

Amplifying Multilingual Voices and Learning in K–12 Education

Through Project-Based Learning



Language Literacy in Service of
History and Civic Engagement

Research, Instruction and Professional Learning

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MULTILINGUAL LEARNERS

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Introduction

How can we improve the learning experiences of Multilingual and English Language Learners (MLs and ELLs) with complex content, keeping them engaged in deep learning, while also lifting their voices in social studies? This type of question always surfaces among New York City social studies educators when engaging in dialogue around the needs of linguistically diverse students in the content area. This very same question has served to drive research for many scholars and practitioners in the field of language development. With the understanding that this is a multilayer question and that there is no silver bullet in education, this resource attempts to explore this issue by tapping into twenty-first-century research on culturally, linguistically, and historically responsive practices in social studies.

The New York State Education Department (NYSED) states that culturally responsive-sustaining education (CR-SE) only exists in classrooms where multiple expressions of diversity are recognized and regarded as assets for teaching and learning.¹ When approaching teaching and learning from a CR-SE lens, one may realize that we have yet to look at how access to culturally relevant texts impacts MLs/ELLs' response to grade-level texts. To do so, one needs to investigate what happens in classrooms where MLs/ELLs' voices, histories, and lived experiences are amplified and welcomed as one of the perspectives from which they build knowledge and language around historical content and civic projects.

With this goal in mind, the Division of Multilingual Learners (DML) partnered with New York City educators, scholars, public institutions, museums, nonprofits, and community-based organizations on a three-year project, called *Amplifying Multilingual Voices and Learning in K–12 Education through PBL with ELLs in Mind*. The goal of this project was to engage in dialogue with social studies, ENL, and bilingual educators interested in exploring and producing a CR-SE PBL design and accompanying grade-level resources that could be used in classrooms with MLs/ELLs. The purpose was to engage these students in rigorous project-based learning experiences while also uplifting their voices and deepening their learning.

How can we improve the learning experiences of Multilingual and English Language Learners (MLs and ELLs) with complex content, keeping them engaged in deep learning, while also lifting their voices in social studies?

“Moving away from pedagogies of silence towards pedagogies of voices.”

—Oliveira, 2022; Uccelli, 2023

¹ New York State Department of Education (2018). Culturally Responsive-Sustaining Education Framework.

Amplifying Multilingual Voices and Learning in K–12 Education: An Overview

All MLs and ELLs in New York City bring with them cultural, linguistic, and intellectual resources as well as the right to high-quality public education.² It is our responsibility as a public system to welcome and support them by assessing, affirming, and sharpening their academic identities and strengths through integrated and/or bilingual education programs in social studies settings.³

For decades, scholars⁴ have been investigating the act of teaching historical content that is relevant, rigorous, engaging, and accessible for MLs and ELLs. Findings⁵ reveal that a great deal of the educational efforts to engage learners of immigrant backgrounds in learning history and civics education in America have been done through instructional resources that do not acknowledge their contributions to American history. Some historical institutions⁶ claim that there are instances in which multilingual communities are either erased from historical accounts or not ever prioritized.

Over the years, multilingual families, students, educators, practitioners, and policymakers⁷ have argued for the need for instructional and assessment resources that are culturally, linguistically, and historically responsive for all, including MLs/ELLs and students from immigrant origins. To be more specific, NYSED calls for Culturally Responsive-Sustaining Education (CR-SE) that “feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender,

“All instruction is culturally responsive. The question is: To which culture is it currently oriented?”

—Gloria Ladson-Billings

NYSED calls for Culturally Responsive-Sustaining Education (CR-SE) that “feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, and other identities traditionally silenced or omitted from curriculum.”

2 U.S. Supreme Court (1982); Plyler vs Doe NYSED (2010); The Dignity for All Students Act NYSED (2017); Guidance on Rights of Immigrant Students and Dignity for All Students Act Now Available in 20 Languages.

3 U.S. Supreme Court (1974); Lau vs. Nichols. NYSED (1974); Commissioner’s Regulations Part 154 NYSED (2014); Amendments to Commissioner’s Regulations Part 154 NYSED (2014); Adoption of Commissioner’s Regulations Subpart 154-3.

4 Shor & Freire (1987); Ladson-Billings, G. (1998); Almarza (2001); Yosso, T. (2005); Pohl, Bernardo E. Jr et al (2015); Wolk, S. (2003).

5 Cummins, J. (1986); Anzaldúa, G. (1987); Delgado Bernal, D. (1997); Yosso, T. (2005); Rendón, L. et al (2018); Eapana, C. and Herrera, L. (2020); Muhammed, G. (2019).

6 Stevens-Acevedo et al, CUNY (2013); Museum of Chinese in America (2021).

7 New York State Department of Education (2018). Culturally Responsive-Sustaining Education Framework.

sexual identity, ability, religion, nationality, migrant/refugee status, and other identities traditionally silenced or omitted from curriculum.”⁸

Towards a Culturally, Linguistically & Historically Responsive Pedagogy in Social Studies



Figure 1: Amplifying Multilingual Voices and Learning through History and Civics

Culturally, linguistically, and historically responsive research⁹ points out that to restore equity and excellence for all, public education must affirm and center voices, assets, histories, and identities of students of color as well. Therefore, validating and leveraging the assets, historical contributions, and lived experiences of our multilingual and English learning communities is not only a moral imperative but also a tool for equity. Employing this teaching and learning approach can help MLs/ELLs to further their historical thinking skills and civic awareness that their decisions and actions can impact the present and shape the future of their communities. It is also important to mention that culturally, linguistically, and historically responsive teaching and learning when approached from multiple perspectives can serve as a uniting force to bring together students, schools, families, and communities at large.¹⁰

What could a knowledge and language-building PBL design that integrates CR-SE social studies content and language literacy instruction while amplifying multilingual voices and learning in K–12 look like?

8 Ibid.

9 Ladson-Billings, G. (1994); Paris, D. (2017); de Oliveira, L. (2020); Muhammad, G. (2020); Snyder, S. and Fenner, D. (2021).

10 Muhammad, G. (2020); Freire, P. (2000); Nieto, S. (2018); Randon, L. et al (2014); Garcia C & Chun, H. (2016); Espana, C. & Herrera, L. (2020).

New York City educators are invited to adopt culturally responsive and sustaining practices in which students can find themselves represented and reflected.¹¹ Studies¹² show that New York City is by far the most linguistically diverse place in the world, having Spanish, Chinese, and Arabic as the most spoken languages after English.¹³ This resource is an informed attempt at creating a knowledge and language-building design that integrates CR-SE social studies content and language literacy instruction that amplifies multilingual voices and learning in K–12.

Why Language Literacy through History and Civic Engagement

The end of the twentieth century and the beginning of the twenty-first marked tremendous shifts in the field of language development.¹⁴ During this period, the findings of many studies¹⁵ started to confirm the integration of language literacy and content-based instruction as a gateway to greater academic achievement among MLs/ELLs. According to research,¹⁶ language is context-sensitive and never neutral. As a result, the integration of language development with content area teaching enables language learners to use disciplinary and interdisciplinary discourses as tools to build content knowledge and language literacy while uncovering the varied meanings that a given text may present.¹⁷

Based on findings that language literacy develops faster and deeper when integrated with content, the decision of what content to teach and how to teach it to linguistically diverse communities becomes fundamentally important in building language and sustaining a democratic society.¹⁸ Studies¹⁹ from the field of bilingual education and language development also point out that when we teach language through a text set that is

Because language literacy develops faster and deeper when integrated with content, the decision of what content to teach and how to teach it to linguistically diverse communities becomes fundamentally important in building language and sustaining a democratic society.

11 NYSED (2019). Culturally, Responsive-Sustaining Education Framework.

12 English Language Acquisition Alliance (2018); Rebecca Solnit & Joshua Jelly-Schapiro (2016).

13 New York City Department of Education (2022). 2021–22 ELL Demographics At-a-Glance. Retrieved on June 16, 2023 from <https://infohub.nyced.org/docs/default-source/default-document-library/sy-2021-22-ell-demographics-at-a-glance.pdf>.

14 Eaton, S.E. (2010); de Oliveira & Schleppegrell (2015); Shanahan, T. and Shanahan, C (2013); Halliday, M. (1993); Derewianka, B. (1991).

15 Halliday, M. (1993); Halliday and Martin (1993); August, D., & Shanahan, T. (2006); Bailey, A. L. (2007); Derewianka (2008); Fang, Z. & Schleppegrell, M.J. (2008); Lesaux, Kieffer & Rivera (2006); de Oliveira, L. (2010); Van Lier, L., & Walqui, A. (2012).

16 August, D., & Hakuta, K. (1997); August, D. L., & Shanahan, T. (2006); Freire, P. (1970).

17 Uccelli, P. (2023); Bunch, G. et al (2013); Bunch, G. et al (2020); Zwiers, J. (2010); Dobbs, C. et al (2019); Nagy, W. & Townsend, D. (2012).

18 de Oliveira (2023); NCTE (2005); Dobbs (2021); Leider, C.M., Proctor, C.P., & Silverman, R.D. (2021).

19 Yosso, T. (2005); Rendon, L. (2014); de Oliveira, L. (2014); Uccelli (2015); Zwiers, J. (2018); Garcia, O. (2017).

inclusive of perspectives that amplify the voices of MLs/ELLs, their families, and communities, we create authentic opportunities for their academic success.

This instructional resource, therefore, capitalizes on the premise that language instruction is more effective when taught in the service of inclusive content knowledge, language literacy, and twenty-first-century skills (e.g., analytical reading and writing). It is also important to point out that the instructional goal of teaching and learning history and civics while learning a new language is not to turn students into acculturated thinkers and homogeneous users of a language discourse (e.g., academic language). Instead, the goal is to teach and assess analytical language to support students in using their own reasoning and critical voices and to sharpen their own socio-emotional, academic, linguistic, cultural, and civic identities.²⁰

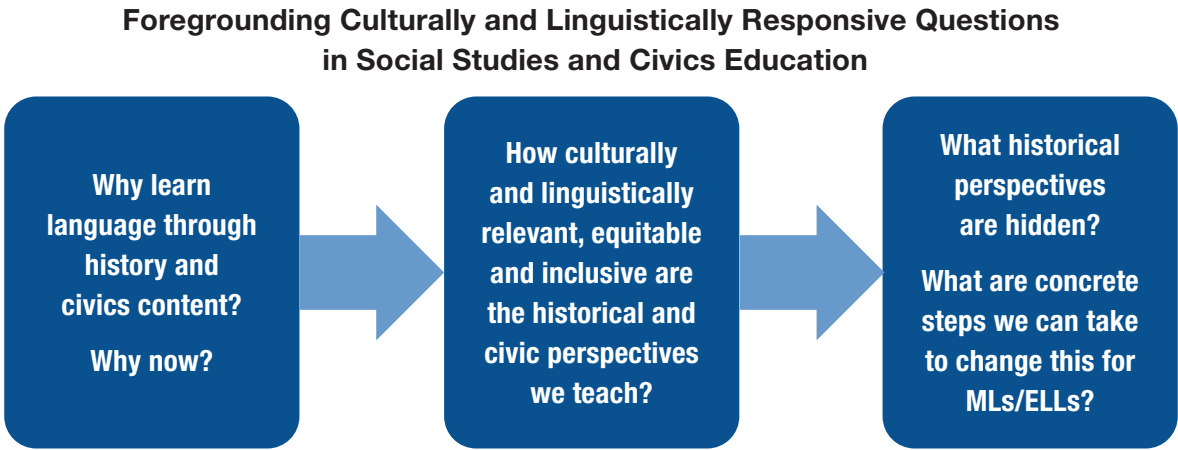


Figure 2: Culturally Relevant-Sustaining Language Literacy in Service of History and Civic Engagement for MLs/ELLs

But how can teachers integrate this into social studies and civics education? Through a three-year collaboration, DML partnered with NYCDOE social studies, ENL, and bilingual teachers, plus local and national institutions to design, develop, and apply an instructional design that could serve this purpose. PBL with ELLs in Mind: A CR-SE Knowledge and Language-Building Design results from this three-year collaboration, coupled with pre-existing resources developed by ELL and content-area instructional specialists within DML.

PBL with ELLs in Mind: A CR-SE Knowledge and Language-Building Design results from this three-year collaboration, coupled with pre-existing resources developed by ELL and content-area instructional specialists within DML.

²⁰ Uccelli, P. et al (2017); Zwiers, J. & NYCDOE (2018); Uccelli, P. (2023).

PBL with ELLs in Mind: A CR-SE Knowledge and Language-Building Design

PBL with ELLs in Mind, a culturally responsive-sustaining educational (CR-SE) knowledge and language-building design, is an inclusive instructional model of teaching and learning content and language simultaneously. The goal is to transform classrooms of ML/ELL and their peers into inquiry-based collaborative communities that engage in deep comprehension, disciplinary and interdisciplinary learning (e.g., humanities; STEM), and reasoning through solution-oriented projects.²¹ When using this design to integrate social studies and language literacy, we aim for the following:

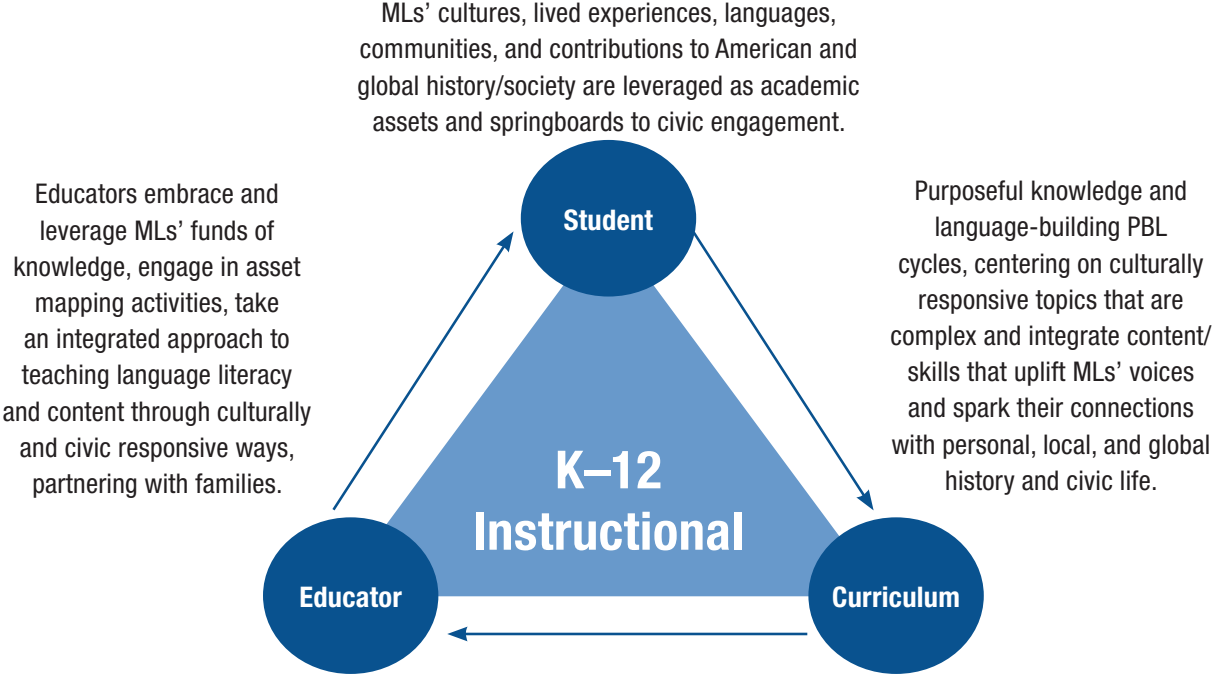


Figure 3: Language Literacy through History and Civic Engagement

Because MLs/ELLs should not be taught language literacy in isolation but in the service of disciplinary/interdisciplinary content and analytical skills,²² this guidebook provides collaborating content-area and ENL educators with a *PLB with ELLs in Mind Planning Tool*, coupled with authentic CR-SE text sets and connected activities. These resources designed in collaboration with New York City educators, scholars, and educational institutions represent our understanding that to enhance cultural competency among learners, we must understand our responsibility in helping students gain fluency and facility with at least one other culture²³ while learning grade-level content and a new language.

21 Uccelli, Paola (2023). Midadolescents' Language Learning at School: Toward More Just and Scientifically Rigorous Practices in Research and Education. *Language Learning*, January 2023, pp. 1–39.

22 de Oliveira, L. C., Braxton, D., & Gui, J. (2021). Planning for Instruction using a Language-Based Approach to Content Instruction for Multilingual Learners. *Journal of English Learner Education*. (13)1. Retrieved from <https://stars.library.ucf.edu/jele/vol13/iss1/2>.

23 Ladson-Billings, G. (2021). Culturally Relevant Pedagogy. Asking a Different Question.

Therefore, the *PBL with ELLs in Mind Planning Tool* (see *Appendix* page 27) will serve as a guide to facilitate rigorous teaching and learning cycles of inquiry-based projects that are standards-based academically complex, and also amplify multilingual voices and learning in K–12 social studies.

Research shows that when multilingual learners are engaged in comprehensive and analytical language-based content instruction that centers history, geography, and civics, and have a shared goal for studying this content in authentic ways, they experience a wide range of benefits.²⁴ These include increased engagement, mastery of the subject matter, as well as improved attitudes towards learning and the use of a new language. The experiences that students gain from this type of learning help them to better understand how changes and continuities in historical perspectives affect their lives and the lives of members of their communities. For MLs/ELLs specifically, having an opportunity to see themselves as intellectual individuals²⁵ whose voices, histories, and “shared causes” are included as part of the content they investigate while learning a new language helps to maximize their engagement, academic agency, and overall literacy development.²⁶

CR-SE CONSIDERATIONS FOR PBL ASSESSMENT WITH MLs/ELLs IN MIND:

- MLs/ELLs and their peers enter this learning space with linguistic and academic assets as well as global knowledge that need to be assessed, leveraged, and sharpened.
- Teachers of MLs/ELLs enter this learning space with the understanding that cultural and language practices are not additions, but critical components of quality instruction.
- The project is designed to capitalize on the wealth of information that MLs/ELLs bring with them as they navigate within multiple, and sometimes, distinct worlds (e.g., country of origin, barrio, language, peers, family, literacy traditions, and culture).
- Teachers provide MLs/ELLs with project-based learning opportunities that allow them to be challenged and to persevere. Teachers should model and explicitly teach the self-regulation and academic agency skills that they want their students to develop.
- Instruction should include individual and collective opportunities for students to use critical reasoning, take academic risks, and leverage a growth mindset to learn from mistakes.

24 Velasquez, A. G. (2020); Adam Tyner and Sarah Kabourek (2020); de Oliveira, L., Obenchain, K. & Others (2019).

25 Muhammad, G. (2020). *Cultivating Genius—An Equity Framework for Culturally and Historically Responsive Literacy*.

26 Adam Tyner and Sarah Kabourek (2020). *Social Studies Instruction and Reading Comprehension: Evidence from the Early Childhood Longitudinal Study*.

PBL with ELLs in Mind:

Key Instructional Features of this CR-SE Knowledge and Language-Building Design

- Teach and learn significant and inclusive historical or civic themes/processes through a compelling student-centered, community-based, solution-oriented project
- Engage in sustained readings of a culturally and linguistically responsive text set that is inclusive, complex, and integrated with content/skills that uplift MLs' voices and spark their connections with personal, local, and global history
- Target analytical language features essential to comprehending key concepts included in a text set and community-based project, while leveraging MLs' home language and literacy traditions
- Teach and learn inclusive, integrated, and comprehensive tasks, assessments, and reflection, while leveraging MLs' assets and promoting academic agency



Figure 4: Knowledge and Language-Building PBL Design

In integrating disciplinary and multidisciplinary content (e.g., social studies/humanities; STEM) and language development, the PBL with ELLs in Mind calls for culminating student-centered, community-based, solution-oriented projects. These projects should guide day-by-day learning through job-embedded opportunities that foster knowledge and language building while sharpening students' academic identities. The goal is to move the teaching and learning process from simply asking students to recall, comprehend, or apply knowledge to creating disciplinary/multidisciplinary learning processes that invite them to read-talk-write to analyze, synthesize, and create knowledge.²⁷

The PBL with ELLs in Mind design calls for teachers to identify, mobilize and apply MLs/ELLs' strengths into daily teaching and learning practices through complex topics and the language used to represent them, guiding questions, rigorous grade-level texts, milestones, and formative assessments. The goal is that these PBL teaching and learning cycles can engage MLs/ELLs in comprehensive and inquiry-based tasks that culminate into authentic assessments that involve the whole learner, including their literacy traditions and language repertoires. The premise is that when we amplify and stretch MLs/ELLs' voices and learning, we are also amplifying socio-emotional, academic, and economic opportunities for them, their families, and their community.

²⁷ Mehta, J. & Fine, S. (2019). In Search for Deeper Learning.

Examples of CR-SE Instructional Resources That Support This Practice

The following section shows examples of authentic CR-SE resource sets specifically designed for New York City social studies/civics and/or humanities educators of MLs/ELLs. In each set, you will first see an essay that introduces a historical and/or civic theme historically significant to MLs/ELLs and their communities. The sets also include authentic texts and connected activities. Teachers can use these resource sets to enhance their preexisting curriculum and/or to develop social studies, civics, and/or humanities CR-SE PBL units of instruction.

- [Instructional Resources Set I:](#)
The “Perpetual Foreigner” Narrative: A Constitutional and Civic Issue
- [Instructional Resources Set II:](#)
Promoting Historical Perspective by Voicing Our Own Stories
- [Instructional Resources Set III:](#)
Untold History of Civic and Democratic Engagement in America

Instructional Resources Set I:

The “Perpetual Foreigner” Narrative: A Constitutional and Civic Issue

Belonging

Has anyone ever asked you, “Where are you from?” Have they followed up with, “No, where are you *really* from?” if your answer was different from what they expected? Questions like these might sting. They might make you feel sad, angry, frustrated, excluded, or misunderstood. Moreover, their subtext has broader implications. In an instant, these questions cast whoever was asked as an outsider, a foreigner—someone who could not possibly claim “America” in their lineage.

Asian Americans, Arab Americans, Latin Americans, and other marginalized groups of color are often faced with these questions. Whether they were born here, have been in America for fifteen years, or just moved here five days ago, many are not seen or accepted as Americans simply because of their perceived ethnicities. Some are denied their deep, rich roots in this country—seemingly immune to the passage of time—because they don’t “look,” “speak,” or “act” American enough. They are told, in words or with actions, that they do not belong—that they are aliens in their own land. This is the power of the perpetual foreigner stereotype, the notion that a member of a marginalized group is foreign simply by virtue of their ethnicity (or perceived ethnicity).

From microaggressions to acts of physical violence, the perpetual foreigner stereotype can have real and damaging effects on us, our students, and their families. In a moment when Asian Americans are being blamed for the COVID-19 pandemic and targeted in assaults across the country, the narrative of the perpetual foreigner harms people’s bodies and their sense of belonging.

In a recent instance, news anchor Michelle Li from St. Louis received backlash from an enraged viewer when she shared one of her own Korean American New Year’s traditions during a segment on the symbolism behind what Americans eat to ring in the new year. Michelle was criticized for being “very Asian,” which was noted as a criticism by the viewer, whose words revealed that she bought into the myth of Asian Americans as perpetual foreigners, whether she was aware of it or not. In response, Michelle co-opted the phrase “very Asian,” which has now taken on a life of its own. It’s a popular hashtag on social media, can be seen on shirts and other merchandise, and has been reclaimed as a vehicle to spread pride in Asian and Asian American heritage and traditions. (Listen to Michelle’s response to the hate-filled incident [here](#).)

This nativist thinking is not new. The foundations of the perpetual foreigner stereotype trace its origins to the nineteenth century. In 1877, during a congressional committee meeting dedicated to the subject of Chinese immigration, Frank M. Pixley, an attorney from San Francisco, proclaimed, “they can never assimilate with us,” that they are a *perpetual*, unchanging, and unchangeable alien element, that can never become homogeneous, that their civilization is degrading and demoralizing, they degrade and dishonor labor, that they can never become citizens. Here, Pixley uses the perpetual foreigner narrative as a way to single out Chinese Americans, question their morals and ways of being, and distance them from other Americans by creating a distinct “us” versus “them” mentality. This rhetoric paved the way for the dehumanization, violence, and eventual exclusion of Chinese in America.

Other groups have shared the experience of being cast as perpetually foreign by the American imagination. In the wake of 9/11, Arab Americans were disproportionately subjected to overt racial profiling and surveillance. They faced obstacles at border crossings, customs, and Transportation Security Administration (TSA) where they were stopped, searched, questioned, and at times, harassed. New policies at the time allowed unlawful discrimination, which disabled Arab Americans from traveling freely. Similarly, in 2010, Arizona passed a state-wide SB 1070 immigration bill that encouraged the racial profiling of Latin Americans. Police officers were permitted to ask for proof of citizenship at their own discretion, simply if they suspected someone was in the country illegally.

Approximately 19.9 million Asian Americans live in the United States.²⁸ 62.1 million Latin Americans call the U.S. home.²⁹ An estimated 3.7 million Arab Americans reside in the U.S.³⁰ While Asian Americans, Latin Americans, and Arab Americans from all walks of life are an integral part of the fabric of American society and contribute actively to the cultural and economic development of the United States, their acceptance into mainstream society remains conditional.

The precarity of this conditional acceptance has been exposed repeatedly in times of crisis, where the resurgence of xenophobic behaviors reminds Chinese and Asian Americans that they are “perpetually foreign.” From the legalization of the Chinese Exclusion Act to the Cold War where Chinese immigrants were suspected of communist affiliations, to the current rise of hate crimes against Chinese Americans catalyzed by the COVID-19 pandemic, dubbed the “kungflu” by a sitting President, Asian Americans have been perceived as “other” in the American public imagination countless times in our country’s history.

28 Jones, Nicholas, et al. “2020 Census Illuminates Racial and Ethnic Composition of the Country.” Census.gov, 15 Oct. 2021, <https://www.census.gov/library/stories/2021/08/improved-race-ethnicity-measures-reveal-united-states-population-much-more-multiracial.html>.

29 Jones, Nicholas, et al.

30 Measher, Laura. “The 2020 Census Continues the Whitewashing of Middle Eastern Americans.” NBC News, 21 May. 2020, <https://www.nbcnews.com/think/opinion/2020-census-continues-whitewashing-middle-eastern-americans-nca1212051>.

Now, more than ever, it is vital to interrogate how we learn what we know about the past, to consider whose voices dominate the narratives we share in our classrooms, and to reflect on whose voices are diminished or omitted entirely. How will you amplify narratives that transcend stereotypes and represent a more just, inclusive society? We hope you'll utilize the accompanying resources to better understand the origins of the perpetual foreigner narrative, an enduring issue with grave ramifications, and explore it with a critical lens in your classrooms.

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Museum of Chinese in America (MOCA)

Examples of Supplementary Text Sets and Connected Activities

Title:	Black Women in La Española
Connections:	Grades 5, 6-8, and 9–11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	The Dominican Studies Institute
Description:	This text set and accompanying activities describe a period in La Española (1504) when the Spanish Crown formally began allowing enslaved Black women to be transported to La Española. The first known Black woman to live in La Española was an unnamed individual whose presence in the new colony dates from before 1502. Remembered as “the Black woman of the hospital,” she was recalled for generations in colonial Santo Domingo as having been a healer who provided medical assistance to poor people in a bohío (hut) of her own before the first hospital was built precisely at the location where she practiced her healing services. The fact that she owned her own home leads us to believe that she was probably a free person.
Link:	https://bit.ly/3JM46b6

Title:	Juan Rodríguez: First Dominican Immigrant in New York City
Connections:	Grades 5, 6, 7 and 9–11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	The Dominican Studies Institute
Description:	This text set and included activities introduce Juan Rodríguez’s arrival in Manahatta, land of the Lenape (today New York City), on a Dutch ship in 1613 from Santo Domingo (today the Dominican Republic). He is described as a free “Black” or “mulatto” man “born in Santo Domingo.” When the Dutch expedition returned to the Netherlands, Juan Rodríguez decided to stay and received hatchets and a musket in payment for his services. In late 1613 or early 1614 another Dutch expedition arrived in the Hudson. Juan Rodríguez introduced himself to the captain as a free man and was hired. No other member of the Dutch crew had stayed behind in the Hudson area as confirmed by the documents found in the Archives of the City of Amsterdam.
Link:	https://bit.ly/3FQmPkj

Title:	Chinese Railroad Workers – A Lasting Legacy
Connections:	Grades 4, 7 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Museum of Chinese in America
Description:	This text set highlights the lives and experiences of the Chinese railroad workers who built America’s first transcontinental railroad (1860). The Transcontinental Railroad made moving people and goods across the country faster and cheaper than ever. The railroad—and the enormous task of building it—launched the U.S. into a time of great change. Construction began during the Civil War. President Abraham Lincoln hoped that the railroad would physically unite, or bring together, the divided country. But the Transcontinental Railroad did much more than that. Its completion shaped the United States’ future in many different ways and so did the people who built it.
Link:	https://bit.ly/3TOPAns

Title:	American Dreaming: Arab American Life and How It Connects To Me
Connections:	Grades 6–8 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Arab American National Museum
Description:	Throughout this resource, students will engage with texts and interactive activities to better understand the history of the American Dream, how it applies to their own lives and the lives of Arab Americans. This text set and activities can be used in social studies classrooms, discussing the theme of the American Dream.
Link:	https://bit.ly/3FZUKr7

Title:	Queen Lili‘uokalani Conversation Kit
Connections:	Grades 5, 7, 9 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Smithsonian Museum
Description:	Lydia Lili‘u Loloku Waiania Kamaka‘eha (1838–1917), better known as Queen Lili‘uokalani, was the Hawaiian Kingdom’s only reigning queen and last monarch before the overthrow of the sovereign state. Queen Lili‘uokalani governed Hawai‘i from 1891–1893, presiding over the Hawaiian Kingdom during a time of great economic growth. By 1890, twenty-one international treaties and more than eighty embassies around the world recognized the Hawaiian Kingdom. Additionally, Hawai‘i and its multiethnic society enjoyed universal suffrage in 1840, universal healthcare, state neutrality (1855), and a 95 percent literacy rate, the second highest in the world.
Link:	https://bit.ly/42K6S99

Instructional Resources Set II:

Promoting Historical Perspective by Voicing Our Own Stories

Teaching as an Act of Sharing Stories

Teaching is an act of sharing stories: stories that come from history, our communities, and our collective knowledge. Problems arise when we tell singular stories that only communicate one perspective or opinion. As the writer and storyteller Chimamanda Ngozi Adichie said, “The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.” Using first-person narratives and teaching oral history skills in the classroom helps ensure that multiple perspectives are always centered, and this can change our students’ worldviews. Instead of automatically following one narrative, they learn to ask themselves, “Whose stories are missing from this conversation?”

Indian author and activist Arundhati Roy once said, “There’s really no such thing as the ‘voiceless.’ There are only the deliberately silenced, or the preferably unheard.” This does not have to go as far as book banning; the types of stories chosen for classrooms and curricula contribute to this deliberate silencing of communities. Designing units that include the voices of people historically left out of textbooks or mainstream media can help combat our students’ ideas of where power comes from, who holds it, and what we might do with it. History is not as simple as one person wielding authority and anonymous followers; every person has played a role, and every person has a story.

Humanizing history means telling more of those stories. This creates space for students to empathize with people and go beyond dates and named events. This also creates space for students to feel like authorities over their own experience and researchers for their community. Oral history opens the door for students to learn from each other, their families, their neighbors, and more. Students begin to see themselves reflected in their learning, which leads to increased engagement, curiosity, critical thinking, and more.

In solidarity,

Erin Vong, Education Program Director
Voice of Witness

Examples of Supplementary Text Sets and Connected Activities

Title:	Bu Gao Ban & General Stores: Daily Life & Building Community in Chinatown
Connections:	Grades 4, 8 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Museum of Chinese in America (MOCA)
Description:	Chinatowns throughout the U.S. have been sites of community, business, daily life, and support since the earliest waves of Chinese immigration. They were neighborhoods that were formed out of exclusion but have also continued to be destinations for new immigrants and generational homes for Chinese Americans. In this section, we'll explore ways in which Chinatowns have historically provided support for their residents—whether it be a community bulletin board or general store owner. We'll then take a closer look at how Chinese American artists, activists, business owners, and grassroots organizations are using their skills and passions to help Chinatowns and other communities in times of need.
Link:	https://bit.ly/3z8zdsv

Title:	Voicing Chinese American Experiences: Building Community in Chinatown Today
Connections:	Grade 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Museum of Chinese in America (MOCA)
Description:	This resource introduces the OneWorld COVID-19 Special Collection produced by MOCA to document and share the stories of Chinese Americans and the Chinese diaspora resisting coronavirus-fueled hate with incredible acts of care, creativity, and agency. The collection features stories of community-led efforts, as well as the personal experiences of individuals and families during the pandemic.
Link:	https://bit.ly/3FUTbL8

Title:	Little Yemen: A New York City Community
Connections:	Grades 4, 8 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Bridging Cultures Group
Description:	This text set and activities highlight the Arab American community in the United States. More precisely, it introduces Little Yemen and the historical contributions of Yemenites to American history through Khalil Gibran’s arts in New York City in the beginning of the twentieth century and brother Nagi Daifullah’s struggle together with Cesar Chavez in California in the 1970s.
Link:	https://bit.ly/3KdE95J

Title:	The Human Face of Immigration
Connections:	Grades 10–11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Voices of Witness
Description:	This text set and accompanying activities explore the complexity of immigration through oral history and personal narrative, and by exploring reliable and unreliable sources in the media. Some of these resources were first published in the book <i>Underground America</i> , the third book in the Voice of Witness book series. It presents the remarkable oral histories of men and women struggling to carve a life for themselves in the U.S.
Link:	https://bit.ly/3IH0VJM

Title:	Stories of Immigration through Oral History and Poetry
Connections:	Grades 4, 7, 8, and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Voices of Witness
Description:	This text set and accompanying activities explore narratives from the book <i>Underground America</i> , and invite students to discuss and then select themes from their discussion to turn into a poem. Depending on their familiarity with writing poetry, students can complete a blackout poetry activity or write their own poem that captures the ideas of the narrator.
Link:	https://bit.ly/3ZfWByB

Instructional Resources Set III: Untold History of Civic and Democratic Engagement in America

Restoring Humanity

We finally have here a volume on Multilingual and English Language Learners (MLs and ELLs) that approaches students from a holistic perspective, recognizing them as youngsters who are valuable, for they enter the school system with a suitcase fully packed with linguistic, cultural, and historical assets that can contribute to the elevation of the teaching quality and learning experience of the entire school community.

For ML/ELLs, developing a new language through a content area, especially in social studies, has meant engaging with a curriculum that does not always acknowledge the great contributions their parents and ancestors have made to the societies they come from or to the new land they learn to call home. Fortunately, this volume valiantly puts forward a perception of ML and ELL students that restores and brings to center stage their full humanity. This volume anticipates these students as eager learners of the world they are encountering, and presents materials infused with their own historical contribution, whether here in the U.S. or in their ancestral lands.

In the section that follows, *Instructional Resources Set III: Untold History of Civic and Democratic Engagement in America*, the tools are made available to tell a different story, to recover a different history, and to engage students with curricular resources unlike any other that has been previously made available. *Untold History* can now begin to be shared with students and used to affirm various aspects of their cultural identities. For example, with the resources made available here, teachers can now present students with Esteban Hotesse, a Black Dominican American second lieutenant in the U.S. Airforce. As a member of the distinguished Tuskegee Airmen, Esteban Hotesse participated in the Freeman Field Mutiny, a series of acts of civil disobedience in an effort to integrate an “all-white” officers club during a time when the U.S. military was not yet integrated, and before the beginning of the Civil Rights Movement. For students of color, stories like Hotesse’s affirm cultural, ethnic, and racial identity by presenting a young and courageous New Yorker who, despite his immigrant condition and dark skin color shared with this nation the ideal of democracy and felt compelled to action both as a soldier to protect democratic values and as an American to make this society better. In Hotesse, students are asked to think deeply and to critically examine history, consensus, and justice, both in the past and in the present moments. Perhaps most importantly, they are called to see themselves as part of a history of speaking truth to power and standing up to injustice wherever they may find it. Not to be understated, this

message with a universal value comes from an immigrant man whose skin color was other than white and mother tongue other than English.

This volume reaches educators as well. Many of the resources included reflect new developments and discoveries in the historical record that are still working their way towards mainstream, common knowledge, and general sensibility. Indeed, these resources enable educators to prepare up-and-coming generations of students while concomitantly empowering educators themselves to understand the considerable and remarkable contributions embodied by their students and their capacity to continue moving this society, and the world, forward.

Ramona Hernandez, PhD
Director, CUNY Dominican Studies Institute &
Professor of Sociology, The City College of New York &
Graduate Faculty Member, MA International Studies Program &
Sociology Department, CUNY Graduate Center

Examples of Supplementary Text Sets and Connected Activities

Title:	Fighting for Democracy
Connections:	Grades 8 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	CUNY Dominican Studies Institute
Description:	This text set and accompanying activities portray the story of courage, valor, and commitment of Dominicans who served in the U.S. Armed Forces during WWII. It highlights Dominican veterans who served in both the European and Pacific theaters, in multiple branches of the U.S. armed forces. These same veterans, like other people of color, faced discrimination as soldiers in the U.S. An exploration of these veterans' experiences would be memorable and valuable for secondary history students.
Link:	https://bit.ly/3FXZJIF

Title:	Civil Rights and Security
Connections:	Grades 8 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	Voices of Witness
Description:	This text set and accompanying activities support students in examining and discussing a list of civil rights. It then guides students in the examination of these same civil rights against a narrative excerpt of the text, Adama Bah (excerpt from the book, <i>Patriot Acts: Narratives of Post-9/11 Injustice</i> , by Voices of Witness linked here).
Link:	https://bit.ly/3Zqn5h3

Title:	The Work and Life of Pura Belpré and the Inquiry Method
Connections:	Grades 10–11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	El Centro for Puerto Rican Studies
Description:	This text set and accompanying activities use the inquiry method designed by Antonia Pantoja (a school teacher from San Juan who founded ASPIRA) to explore the life of Pura Belpré - New York City's first Puerto Rican/ Latina who served the city as a librarian. Pura was an ambassador for the New York Public Library's work with the Latin American community. The innovative storyteller used puppetry, and arts and crafts as tools to teach kids to read, write, and express themselves and transformed a community.
Link:	https://bit.ly/40Fh9Sr

Title:	Young Portrait Explorers: Tato Laviera
Connections:	Grades K–2 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	National Portrait Gallery
Description:	The Young Portrait Explorers designed by the National Portrait Gallery is a program that touches on art and history through storytelling. The activity guide included below explores Tato Laviera's portrait and his lived experiences as a Nuyorican.
Link:	https://bit.ly/3LYq3WZ

Title:	A History of Dominican Music in the U.S.
Connections:	Grades 8 and 11 of <i>NYC Social Studies Scope and Sequence</i>
Author(s):	CUNY Dominican Studies Institute
Description:	This text set and activities describe how Dominicans have made valuable contributions to United States culture and society since the early twentieth century. The excerpts and images included here are part of the first open-source digital tool created by the CUNY Dominican Studies Institute which narrates the history of Dominican music as it developed during the past century in the United States. It highlights Dominicans' involvement in the major musical movements taking place in New York City, including the Harlem Renaissance, the mambo dance craze, and the rise of salsa.
Link:	https://bit.ly/3LYtsFf

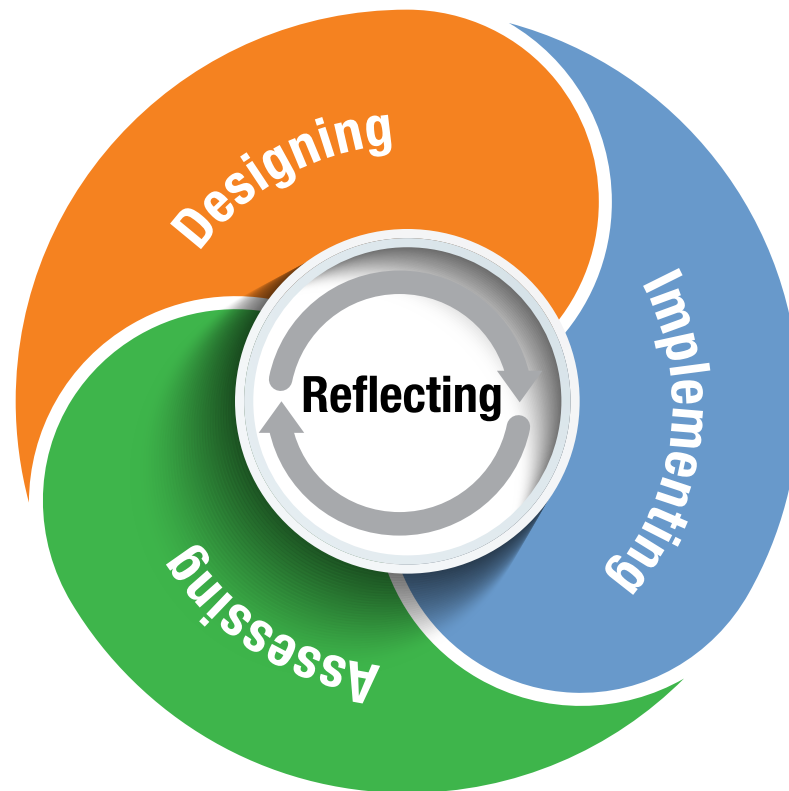


Appendix



PBL WITH ELLS IN MIND

PLANNING TOOL



PBL WITH ELLS IN MIND PLANNING TOOL



Table of Contents:

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Introduction

Project-Based Learning (PBL) is a pedagogy that fosters deeper knowledge by actively engaging students in real-world and meaningful projects. It allows all students, including Multilingual Learners/English Language Learners (MLs/ELLs) to develop complex content knowledge while also developing their language and literacy skills. This PBL with ELLs in Mind Planning Tool is a resource developed for K–12 teachers to use as a guide and a note-taker when designing new PBL units of instruction or enhancing pre-existing units with their MLs/ELLs in mind.

How to Use the PBL with ELLs in Mind Planning Tool

The PBL with ELLs in Mind Planning Tool is designed around a three-phase instructional model—*Designing, Implementing, Assessing*. Each phase includes elements that teachers can take into consideration when planning PBL units of instruction either individually or in teams. All instructional phases are followed by time for reflection as a critical element of high-quality student-centered instruction.

Phase 1: Designing

This is a critical phase in designing a PBL unit as teachers are guided to make important decisions to define the purpose and scope of the project. Please see the [“How to Use the PBL with ELLs in Mind Planning Tool”](#) to access a description of the elements included in this phase.

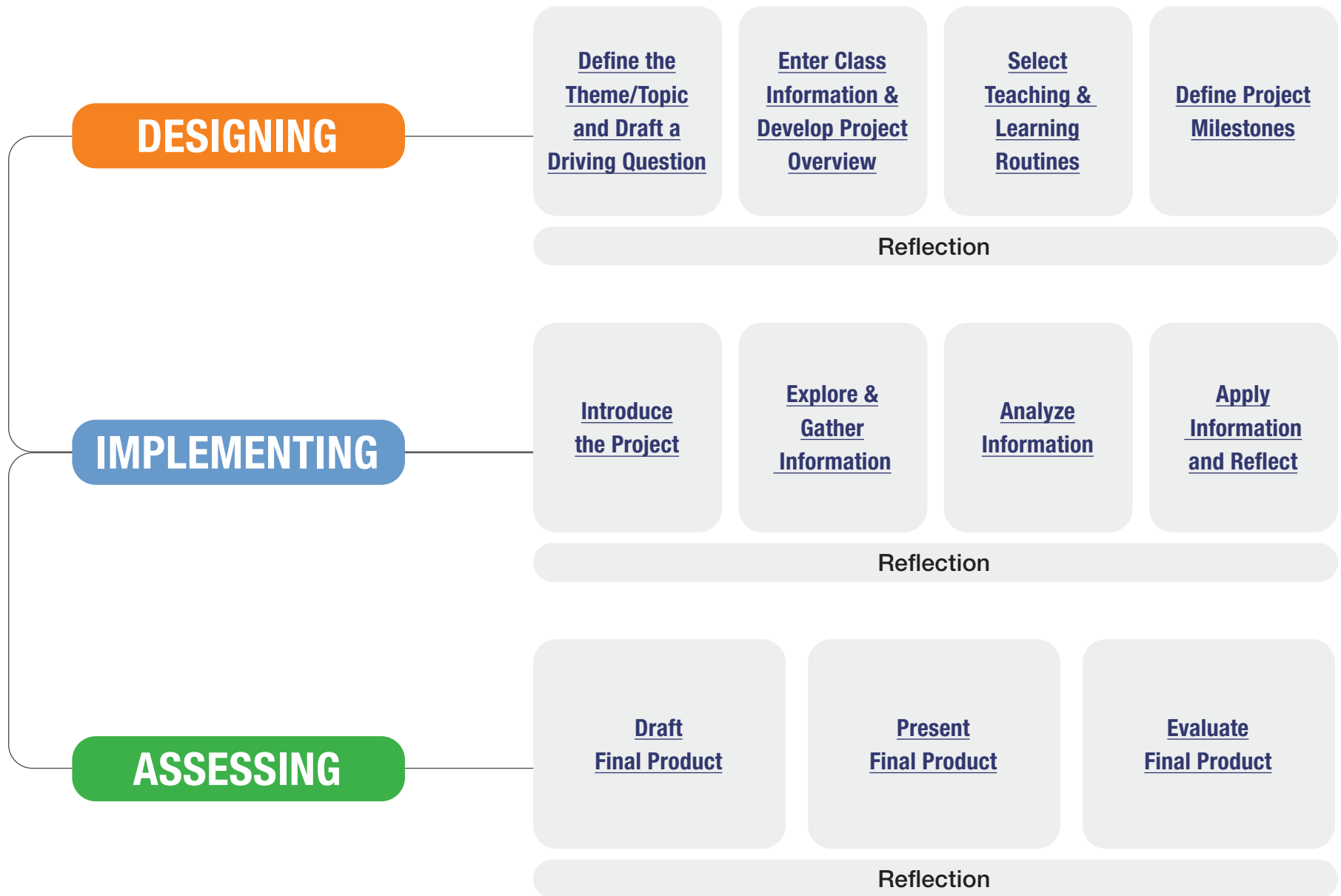
Phase 2: Implementing

This planning phase elicits detailed information about the teaching and learning process that will unfold throughout the PBL unit of instruction and what support will be available to students. Please see the [“How to Use the PBL with ELLs in Mind Planning Tool”](#) to access a description of the elements included in this phase.

Phase 3: Assessing

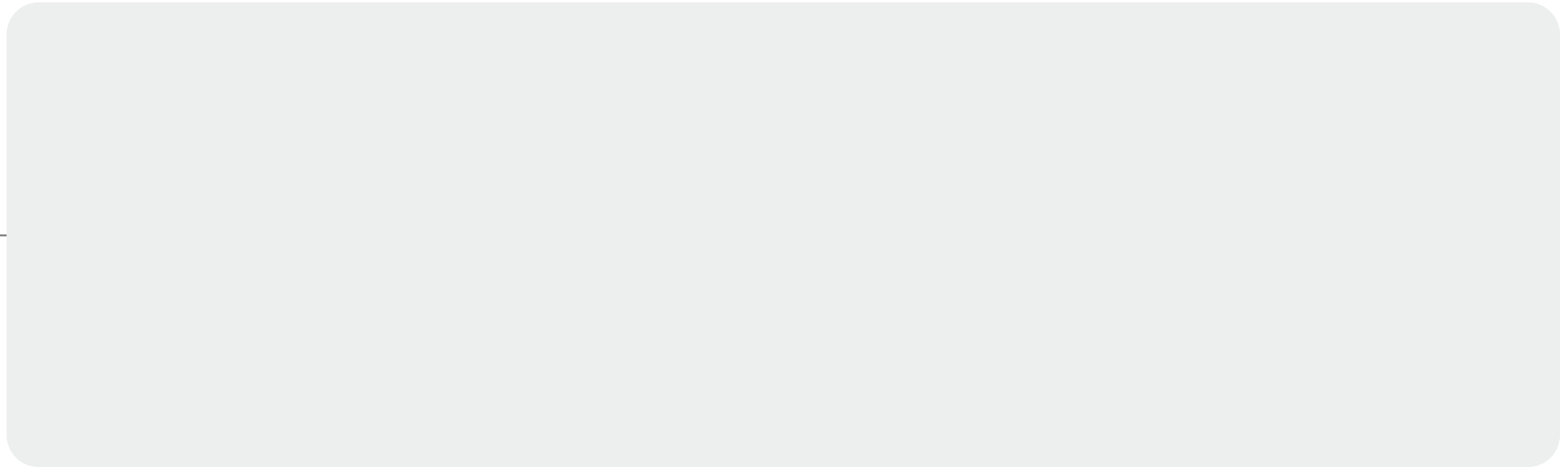
This phase guides teachers to set criteria and opportunities for students to draft, present, and assess their final products and outcomes. Please see the [“How to Use the PBL with ELLs in Mind Planning Tool”](#) to access a description of the elements included in this phase.

PBL Planning Phases: An Overview

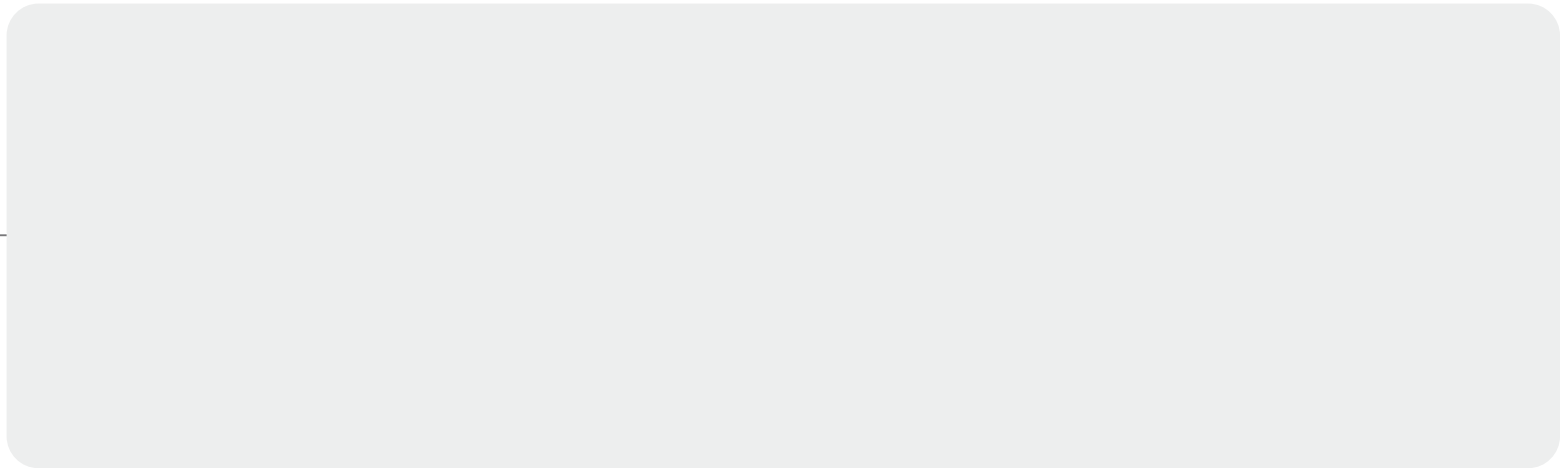


DESIGNING

**Define the
Theme/Topic**



**Draft a
Driving
Question**



Reflection prompts for the section

- How does the theme/topic you select and the driving question that you draft promote inclusion, deeper learning, and student agency?
- How will this question guide students throughout the PBL process?

DESIGNING

Enter Class Information

Grade Level:	# Periods/Week:	# Students:	# ELLS:	# SIFE, LTE, Newcomers:
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Content Area:	Teacher(s):
---------------	-------------

ELL Program(s):	Time Frame:
-----------------	-------------

<u>Standards:</u>	Text Set:
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Project Goals:

Develop a Project Overview

Knowledge & Skills:

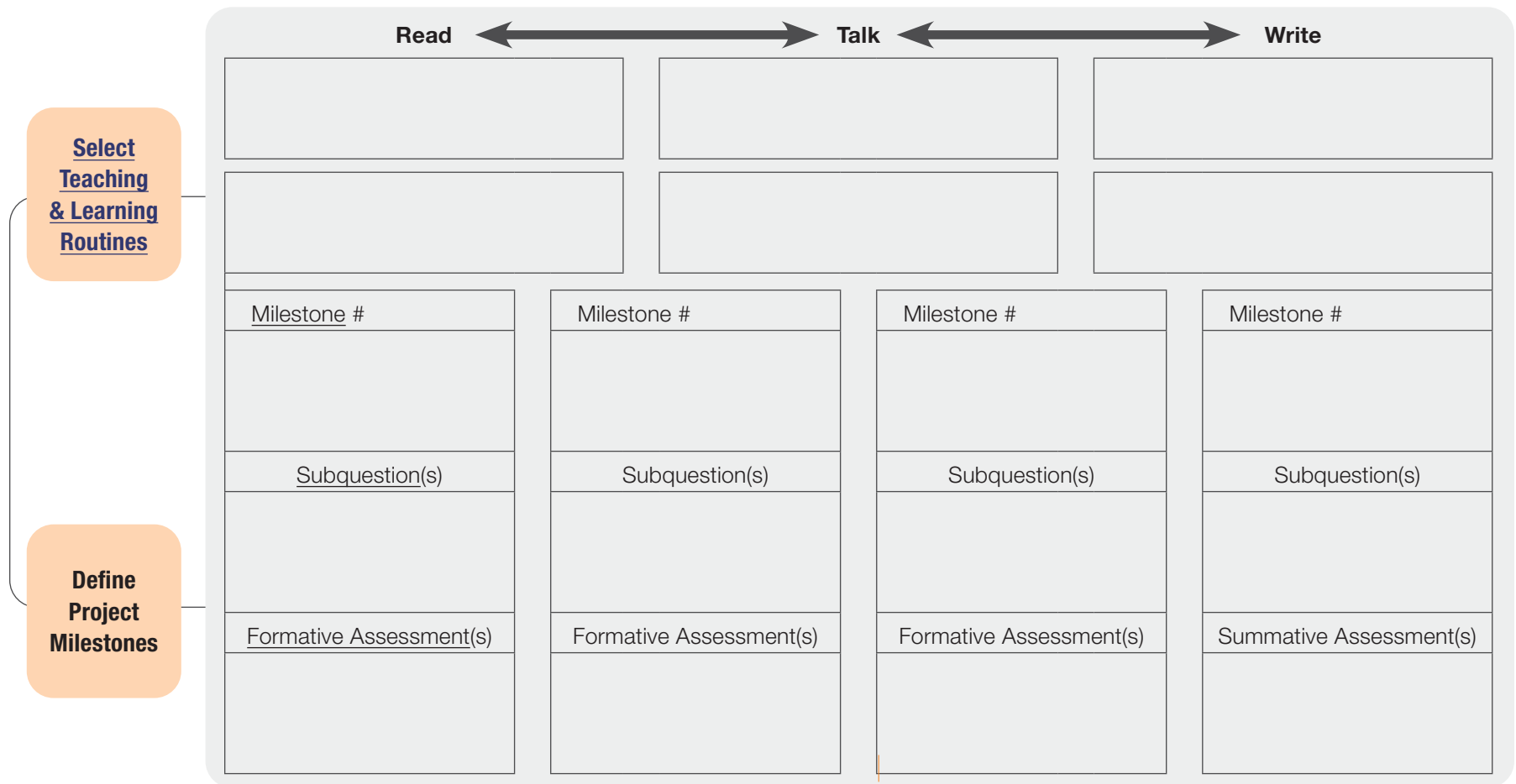
<u>Summative Assessment:</u>

<u>Analytical Language Features:</u>

Reflection prompts for the section

- How does the text set you selected promote inclusion, deeper learning, and student agency?
- How do you know the analytical language features you selected from texts will support textual comprehension?

DESIGNING



Reflection prompts for the section

- How will the routines you select be consistent throughout the PBL unit?
- How will the subquestions support learners in the exploration, analysis, and application of information needed to answer the driving question?
- How will the formative assessments serve the milestones?

IMPLEMENTING

Introduce the Project

How will the project be introduced to students?
 What scaffolds and language supports will be available for your MLs and ELLs?
 What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone #:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

Reflection prompts for the section

- How will the theme/topic and driving question be used to promote student engagement from the beginning?
- What pre-assessments might be needed to inform student background knowledge, skill base, and linguistic assets?
- How can these pre-assessments be used to drive instruction?

IMPLEMENTING

Explore & Gather Information

What sources of information (e.g., texts) will be available for students to explore? How will they gather information?
What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone #:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

IMPLEMENTING

Analyze Information

What opportunities will be in place for students to individually and collaboratively analyze information?

What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone #:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

IMPLEMENTING

Apply Information & Reflect

How will students apply the information they gather to inform their final product? What types of reflecting routines can students use to assess their growth during this phase of the project?

What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

Reflection prompts for the section

- How will you guarantee that students are applying the accumulated knowledge to design their final project?
- Is there a rubric with criteria?

ASSESSING

Draft Final Product

What criteria will students need to meet in this phase? What models are available? What structures and processes are going to take place as support?

What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

ASSESSING

Present Final Product

What opportunities are available for students to publish and present their final products? What are modes of presentation available to them? What supports might be needed?

What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

ASSESSING

Evaluate Final Product

What reflection tools (e.g., protocols, rubrics, checklists) are available for self- and team reflection/assessment (student-facing; teacher-facing)?

What support will be needed from your ENL colleague(s), department team, grade team, and/or supervisor?

Timeline Planner

Milestone:	Planning Space
Subquestion(s):	
Formative Assessment(s):	

Reflection prompt for the section

- How can milestones and formative assessments support both students and the teacher to assess the progress?

Glossary of Key Terms

TERM	DEFINITION	EXAMPLES
Driving Question	This is the main question of a PBL unit and guides students throughout the PBL process—the project is in itself an attempt to answer this question. Driving Questions are open-ended, challenging, centering real world topics, and consistent with curricular standards and frameworks.	<ul style="list-style-type: none"> ■ How can we improve a space for collective benefit? ■ How can we show the power of symbolism in culturally responsive literature through art? ■ How can data help us make decisions for our health?
Milestone	It represents a significant event or stage in the learning process. Milestones help to define the expectations and the progression of learning experiences toward the final goal. A PBL unit may include several milestones.	<ul style="list-style-type: none"> ■ Decision on final product choice ■ Preliminary research summary ■ Outline of final product ■ Final product publication and presentation
Subquestion	It is a specific, focused question about the topic that should help to answer the driving question.	<ul style="list-style-type: none"> ■ What spaces in our neighborhood need improvement? ■ What is symbolism? How is it represented in literature? ■ What is data? How can it be collected?
Formative Assessment	It is a planned, ongoing process used during instruction to elicit and use evidence of student learning to improve outcomes and support students to become self-directed learners.	<ul style="list-style-type: none"> ■ Learning expectations ■ Peer feedback ■ Reflective thinking/writing opportunities

TERM	DEFINITION	EXAMPLES
Summative Assessment	It is a task used to evaluate student learning, skill growth, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project.	<ul style="list-style-type: none"> ■ Final products and/or presentations ■ Individual and/or team’s final performance against a set of criteria
Analytical Language	Language features that are routinely used for communicating in school-relevant communities, and which meet the communicative expectations of school-relevant audiences. This includes words, sentences, and discourse structures.	<ul style="list-style-type: none"> ■ Connecting ideas logically ■ Tracking participants and themes ■ Interpreting writers’ viewpoints ■ Unpacking dense information in final products and/or presentations
Teaching and Learning Routine	It is a structured but adaptable format for amplifying, assessing, and developing students’ content knowledge as well as the analytical language throughout moments in the lesson. When using instructional routines to read-talk-write, MLs/ELLs assume autonomy over a learning task and develop a sense of agency.	<ul style="list-style-type: none"> ■ Think-Pair-Share ■ Stronger and Clearer Each Time ■ Close Reading of Language Features

PBL with ELLs in Mind

Unit of Instruction Reviewing Criteria

Look Fors

- 1.** Is the goal clear and aligned with the culminating assessment?
- 2.** Are the learning expectations challenging and in alignment with priority learning standards?
- 3.** Is the project organized in a sequenced, coherent, and spiraling way, so learning routines and milestones can serve as springboards to assessment of content and language development?
- 4.** Is the text set sufficient (e.g., includes multiple perspectives, covers the topic from all angles), accessible, as well as grade-level appropriate, allowing MLs/ELLs successful completion of the project?
- 5.** Is the project built to embrace and expand on MLs/ELLs' language resources?
- 6.** How will the analytical language features selected to teach support textual comprehension?
- 7.** Are the PBL phases seamless and generative, built on one another in ways that reveal a coherent and consistent progression of learning?
- 8.** Are formative assessments included? Is there evidence of how they will help to drive instruction?
- 9.** Is there evidence of scaffolding tools, such as organizers, checklists, and rubrics, available to support MLs/ELLs in achieving each milestone?
- 10.** Is there evidence of clear criteria for how the culminating project will be evaluated?

Additional Resources

I. PBL: 101

- [a. Key Principles for PBL](#)
- [b. Buck Institute’s Gold Standard PBL Design Elements](#)
- [c. Framework for High Quality PBL](#)
- [d. Edutopia’s collection of PBL posts](#)

II. PBL and Multilingual/English Language Learners

- [a. Why PBL for MLs/ELLs](#)
- [b. PBL and ELs: An Essential Practice for Equity and Digital-Age Teaching](#)
- [c. 8 Strategies to Scaffold PBL for EL Students](#)
- [d. PBL for Bilingual Education](#)

III. Standards

- [a. Arts](#)
(Find the “At-a-Glance” for specific standards)
- [b. Career and Technical Education Content Areas](#)
- [c. English Language Arts](#)
- [d. Math](#)
- [e. Science](#)
 - [i. Middle School](#)
 - [ii. High School](#)
- [f. Social Studies](#)
 - [i. K–8 Framework](#)
 - [ii. 9–12 Framework](#)
- [g. World Languages](#)

IV. Supporting Documents

- [a. Analytical Language Skills Table](#)
- [b. Academic Vocabulary Modules](#)
- [c. Formative Assessment for MLs and ELLs](#)
- [d. Scaffolding Instruction for MLs and ELLs](#)
- [e. Protocols and Organizers](#)
- [f. PBL with ELLs in Mind Planning Tool](#)
(Google Slides version)

V. Supporting Collections

- [a. Sample projects from PBLWorks](#)
- [b. Why Social and Emotional Learning Is Essential to Project-Based Learning](#)
- [c. 5 Things That Make Project-Based Learning Culturally Responsive](#)

VI. Miscellaneous

- [a. PBL Videos](#)
- [b. 6 ways to assess students during project-based learning](#)
- [c. Teaching and learning routines/protocols](#)
- [d. This Teachable Moment—Engaging Our Kids in the Joy of Learning](#)
- [e. Microsoft Educator Academy](#)

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Student-Facing PBL Plan of Action Organizer

Project Title:		
DESIGNING YOUR OWN PROJECT		
Guiding Questions	Draft	Reflect
<ol style="list-style-type: none"> 1. What is your project theme/ topic? 2. What is a problem/issue you/ your team will address? 3. Define a final product that you/your team will produce at the end of this unit. 		Describe your project objectively (who, what, where, when, and why?)
<ol style="list-style-type: none"> 4. Brainstorm the knowledge and skills you/your team will need to have access to and learn to accomplish this project. 5. Brainstorm the ways you/your team will access and learn the knowledge and skills needed to accomplish this project. 		<p>What will I learn?</p> <p>How will I learn?</p> <p>What can I do to improve my learning?</p>
<ol style="list-style-type: none"> 6. What concrete steps will you/ your team take to design and execute your own project? 7. What steps will you take individually? What steps will the team take? 8. How will you organize yourself to complete these steps (e.g., timeline; schedule)? 		Describe your steps objectively (who, what, where, when, and why?)

RESEARCH: GATHERING, PROCESSING & ASSESSING INFORMATION

Guiding Questions	Draft	Reflect
<p>9. How will you gather the information needed to address the driving question (e.g., interviews; surveys; web/library search)?</p> <p>10. How will you make decisions on what information to keep? What perspectives are included? Are you looking at all sides of this issue/theme?</p>		Describe your steps objectively (who, what, where, when, and why?)
<p>11. How will you use the information gathered and explored to inform your project?</p> <p>12. How will your community (e.g., classroom, school, family, neighborhood, city, state, nation, and world) learn about and benefit from this project?</p>		Describe your steps objectively (who, what, where, when, and why?)
<p>13. What concrete next steps will be needed now so that you can go ahead and create/build your own project?</p> <p>14. Will you be working individually or collectively?</p> <p>15. How will they complete these steps (e.g., daily lessons; on a weekly basis; collaboration)?</p>		Describe your steps objectively (who, what, where, when, and why?)

CULMINATION: PRESENT YOUR PROJECT & TAKE ACTION

Guiding Questions	Draft	Reflect
<p>16. What is the final product that you and/or your team will produce?</p> <p>17. How will you/your team showcase your final product, including the content knowledge and language you/your team learned?</p> <p>18. How will you/your team reflect upon your learning, accomplishments, and next steps?</p>		<p>What could a checklist that can guide you/your team during this process look like?</p>

PBL with ELLs in Mind Design Samples

Purpose: The Project-Based Learning (PBL) samples linked below were designed by New York City teachers who participated in the series, PBL with ELLs in Mind SY 2022–23. While these samples are not exemplars, they represent models of what PBL that are designed with MLs/ELLs in mind could look like.

[Sample I](#)

[Sample II](#)

Menu with Suggestions for Final Products

Possible Final Project Outcomes		
Written	Oral	Other
Brochure; poster; magazine; book	Oral presentation; Socratic seminar; debate	Community event (e.g., food drive)
Email; letter; petition; proposal	Panel discussion; simulations (e.g., board meetings, model United Nations meeting)	Creation of materials for a school/community; murals
Newsletter; newspaper; paper	Musical; poetry; civics through the arts	Multimedia presentation
Poem; music; scrapbook; book	Oral history; storytelling; interviews	Video or website creation
Historical accounts/narratives	Neighborhood walk and talk	Digital story/podcast



Additional Resources



Podcast Preparation Packet

An Instructional Resource from Voice of Witness

Objective: By conducting their own oral history interviews, students can make personal connections with members of their community or family and dive deeper into relevant themes and topics. Creating the podcast and including an introduction and reflection allows space for students to synthesize the information and experiences they learned from their narrator, as well as experiment with technology to edit the audio.

- Materials:**
- Podcast Project Handout
 - Audio recording device (most smartphones have audio recording capability)
 - Tools for transcribing the interview (headphones, computer, and word processor such as Google Docs or Microsoft Word)
 - Audio editing software ([Soundtrap](#), [Anchor](#), [Audacity](#), etc.)

Time needed to complete: Flexible. Can be condensed into a few weeks or spread out over the course of an entire quarter/semester.

Oral history-based art project: Students will conduct interviews with members of their community or family about a topic of their choice to create podcasts. Topics can relate to any chosen theme from the Voice of Witness book series, or a theme they have been exploring in class.

Introducing oral history:

Before students officially begin work on the podcast, teachers should plan at least two class sessions dedicated to exploring the oral history process. Students can read a narrative from any title in the Voice of Witness series to experience oral history in a literary form as well as learn more about the theme of the project. While reading, students should consider the following questions: *How is this different from other styles of writing or reporting? Why are first-person accounts important?*

We recommend practicing the oral history process with a few activities that can be found in [*The Power of the Story: The Voice of Witness Teacher's Guide to Oral History*](#) (pages 110–119). There is also a sample release form, as well as example text for contacting narrators.

We also recommend the Artifact Interview (pages 19–20) from our [Oral History Resource Guide for English Language Learners](#) as both a practice activity and a way to anchor an oral history interview for the podcast. Even native English speakers can find it difficult to start talking about their own story, and the artifact grounds the storytelling in a physical object and specific memory to help it grow from there.

Project examples:

Voice of Witness collaborated with teacher Bruna Lee at San Francisco's Ruth Asawa School of the Arts to create a podcast project for her Ethnic Studies course. This project allowed students to explore a diverse range of themes, such as identity, culture, family, resistance, immigration, and more.

Listen to their podcasts here: [Humanizing Oral Histories: Podcasts from SOTA Ethnic Studies 2019–20](#)

[Project Title]

- 1. Oral History Interview:** Ask a family member, teacher, neighbor, or friend to sit down with you to share their story. This might be a family history, about their childhood, an important event in their life, or another story they would like to share.
- 2. Introduction and Conclusion:** Write and record an introduction that introduces your narrator in your podcast, and “sets the scene” for listeners who may not know your family member. Use the next page to guide your writing, and use your own creative writing skills too! Write and record a conclusion to end the podcast that reflects on your interview and what you learned from this experience.
- 3. Podcast Audio:** Edit together the audio of your introduction, interview, and conclusion, to create a cohesive podcast that others can listen to. If you have the time, you can also include background/transition music!

Project Checklist

[deadline]

- Make a list of potential narrators

[deadline]

- Write a list of questions for your narrator
- Schedule an interview

[deadline]

- Have your narrator sign the release (permission) form
- Conduct and record your interview

[deadline]

- Write a script for the introduction and conclusion of the podcast

[deadline]

- Record narration for podcast
- Upload audio files to editing software
- Edit the podcast audio

[deadline]

- Upload the podcast and present to class!

[Project Title]

Introduction Template

Your introduction should answer the following questions:

- What is the name of my podcast and/or episode?
- What is my name and who am I?
- What is my narrator's name and who are they?
- What do we talk about in our interview?

Sample introduction:

Hello and welcome to [podcast name or episode]! My name is [name] and I am a [grade] student at [school]. This podcast is dedicated to [topics, themes, ideas]. Today, we're speaking with [narrator], who is [description of narrator]. I decided to talk to [narrator] because [explanation of why]. In this interview, we talk about [overview of themes and story]. I hope you enjoy it!

Conclusion Template

Your conclusion should answer the following questions:

- What did you learn from your interview?
- What do you hope others learn from the interview?
- What was surprising or challenging about the interview?
- What do you hope to do in the future with this interview/information?

Sample conclusion:

Wow, what an amazing story! I want to thank [narrator] for sharing their experiences with me today. I learned a lot about [things from the interview]. Something that really stood out to me was [quote or summary of something from interview]. I hope listeners also learned from [narrator] today, especially around [theme or topic]. I was surprised by how [something about the interview process being easy or difficult], and I can't wait for my next interview. Thank you for listening and see you soon!

Artifact Interview

An Instructional Resource from Voice of Witness

Learning Outcome:	Practicing oral history interview skills, speaking, listening, and writing
Materials:	Artifact, notecards, classroom space
Structure:	Pairs
Pre-work:	<p>Before asking students to share personal information, consider creating community guidelines for privacy, respect, and open communication within the classroom that can be posted on the wall or printed out for each student. Explain and remind students about an “opt-in” culture, where stories are only shared when people are ready to do so. Stories can be joyful, hilarious, heartwarming, heartbreaking, challenging, or all of the above.</p>
Introducing the Activity:	<p>Ask each student to bring an object to class (an “artifact”) that holds personal meaning for them. This can be a physical object, such as a cooking utensil, a piece of jewelry, a family photo, or clothing. It can also be digital, such as a photo on their cell phone or computer, or even an image of an object found on the Internet, as some students may not own an object or feel comfortable bringing in a personal object.</p> <p>If some students forget to bring their object, ask them to use the Internet to search for a similar object to print out, or to draw a picture to the best of their ability.</p>
Optional Writing Activity:	<p>Students spend up to 10 minutes journal writing about their object to prepare for their interview, addressing the following questions:</p> <ul style="list-style-type: none"> ■ What is this artifact? ■ Where did this object come from? ■ Why did you choose this object? ■ Can you share a story connected to this artifact? <p>Students can refer back to this journal during their interview.</p>

Step 1: In pairs, students will share the meaning of their object with a partner. Each student will have **10 minutes (20 minutes total)** to interview their partner about the object. The following questions can be used to guide the interview:

- Can you describe your object?
 - What does it look like? How does it feel in your hand? What is it made of? How big or small is it?
 - Where did this object come from?
 - Did someone give you this object?
 - When did you receive this object?
 - Why did you choose this object?
 - What will happen to it in the future?
-

Step 2: Each student fills out a notecard (or half-sheet of paper) with the following information about their partner’s object (5–10 minutes):

- Whose is it?
 - What is it?
 - Where did it come from?
 - Why did they choose it? (2–4 sentences)
-

Step 3: Place all the objects around the room with the accompanying notecard. Give the students time to perform a “gallery walk” and examine the artifacts and read the information. If an object is particularly fragile, add a “Please Do Not Touch” note to the notecard (15 minutes).

Step 4 (optional): Debrief the activity with students and discuss the following questions: “What did you learn about your classmates today? What were some successes and challenges from your interview?”

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Through Project-Based Learning

Language Literacy in Service of
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