources, including Loc.gov and PDE SAS portal

Preparation

To prepare for this workshops, the facilitator will need to:

- Copy the Participant Guide (one per participant)
- Email participants a reminder to bring an electronic device
- Familiarize self with the primary sources to be analyzed, analysis tool, and background information that contextualizes the two photos to be compared (e.g. immigration detention center in Ellis Island in 1906 and immigration detention center in Texas in 2018).
- Prepare Essential Question 4-Square graphic organizer based on the Teaching Tolerance Social Justice Standards domains (Identity, Diversity, Justice, Action)
- Activating and Articulating Prior Knowledge: Prepare chart paper with graphic organizer for Primary and Secondary sources; each to have 3 columns
 - What we THINK we know (and how we know it)
 - Why/How to TEACH with [Primary or Secondary] Sources
 - What we KNOW now (post-workshop reflection about sources themselves and how and why to teach with them)
- Repeat the Activating and Articulating Prior Knowledge activity with the topic of immigration.
- Prepare chart paper with graphic organizer for Primary Source analysis tool
 - Observe
 - Reflect
 - Question
- Prepare chart paper for “What Do I see? What Do I Wonder?” graphic organizer:
 - What do I see?
 - What do I think this might mean?
 - How do I know?
 - How can I find out more?
- Prepare “Arguing from Evidence” Venn Diagram and graphic organizer:
 - What is unique about this topic (immigration) to 1902
 - What is unique about this topic (immigration) to 2018
 - What overlaps or what is common about this topic between 1906 and 2018?
 - What claim can I make about immigration between 1902 and 2018?
 - What is my evidence to support that claim?
 - What is my reasoning for arguing that my evidence supports my claim?

- Prepare ways to model or discuss ways to scaffold each segment of the instructional plan for ELs at different proficiency levels (e.g. use sentence stems, work in bilingual pairs, offer translated or bilingual materials, allow students to sort or draw to demonstrate compare and contrast, etc.)

Procedure

NOTE: The facilitator/instructor should model and discuss various scaffolding techniques throughout the workshop to explore ways to make each segment of the instructional plan accessible to ELs at various proficiency levels.

1. **Activating and Articulating Prior Knowledge activity.** On chart paper, ask participants what they think they know about primary sources and list their responses; repeat for each prompt in the “Activating and Articulating Prior Knowledge” graphic organizers (Don’t do secondary sources - that will start day two of the workshop)
 - a. Discussion: Is there anything up here that surprised you or is new to you/you hadn’t thought of before?
2. **Repeat the Activating and Articulating Prior Knowledge activity** with the topic of immigration.
3. **Essential Question 1 (Identity):** Think for a moment about how immigration is relevant to you and your life. Jot down your response to the following essential question on the 4-Square Essential Questions graphic organizer.
IDENTITY: How and why has immigration (law, perspectives, and experience) influenced who I am, currently and historically?

- a. Whole group share and discussion.

4. **Analyze primary source 1:**

- a. Demonstrate how to locate the primary source.
- b. Display Primary Source “U.S. Customs and Border Patrol, 2018”

<https://images.axios.com/tIzTGMfaYnINCJSTU30jUODi5Ww=/0x0:1440x810/1920x1080/2018/06/18/1529324104525.png>



- c. Model using the Primary Source Analysis Tool and then allow tables to turn and talk to complete the rest (15-20 minutes)
 - d. Ask participants to share in whole group one thing from their analysis tool and create a “class” example on chart paper
 - e. In whole group, model two examples of “What Do I see? What Do I Wonder?” Then, allow independent work time for participants to engage in critical analysis on their own (12 minutes).
 - f. Share out in whole group setting. Complete the sample graphic organizer with participants’ input.
5. **Revisit Essential Question 1:** Think again for a moment about how immigration is relevant to you and your life. Add ideas or adjust your original ideas to essential question 1.
 - a. Whole group share and discussion.

6. **Essential Question 2 (Diversity):** Next, think about how your immigration experience might be different from others' journey. Jot down your response to the following essential question on the 4-Square Essential Questions graphic organizer.

DIVERSITY: How and why are my experiences similar to and different from those of people from other groups (think both currently and historically)?

- a. Whole group share and discussion.

7. **Analyze Primary Source 2:**

- a. Demonstrate how to locate the primary source in Loc.gov

- b. Display Primary Source "*Detention pen--on roof of main building, Ellis Island*"

<https://lcn.loc.gov/96506924>



- c. Whole group reactions - What are your first impressions or reactions when you see this? (Have the two images displayed side by side at for this part)
- d. Display only the Primary Source 2 and have tables turn and talk to complete the Primary Source Analysis Tool (15-20 minutes)
- e. Ask participants to share in whole group one thing from their analysis tool and create a "class" example on chart paper
- f. Independently or with a partner, engage in critical analysis using the "What Do I see? What Do I Wonder?" graphic organizer (12 minutes).
- g. Share out in whole group setting. Complete the sample graphic organizer with participants' input.

8. **Essential Question 2 (Diversity):** Think again for a moment about how your immigration experience might be different from others' journey. Add ideas or adjust your original ideas to essential question 2.

DIVERSITY: How and why are my experiences similar to and different from those of people from other groups (think both currently and historically)?

- a. Whole group share and discussion.

9. **"Arguing from Evidence" Venn Diagram:** Display the two primary sources side by side.

- a. What is unique about this topic (immigration) to 1902 - fill in Venn Diagram

- b. What is unique about this topic (immigration) to 2018 - fill in Venn Diagram

- c. What overlaps or what is common about this topic between 1906 and 2018? - fill in Venn Diagram

- d. What claim can I make about immigration between 1902 and 2018?

- e. What is my evidence to support that claim?

- f. What is my reasoning for arguing that my evidence supports my claim?

10. **Essential Question 3 (Justice):** Think about the ways in which you see similarities and differences between the 1902 and 2018 photos. To what extent does prejudice or bias impact the immigrant experience? Jot down your response to the following essential question on the 4-Square Essential Questions graphic organizer.

JUSTICE: How and why have our differences led to experiences with prejudice and/or privilege, both currently and historically?

a. Whole group share and discussion.

11. **Essential Question 4 (Action):** Think about what people have done in the past and present to address issues of prejudice or bias. Jot down your response to the following essential question on the 4-Square Essential Questions graphic organizer.

ACTION: How have people addressed issues of prejudice to advocate for justice, how effective were they and how do you know, and to what extent did their actions impact experiences then and now?

What can we do today, how will that action accomplish our goals, and why is it important to address/why does it matter for today and the future?

a. Whole group share and discussion.

What else do I want to know? How can I find out? (leading towards turning to secondary sources for day 2 of the workshop)

**Assessment/
Reflection**

Revisit the **Activating and Articulating Prior Knowledge activity**. On chart paper, ask participants what they NOW think and know about primary sources and list their responses; What we KNOW now (post-workshop reflection about primary sources themselves, why to teach with primary sources, and how to teach with primary sources.)