ANALYZING AND INTERPRETING PRIMARY SOURCES WITH ENGLISH LEARNERS (ELS)

Office of Multilingual Curriculum and Programs
School District of Philadelphia
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Goals

- Appreciate challenges faced by English Learners when analyzing (U.S. based) primary sources
- Discuss and identify scaffolds to support students reading comprehension and analysis of primary sources

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Deep Reading of an Image

1. What do you notice? I notice... (date, objects, people, data)
2. What do you wonder about the document? I wonder about...
3. What do you believe about the document? I believe... because...

Word Bank: address (directions), ball, bat, hat, names, numbers, picture, sports, stamp, title,... OR
“Philadelphia,” “Base Ball Club,” “Umpire,” “Pythian,” “708 Lomard St”
Interacting with Documents

Unit 1: Interpreting Political Cartoons – Lesson Plan for English Learners (ELs)

political cartoons: U.S. Immigration during the 1860s

Unit 2: Exploring Sports, Race and Transnational Relations: The Role of Baseball before 1947

political cartoons, photos, text-based documents (letters, reports, charts, newspaper articles, poster)

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## 3 Moment Lesson / Unit Planning

<table>
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<tr>
<th>Preparing the learners</th>
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| o Focus attention on concepts to be developed  
| o Activate / build on prior knowledge and experiences  
| o Introduce essential new vocabulary in context  
| o Connect lessons to students’ experiences  
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<th>Interacting with Text / Concepts / Content</th>
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| o Deconstruct text / concepts / content; focus on understanding a chunk and reconnect a chunk to the whole  
| o Establish connections between ideas within text / concepts / content  
| o Work collaboratively to discuss, evaluate, predict, check for understanding, summarize, etc.  
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<th>Extending understanding</th>
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| o Re-create text in a new genre or create new text to represent new understanding  
| o Apply newly gained knowledge to novel situations or use to problem-solve  
| o Connect ideas learned to other ideas and experiences outside the text / class – compare, synthesize, evaluate, create, critique, problem solve, etc.  
|  

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Preparing the Learner – Building Background Knowledge


2. Review the Essential Understandings, Essential Question and Supporting Questions.

3. Think/Write/Pair/Share
   a) What background knowledge will students need to address the question?
   b) What background knowledge will students need to analyze political cartoons, and photos?
Interacting with Texts / Concepts


- Historical Society of Pennsylvania Documents:
  
  A: Letter from William Still to Pythian Baseball Club
  
  B: Letter from Jacob C. White to William Still regarding the cancelation of his membership in the Pythian Baseball Club
  
  C: Report to the Pythian Base Ball Club

- Essential Questions

- Scaffolds / Supports

- Think/Write/Pair/Share:
  
  a) How will the scaffolds help students understand and interpret the documents?
  
  b) What other scaffolds will support language learners in interpreting the documents?
Extending Understanding / Next Steps

- Fishbowl Deliberation
- Four Corners
- Argument Paragraphs

- Collaborative Poster
- Student Created Cartoons
Connect:
What objects are in the photo?
Who is in the photo?
When was the photo taken?

Wonder:
What are the people doing?
Why?
Write 3 questions to ask the people in the photo.

Investigate:
Who are the people?
Why are they together?
Where can we find more information about the photo?

Reflect:
What additional questions do you have regarding the topic?

Express:
Explain to others the significance or importance of the photo.

Construct:
Using the evidence you found, describe what is happening in the photo.
(main idea & supporting evidence.)
What are your conclusions?

Near Havana Cuba, 1910
Stripling Model of Inquiry / Library of Congress

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