Name _____ Date _____

Answer Key: Examining Historical Patterns

STEP ONE: Examine continuities and changes.

CONTINUITIES **What has stayed the same?** **Why does it continue or endure?**	**CHANGES** **What has changed?** **What prompted the changes?**
The superiority of the English language: Xenophobia and nativism that treats other languages as inferior and deficient	A greater acceptance of bilingualism: Native English speakers benefit from bilingualism in this era of global + economic connectivity
Who benefits from the changes? How? Who is challenged by the changes? How? Native English speakers benefit because they can gain new language skills and benefit from it. English Language Learners are challenged because their native languages are still seen as a deficit while native English speakers are celebrated for learning those same languages. They also often still receive inadequate support in learning English.	
Who benefits from the continuities? How? Who is marginalized as things remain the same? How? Native English speakers benefit from the continuities because they benefit from English remaining the superior and dominant language. English Language Learners are marginalized because they are impacted by increases in xenophobia and nativism, which can impact what kind of support or resources they receive to learn English and if/how they get to retain their native language(s).	

STEP TWO: Examine progress and decline.

Contextualize the Historical Moment: **What is the historical moment?** Post-World War II era of increased globalization **What years are involved?** 1950s-now **What major historical themes are at play?** Globalization, economic competition, nativism, xenophobia	
What examples illustrate progress and for whom? Globalization and economic competition lead to foreign language classes in Asian languages like Japanese and Mandarin for native English speakers. Foreign language classes show benefit of bilingualism and value of other languages but this mainly benefits native English speakers. *Lau v. Nichols* (from previous lesson) led to progress for English Language Learners.	**What examples illustrate decline and for whom?** Moments of tension (like war or increased immigration) lead to increased nativism and xenophobia which lead greater valuation of English fluency, negatively affecting English Language Learners who can be seen as "others" during these times.
Is it a period of progress? Or, is it a period of decline? Period of progress because overall language policies and culture have shifted to see value in bilingualism, even though the benefits of that affect native English speakers more than English Language Learners.	

Citation: Adapted from NYC Department of Education, Grade 10 Historical THinking Tools and Analysis Strategies. https://www.weteachnyc.org/resources/resource/grade-10-historical-thinking-tools-and-analysis-strategies/ (pp. 27-28)