

Westfield State University
Center for Teacher Education and Research
Course Registration Number: #0598
[Link to Course Canvas Site](#)

Course Title: Accessing Inquiry for English Learners through Primary Sources - Fully Online

Credit: One Graduate Credit in History

Instructors:

Alison Noyes, Program Manager, Emerging America and Library of Congress Teaching with Primary Sources Program at CES

Wendy Harris, Teacher of multilingual students, Metro Deaf School, St. Paul, MN

Dates: October 29, 2021 - December 10, 2021

Online Synchronous Sessions: Wednesday November 3, 4pm EST

Office Hours: contact us to set a time

Alison Noyes email: anoyes@collaborative.org, Voice Mail: (413) 588-5940

Wendy Harris email: wharris@mdsmn.org

Course Description:

This six-week, fully online course will introduce and engage candidates with high quality instructional strategies in History and the Humanities (Literature, Arts, Music, and Language) especially for English Learners in grades 4-12. Candidates will gain an introduction to a conceptual framework for Immigration History, and they will find, access, and analyze a range of primary sources on immigration and communities of foreign language speakers, featuring the Library of Congress.* Candidates will examine, discuss, and apply best practice strategies for teaching English Learners.

Candidates will create and revise an inquiry-based lesson that effectively employs Universal Design for Learning and particular learning strategies to harness the strengths of multilingual learners. Each teacher will end the course having created a lesson and assessments (fully aligned to standards) that includes immigrant history in a subject area the teacher is excited about expanding.

*The vast collections of the [Library of Congress](#) and [World Digital Library](#) aptly support student engagement and inquiry. Maps, images, film, sound recordings, and documents enrich a host of topics concerning the unique experiences and contributions of immigrants and dual-language speakers in America across the centuries.

Objectives – Learning Outcomes:

By the end of the course, participants will be able to:

- Answer the guiding question: How will you empower learners (at emergent levels of English proficiency) to be advanced, complex thinkers about history?
- Demonstrate knowledge and capability to incorporate primary sources into lessons designed to be inquiry-based and accessible to students with a range of language abilities.
- Navigate the Library of Congress online resources, including finding and appropriately sourcing primary sources.
- Address English Learners' potential gaps in background knowledge, vocabulary, understanding of academic concepts, and core academic skills.

- Demonstrate familiarity with historical thinking as represented in state and national standards for Social Studies and literacy, including an inquiry cycle of learning: making connections, wondering, investigating, constructing new understanding, expressing new knowledge, reflection and asking new questions.
- Apply classroom strategies for English learners to read and write in English about complex informational texts, including primary sources.
- Apply effective strategies to teach history and humanities academic content to Level 3-5 English learners (ELs) in grades 4-12, including strategies to develop reading, writing, listening and speaking proficiency, Universal Design for Learning, and to differentiate instruction according to ELs' academic readiness and English language proficiency.

Outcomes Linked to Assessment

Outcome	Assessment Tool
Band 1: • Demonstrate knowledge and capability to apply major concepts of immigration history: citizenship and identity, flow framework for the immigration experience, historical trends in U.S. immigration and immigration policy, and the experience of communities of foreign language speakers in the U.S. • Navigate the Library of Congress online resources, including finding and appropriately sourcing primary sources.	• Create or enhance an inquiry-based lesson plan incorporating Immigration History and historical thinking skills into the curriculum. ○ Incorporate at least 5-6 primary sources (including sources from the Library of Congress), and pertinent tools of analysis. ○ Using the Library of Congress Primary Source Analysis Tool, write prompts (under Observe-Reflect-Question) for a primary source on Immigration History, that are of appropriate difficulty and complexity to fully engage all of the candidate's potential students.
Band 2: • Demonstrate familiarity with historical thinking as represented in state and national standards for Social Studies and literacy, and including the complete inquiry cycle of learning: making connections, wondering, investigating, constructing new understanding, expressing new knowledge, reflection and asking new questions. • Demonstrate the ability to write engaging, pertinent, researchable guiding questions.	• Create or enhance an inquiry-based lesson plan incorporating Immigration History and historical thinking skills into the curriculum. ○ Incorporate accessible, inquiry-based learning strategies and assessments. ○ Feature a key historical question that can be addressed through the primary and secondary sources in the lesson. ○ Incorporate at least 5-6 primary sources (including sources from the Library of Congress), and pertinent tools of analysis.
Band 3: • Address English Learners' gaps in background knowledge, vocabulary,	• Discuss and respond meaningfully and with substantial and relevant detail the strategies of

understanding of academic concepts, and core academic skills. • Apply classroom strategies for English learners to read and write in English about complex informational texts, including primary sources. • Apply effective strategies to teach history and humanities academic content to Level 3-5 English learners (ELs) in grades 4-12, including a variety of strategies to develop reading, writing, listening and speaking proficiency, principles for academic learning (from Zacarian), and Universal Design for Learning.	accessible teaching and learning for ELs in written online discussion. Analyze and discuss the most appropriate strategies and tools for access for particular learners. • Apply to a lesson plan effective instructional strategies to address the needs of particular English Learners, incorporating principles for academic learning (from Zacarian), Universal Design for Learning, development of the four language domains (listening, speaking, readings, and writing) for academic purposes, and effective instruction for English learners in vocabulary, contextualized content, reading complex texts, and writing historical and cultural content.
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Meets Massachusetts State requirement for 15 hours professional development for academic content teachers to strengthen teaching English Learners.

Instructional Strategies:

- x Lecture - x Discussion/Questioning _____ Data Collection and Analysis _____ Pre-Practicum _____ Laboratory _____ Role Playing/Simulation - x Problem Finding/Solving - x Independent Learning	- x_Discovery/Inquiry ___Field Trips ___ Interviewing - x Computer Applications ___ Collaborative Learning Groups - x Reflective Responses - x Creating Visual Illustrations of Concepts - X View/Listen Technology Followed by Discuss ___ Other_____
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Technology Initiatives:

Participants will utilize technology as:

- x a research tool
- x an instructional tool
- x a communication method (email/online forum)
- x an enhancement tool for the design of lessons and curriculum unit

Prerequisites:

- Familiarity with guiding educational standards that apply to subject matter to be taught: familiarity with national standards and/or standards in the candidate's home state covering History and Social Studies, Literacy and Research skills, and Inquiry. ([Massachusetts Curriculum Frameworks](#) - 2018 History and Social Science; 2017 English Language Arts and Literacy Curriculum Framework)
- Basic facility with Google Docs: Google drive login; open, re-name, and share folders; upload, edit, name, share, and download documents.

WEEK BY WEEK LEARNING PLAN

Orientation and Pre-Assignments:

- Canvas - course management platform - sign in - update profile
- Course Google folder - course resources & lesson plan assignment - log in
- Flipgrid - Introduce yourself
- Instructors, Participant Coach; Expectations, Assignments, & Navigation

WEEK 1: Universal Design for Learning & Framework to Teach ELs in History & Social Sciences

- Course Intro:
 - Why Primary Sources? Why Immigrant History?
 - Class Discussion timing
- Universal Design for Learning:
 - “Design to the edges.” Engagement. Representation. Action & Expression.
 - Introduce clearinghouse of Teaching Strategies and tools for access.
- Model Primary Source Analysis (live webinar):
 - Observe-Reflect-Question-Investigate Primary Source Analysis Form
 - OPTIONAL: Explore alternatives: SHEG-SC3, APPARTS, RAFT, etc.
 - History of Immigrants Part 1 - Conceptual Framework

WEEK 2: English Learners & Historical Thinking: Getting to Know Your Students

- Who are the English Learners in your classroom?
 - History, culture, & identity
- Analyze Zacarian Framework for Teaching History & Social Science Content to ELs
 - How do the many strategies and tools for access support literacy and understanding of content?
- Literacy and Inquiry: End Goal AND Strategy for Content Accessibility:
 - Model investigation based on primary sources.
 - Make and support claims with solid reasoning and evidence.
 - Explore sequence & causality.
 - History of Immigrants Part 2 (pre-recorded lecture).
 - Finding and Accessing Primary Sources Online.
 - Demonstrate more Teaching Strategies and tools for access.
- Adding Linguistic Supports for History & Social Science.
 - Decoding the forms of academic texts.
 - Vocabulary.
 - Building Background Knowledge.
 - Close reading.

- Sentence Frames and Stems: They Say / I Say.
- “Readers Theater”

WEEK 3: Weaving together Language, Literacy, and Content for English Learners

- Teaching students to ask meaningful and pertinent questions.
 - Question Formulation Technique.
- Choosing & Presenting Sources:
 - Culturally Relevant Pedagogy.
 - Focus on core concepts. e.g. Language of sequence & causality.
- Assessment Strategies.
 - Scaffolding.
 - Choices.
- Work on Course Project: Participants propose lesson plan topics.

WEEKS 4-5: Creating an Accessible Lesson

- Apply Universal Design for Learning
- More Teaching Strategies to Make Sources Accessible
 - Tools for making complex texts accessible:
 - Excerpt. Translate.
 - Digital tools.
 - Review accessible curriculum resources.
- Work on Course Project:
 - Choose learning goals. Draft guiding question(s). Write assessments. Build text set. Write lesson procedures. Complete Universal Design for Learning grid. Complete Bricks-and-Mortar Vocabulary grid.
 - Complete lesson draft and share it with classmates.
- Work on Course Project: Comment on lesson drafts shared by classmates.

WEEK 6: Deepen Lesson Accessibility - Reflect on Accessibility

- Work on Course Project: Revise lesson based on input from classmates. Submit final product.
- Reflect & synthesize concepts and strategies of accessibility.
- Complete course evaluation.

COURSE REQUIREMENTS

Because online engagement replaces the face-to-face time in this 15-contact-hour course, participants must:

- Participate in all discussions and activities
 - a. Complete assigned readings / view videos (on which discussions are based) by due dates.
 - b. **Post new discussion contributions twice a week, comment on classmates’ posts twice a week (due Saturdays & Tuesdays)**

To clearly demonstrate the capacity to apply what is learned in the course, participants must

- Create or enhance an inquiry-based lesson incorporating Immigrant History and historical thinking skills into the curriculum.
 - a. Feature a key question that can be addressed through the primary and secondary sources in the lesson (including sources from the Library of Congress), and pertinent tools of analysis.
 - b. Use inquiry-based learning strategies and tools—including primary source analysis—of appropriate difficulty and complexity to fully engage all of the candidate’s potential students (on Immigrant History or a topic featuring English learners).
- Apply to lesson key strategies for Universal Design, use of technology, and effective instruction for English Learners, including focused vocabulary, contextual content, reading complex texts, and writing historical and cultural content. Include suggested roles for teachers and paraprofessionals in Special Education and ESL where appropriate.
- Review draft lessons of two or more peers in detail for quality and accessibility, annotating with constructive comments.
- Each participant will have a course folder that uses their last name. Candidates will work in the Google Document provided.

This is a project-based and highly interactive course. Late work would seriously detract from the experiences of fellow candidates. Therefore all assignments must be on time. Should an emergency arise, email the instructor anoyes@collaborative.org to propose a plan to make up work. See specific dates for each week (assignments are due by midnight on the specified day of the week) in the [Course Description and Resources page](#) (visible to course participants only) of the online course platform.

As a graduate level course for practicing professionals, completed assignments must be rooted in relevant theory and significant experience. A high level of critical thinking, analysis, and synthesis of course and any external material is essential. All assignments must be professionally prepared and presented; including: word-processed with no spelling or mechanical errors, with proper citations in APA style for all secondary sources, and: title, year, creator, URL, thumbnail image (where possible), and annotation for each primary source.

Grading Criteria	Percent of Grade
Discussion Posts (Post to Flipgrid and course Padlet count as part)	40%
Written accessible inquiry-based lesson, using primary sources, featuring 5-6 primary sources from Library of Congress.	25%
Apply to lesson key strategies, including Universal Design for Learning, for effective instruction of English Learners in the chosen content of History-Social Science-Humanities.	25%
Final Reflection: How will you empower learners (at lower levels of English proficiency) to be advanced, complex thinkers about history? Give examples of how you plan to deepen your practice as an instructor of diverse learners. Your reflection may take one of many forms, as long as it focuses	10%

on the reflection question: a) a written essay of 250-400 words, b) a 2-minute video, or c) a creative form such as a letter to a colleague or a student.	
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Evaluation/Grading:

A	95-100
A-	89-94
B+	85-88
B	80-84
F	0-79

ACADEMIC HONESTY Please go the following link

(<http://catalog.westfield.ma.edu/content.php?catoid=18&navoid=796>) and become familiar with the Westfield State University Academic Honesty Policy. This is YOUR RESPONSIBILITY.

Rubric for Assessing Inquiry-Based Lesson

Criteria	Exemplary	Proficient	Emerging	No Credit
Address Topic Engaging for English Learners	Lesson supports in-depth investigation of a substantial topic that is highly engaging to English Learners. (Immigration or other well-supported topic.)	Lesson addresses a substantial topic of high interest to English Learners. (Immigration or other well-supported topic.)	Lesson addresses a topic of interest to English Learners. (Immigration or other topic.)	Lesson topic is not clearly linked to interests of English Learners.
Use primary sources to promote inquiry.	Lesson demonstrates critical examination of 5-6 or more primary sources, including from Library of Congress; requires students to use elements of historical inquiry. Students must develop questions for further investigation.	Lesson integrates at least 5-6 pertinent primary sources, including some from Library of Congress; lesson demonstrates basic inquiry strategies. Students develop questions based on the primary sources.	Lesson includes few primary sources, including some from the Library of Congress. Students answer only given questions about the primary source.	This lesson could easily be taught without primary sources.
Linking objectives, standards and documents	Stated learning objectives of content, specific literacy skills from state standards, use of primary sources—all linked in cohesive, sophisticated way.	Learning objectives stated; topics from state standards and literacy skills generally linked to primary sources.	Learning objectives stated; topics from the content and to literacy skills are marginally related to lesson.	Learning objectives and standards are missing or do not link to activity.
Universal Design	Lesson thoroughly, thoughtfully, and effectively incorporates components of Universal Design for Learning throughout the lesson. UDL checklist complete and fully explained. Vocabulary grid complete with appropriate focus.	Lesson incorporates components of Universal Design for Learning in more than one place in lesson. UDL checklist complete and explained. Vocabulary grid complete.	Lesson includes elements of Universal Design for Learning. UDL checklist and vocabulary grid at least partially complete.	Lesson does not include elements of Universal Design for Learning. UDL checklist not done. Vocabulary grid not done.
Lesson Assessment	Assessment links directly to the learning objectives and provides a measurable and accurate method of assessing student learning of the objectives.	Assessment connects to most of the learning objectives and provides a measurable and accurate method of assessing student learning of the objectives.	Assessment and learning objectives have loose or unclear connections. Assessment fails to measure stated objectives.	There is no connection between assessment and learning objectives.

Rubric for Assessing Posts to Course Discussions

Criteria	Exemplary 3.7 to 4.0	Proficient 3.0 to 3.5	Emerging 2.0 to 2.7	No Credit 2.0
Comments, Essays, and Reviews	Posts thoughtfully address the assignment, including comments on peer posts. Posts are on time, and are reasoned, insightful, articulate, well written, and demonstrate an awareness of the audience.	Posts address the assignment, including comments on peer posts. Posts are on time, show careful thought, include insights, are reasonably well written, and are appropriate for the audience.	Posts attempt to respond to the assignment, including comments on peer posts. Posts are usually on time, and attempt to be thoughtful or insightful, but are not well-written or aware of the audience.	Posts are missing. Posts do not respond to the assignment, are not or are rarely submitted on time. Posts are unclear and/or are inappropriate for the audience.
Content	Assignment and forum postings are factually correct, make a substantive contribution, and refer to the literature and to personal and professional experiences in a way that supports the argument or the point.	Assignment and forum postings are generally accurate, make a contribution, and usually refer to the literature or to personal and professional experiences in an effort to support the argument or the point.	Assignment and forum postings may be accurate, and may make a contribution, but rarely refer to the literature or to personal and professional experiences to support the argument or the point.	Assignment and forum postings are not accurate, do not make a contribution to class understanding, and do not refer to the literature or to personal and professional experiences.
Detail	Forum posts feature at their core, many substantial and specific examples that illustrate and elaborate upon the concepts and strategies discussed.	Forum posts include substantial and specific examples of concepts and strategies discussed.	Forum posts list examples on the topic of each post. Yet examples lack meaningful details and/or do not address course concepts and strategies.	Forum posts do not include examples on the topic of each post.

TEXTS

(All assigned texts are available online to course participants in links provided in Canvas)

Standards

- National Standards:
 - [WIDA English Language Development Standards](#)
 - [Educating for American Democracy Roadmap](#). (2021). <https://www.educatingforamericandemocracy.org/>
 - *College, Career and Civic Life (C3) Framework for Social Studies State Standards*. National Council for the Social Studies. (2013). <http://www.socialstudies.org/c3>
 - NCSS Thematic Strands <http://www.socialstudies.org/standards/strands>.
- State Standards:
 - Massachusetts current frameworks: <http://www.doe.mass.edu/frameworks/current.html>, including
 - Massachusetts History and Social Science Curriculum Framework. (2018).

<http://www.doe.mass.edu/frameworks/hss/2018-12.pdf>

- Massachusetts English Language Arts and Literacy Framework (Grades Pre-Kindergarten to 12). (2017). *Massachusetts Curriculum Frameworks*. <http://www.doe.mass.edu/frameworks/ela/2017-06.pdf>
- Candidates' other home state's most current social studies standards or framework and applicable literacy standards for English Learners or students generally.

Historical Content Reading List

- Kirk, G. & Okazawa-Rey, M. (2010). "Identities and Social Locations: Who Am I? Who Are My People?" In *Women's lives: multicultural perspectives*, 5th Edition. New York: McGraw Hill. Pages 91-103.
- Menken, K. (2012). How have laws regarding English language learners evolved in the United States? In *English language learners at school: A guide for administrators* (pp. 66-69). Philadelphia: Caslon, Inc.
- Teaching Tolerance 'Immigration Myths' Curriculum. <https://www.tolerance.org/classroom-resources/tolerance-lessons/immigration-myths>
- Thinkport: Inquiry Kits for Social Studies. Maryland Humanities. <https://thinkport.org/tps/inquiry-kits.html>

Pedagogy, Historical Thinking, & Curriculum

- Beers, Kylene. (2003). Teaching comprehension. In *When kids can't read: What teachers can do: A guide for teachers 6-12* (pp. 40-47). Portsmouth, NH: Heinemann.
- Capitelli, et al. (2016). An Integrated Perspective on the Dimensions of School Communication. pp. 44-50 in *The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects: for English language learners grades 6-12*; L.C. De Oliveira, Ed.. TESOL Press.
- Carey, S. (Accessed Jan. 3, 2020). Reframing English Language Development. TeachingHistory.org. National History Education Clearinghouse. ([Link to article.](#))
- De Oliveira. (2016). Examining Cause and Effect in Historical Texts: An Integration of Language and Content. Chapter 2, pp. 7-17 in *The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects: for English language learners grades 6-12*; L.C. De Oliveira, Ed.. TESOL Press.
- Levine, L. N., Lukens, L., & Smallwood, B. A. (2013). The GO TO strategies: Scaffolding options for teachers of English language learners, K-12. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316. Available online. ([Link to PDF.](#))
- McTygue, N., et al. (Winter 2013/14). *English Language Learners, Abstract Language, and Teaching About the Cold War*. In Teaching English Learners. Source. California History and Social Science Project. Page 4.
- Neuman, D. (Winter 2013/14). *What We've Learned about English Language Development*. In Teaching English Learners. Source. California History and Social Science Project. Pages 5-10.
- Woyshner, C. (2010). Inquiry teaching with primary source documents: An iterative approach. *Social Studies Research and Practice*. 5(3), 36-45.

- Zacarian, D. (2011). Addressing the subject matter component of an English language education program. In *Transforming Schools for English Learners: A Comprehensive Framework for School Leaders* (pp. 91-111). Thousand Oaks, CA: Corwin.
- Zemelman, Stephen et al (2012). Strategic Thinking. In *Best Practice: Bringing Standards to Life in America's Classrooms* (pp. 50-57). Portsmouth, NH: Heinemann.
- Zwiers, J., & Crawford, M. (2011). Conversations in History. In *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings* (pp. 141-164). Portland, ME: Stenhouse.

Videos of Instruction

- ¡Colorín Colorado! [Differentiating Assignments in a Social Studies Lesson](#). (0:51). (This and other resources are [gathered here](#) (Reading #5)
- ¡Colorín Colorado! [Background Knowledge](#). View short videos at bottom of page.
- ¡Colorin, colorado! Reading non-fiction text with high school ELLs. Carrie Bowinger, Poughkeepsie Public Schools. (2011). (7:45).
<https://www.colorincolorado.org/teaching-ells/content-instruction-ells/social-studies-instruction-ells>
- ¡Colorin, colorado! Teaching academic vocabulary. Nancy Cloud, Rhode Island College. (2016). (1:47). <https://www.youtube.com/watch?v=N0aSUGKtLvI>
- ¡Colorin, colorado! Chapter walk with me! Amber Prentice, Battle Creek Middle School. (2011). (7:30).
<https://www.youtube.com/watch?v=U30tOXpjuvA&list=PLoU659hwTdDaRCxi27zA7SJwt0mB0XU0T&index=3&t=0s>
- EL Education. Scaffolding Literacy Instruction for English Language Learners. (9:19).
<https://www.youtube.com/watch?v=lvmbm8fA2pQ>
- Right Question Institute. Using the QFT with students. Question Formulation Technique. (8:48). - <https://rightquestion.org/what-is-the-qft/>
- Right Question Institute. Steps of the Question Formulation Technique (QFT) & Video Guide. Question Formulation Technique, Emerging America.
<http://www.emergingamerica.org/teaching-resources/question-formulation-technique>
[e](#)

Required Online Resources

(Additional and alternate materials may be added during the course.)

- CAST. Universal Design for Learning (UDL) 2010 intro. 4:32 Minutes.
<https://www.youtube.com/watch?v=bDvKnY0q6e>
- ¡Colorín colorado! Social Studies Instruction for ELLs.
<https://www.colorincolorado.org/teaching-ells/content-instruction-ells/social-studies-instruction-ells>
 - Primary Sources, the Library of Congress and English Learners. (2016).
 - Teaching ELLs to Navigate Textbooks Effectively.
 - OPTIONAL: Preparing an Engaging Social Studies Lesson for English Language Learners
- EL Education. "Readers Theater: Performing Our Scripts." Lesson plan.
<https://curriculum.leducation.org/curriculum/ela/grade-2/module-1/unit-2/lesson-9>

- EmergingAmerica.org/TPS
 - Accessing Inquiry clearinghouse <http://emergingamerica.org/accessing-inquiry/>
 - Immigrant History through Primary Sources
<http://emergingamerica.org/accessing-inquiry/immigrant-history-through-primary-sources>
- Facing History and Ourselves. Educator Resources. Searchable database, includes instructions for many accessible Teaching Strategies, and lessons that show the strategies in action. <https://www.facinghistory.org/educator-resources>
- Library of Congress <http://loc.gov>
 - Library of Congress Teachers Page: <http://LoC.Gov/teachers>.
 - Intro. to the Library of Congress YouTube page - teachers videos:
<http://www.loc.gov/teachers/professionaldevelopment/videos/?loclr=blogtea>
- Minnesota Historical Society - Inquiry in the Upper Midwest - Culturally Relevant Pedagogy. <http://education.mnhs.org/iwm/teaching-materials>
- University of Michigan. Read. Inquire. Write.
<https://readinginquirewrite.umich.edu/bi-multilingual-learners/>

Recommended Resources

Historical Thinking

- Basset, J. & Shiffman, G. (2021). Primates Like Puzzles (blog post).
<https://4qmteaching.net/primates-like-puzzles/>
- Donovan, S., & Bransford, J. (2005). *How students learn: history in the classroom*. Washington, DC: National Academies Press. pp. 1-27. Print.
http://www.nap.edu/catalog.php?record_id=11100
- Stanford History Education Group (SHEG). Especially "Thinking Like a Historian."
<http://sheg.stanford.edu/>
- Stripling, B. (n.d.). Teaching inquiry with primary sources. *TPS Quarterly*. Summer, 2009. Accessed January 21, 2020 from
http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html
- Wineburg, S. (2011). *Reading Like a Historian*. New York: Teachers College Press.
- Wineburg, S., & Martin, D. (2009). Tampering with history: adapting primary sources for struggling readers. In *Social Education*, 73(5), pp. 212-216, National Council for the Social Studies.

Historical Content

- Takaki, Ron. (1993). "Emigrants from Erin: Ethnicity and Class within White America." Chapter 6 of *In a different mirror: a history of multicultural America*. Back Bay Books, Little, Brown and Company. New York - Boston. Pages 139-165.
- Takaki, Ron. (1993). "Searching for Gold Mountain: Strangers from a Pacific Shore." Chapter 8 of *In a different mirror: a history of multicultural America*. Back Bay Books, Little, Brown and Company. New York - Boston. Pages 191-224.
- Takaki, R. & Rebecca Stefoff (adapter) (2012). *A different mirror for young people: A history of multicultural America*. New York, NY: Seven Stories Press.

Pedagogy

- Allen, J. (2007). *Inside words: Tools for teaching academic vocabulary, grades 4-12*. Portland, Me.: Stenhouse.
- Collier, C. (2007). *What Every Administrator & Educator Should Know: Separating Difference from Disability*. Cross Cultural Developmental Educational Services.
- Cruz, B.C., & Thornton, S.J. (2008). Social studies for all: ESOL strategies for the elementary classroom. [*Social Studies and the Young Learner*, 21\(2\), 11-16.](#)
- Graff, G., Birkenstein, C., & Burke, J. (2018). *"They say / I say": the moves that matter in academic writing*. New York: W.W. Norton & Company.

FURTHER RECOMMENDED READINGS:

Any teacher new to the Library of Congress Teaching with Primary Sources Program at CES—or who has not read these four short articles—would benefit from reading them before the program begins. Presenters will assume that you are familiar with the concepts in them.

Pedagogical Sources

1. Breakstone, J., & Smith, M. (n.d.). Assessing Historical Thinking Skills Using Library of Congress Primary Sources. *The Teaching with Primary Sources Journal*.
http://www.loc.gov/teachers/tps/journal/assessing_historical_thinking/
2. Cairn, R. (n.d.). Primary sources: at the heart of the Common Core State Standards. *Teaching with Primary Sources Journal*.
http://www.loc.gov/teachers/tps/journal/common_core/article.html
3. Carlson, P. B., & Clevenson, R. B. (n.d.). Engaging all learners with primary sources. *Teaching with Primary Sources Journal*.
http://www.loc.gov/teachers/tps/quarterly/differentiated_instruction/article.html
4. Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia: Temple University Press.
5. Wineburg, S. (2010). Historical thinking: memorizing facts and stuff? *TPS Quarterly*. Retrieved January 21, 2020, from
http://www.loc.gov/teachers/tps/quarterly/historical_thinking/article.html