




Think about ...


When you think of academic literacy, how do you envision planning for teaching content area and supporting all learners?






Keys






Related to vocabulary instruction, which issue would you expect to present the greatest challenge to content area teachers?




Effective content-area vocabulary instruction

Provide oral and print language experiences



Instruction in individual words




Word learning strategies

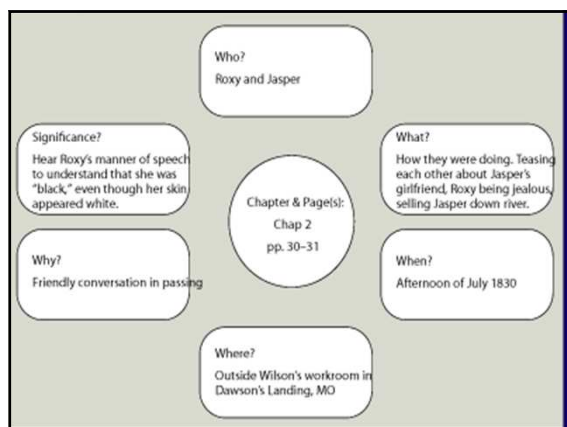
- Dictionary use
- Morphemic analysis (roots, suffixes and prefixes)
- Contextual analysis

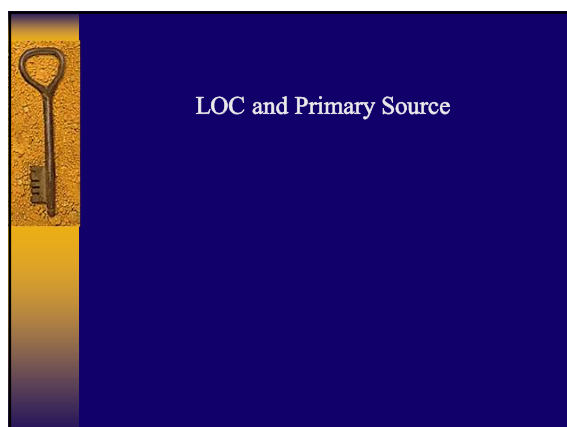
Word learning strategies		
	Common meaning	Mathematical meaning
Mean	<ul style="list-style-type: none">• Not nice• Intend to• Defined as	Average
Median	<ul style="list-style-type: none">• Roadway divider	Middle most value
Mode	<ul style="list-style-type: none">• Type of functioning for electronic devices• Method	Most frequently occurring value
Range	<ul style="list-style-type: none">• Area for grazing farm animals• Area for practice firing weaponry	The difference between the highest and lowest values

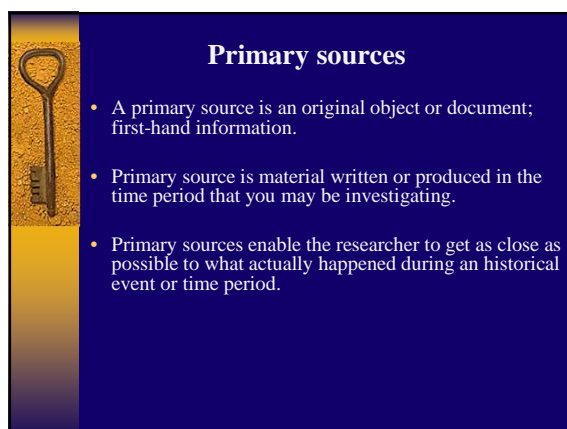
Word learning strategies									
Features									
	Vector quantity	Opposite the force of a push	Perpendicular to the surface of contact	Parallel to the plane of contact	Net force must be zero	Requires contact with the object			
Examples									
Weight	+	-	+/-	-	-	-			
Normal Force	+	+	+	-	-	+			
Static Friction	+	+	-	+	+	+			
Kinetic Friction	+	+	-	+	-	+			
Tension	+	-	-	-	-	+			




What might effective comprehension strategy instruction look like in different content-area classes?









What is a Secondary Source?

- A secondary source is something written about a primary source.
- Secondary sources are written "after the fact" - that is, at a later date.
- Usually the author of a secondary source will have studied the primary sources of an historical period or event and will then interpret the "evidence" found in these sources.
- You can think of secondary sources as second-hand information.



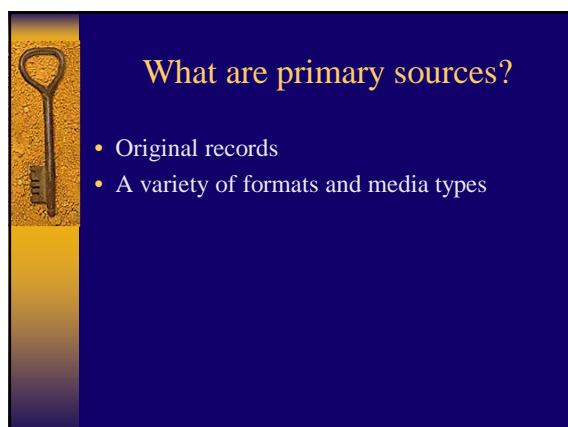
Primary or Secondary Sources?

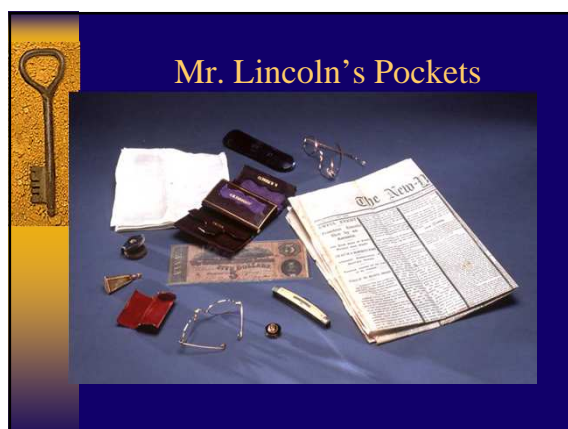
- Newspaper and Magazine articles can be a primary or secondary sources.
 - If the article was written at the time something happened, then it is a primary source.
 - Example: The articles written on Barack Obama's inauguration in 2009 are primary sources.
 - However, if a reporter in 2009 wrote about George Washington's inauguration using information written by someone else (1789), that would be a secondary source.

















Library of Congress Primary Sources

- Primary Source Documents
- Photographs
- Drawings and Paintings
- Maps
- Movies
- Audio Recordings




Use Digital ID – Don't Bookmark!






LOC Search Examples


- “Unidentified group of men walking away from the Union Stock Yards Gate”
- “Buffalo and men on horseback in a stockyard corral”
- “Chinese commission visiting stockyards”
- “Four girls sitting on the edge of a sidewalk during the 1904 Stockyards Strike”
- “Men, primarily African American, working with cattle carcasses hanging in a slaughter house in the stockyards”




For example, as part of a unit focusing on transportation, images relating to the development of the car could help students observe technological advances from the latter half of the nineteenth century to the present. For instance, they might analyze photographs, including a horse and buggy; a very early automobile; a Ford Model T; and a car from the 1950s. Students might compare car designs from the past to those of today, and speculate about the cultural shifts that led to, or resulted from, this evolving form of personal transportation.




By Grade 4, students are required to explain cause and effect using evidence identified in informational text. To address this standard, a teacher might select primary sources from The Dust Bowl Migrations Primary Source Set. Analyzing items from this set, which includes a map, photographs and song lyrics, will allow students to investigate the environmental disaster that triggered the largest migration in U.S. history.




Grade 5 students are required to, —Analyze multiple accounts of the same event or topic, noting important similarities and difference in the point of view they represent,” under the English Language Arts standards. Teachers could select items from another primary source set, such as Women’s Suffrage, to help students understand how people expressed different viewpoints through political cartoons, physical protests and publications, for example.




For example, Grades 6-8 students must “Cite specific textual evidence to support analysis of primary and secondary sources,” to meet Reading Standards, Key Ideas and Details, Standard 1. Students studying the Civil Rights Movement could read and cite evidence from a letter, such as Daisy Bates and the Little Rock Nine, which describes the treatment of African-American students who integrated their local high school. Students can also explore and cite evidence from additional primary sources featured in the Library’s online exhibition, —With an Even Hand: Brown v. Board at Fifty. The object list includes images and documents, including legal correspondence relating to the case.



Grades 11—12 students need to “Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.” To meet this reading standard, students might examine the rhetorical construction of a key speech such as Theodore Roosevelt’s second inaugural address. Students can also learn from analyzing drafts of famous literary works, for example, the poems —The Ballad of Booker T.,l by Langston Hughes and —O Captain, My Captain, by Walt Whitman.



For a unit on Immigration, students could analyze historical tables, charts and maps, such as those on page eight of a statistical atlas of the United States, based upon the results of the eleventh census. They can observe data trends going back to 1790 and compare this data to more recent U.S. census data. Students investigating a larger question, such as —How did Americans at the turn of the last century react to large numbers of new immigrants?l might analyze a leaflet from the Immigration Restriction League along with a 1916 sound recording of a popular song, —Don’t Bite the Hand That’s Feeding You, for examples of expressed anti-immigrant sentiment. These and other primary sources in a range of formats are available in the Library’s immigration-themed primary source set.



Resources

- CCSS
- http://www.isbe.state.il.us/common_core/pdf/ela_common_core_standards.pdf
- TPS Journal by LOC
http://www.loc.gov/teachers/tps/journal/common_core/pdf/common_core.pdf
