

LEGISLATIVELY LITERATE

Deeper Learning Through Collaboration

Students will **research** and **present** on one historical/legal event that has impacted English Language Learners (ELLs) in the United States and **write** a response about the ELL experience across time.

- START/CATALYST
- CRITICAL DECISION
- STOP & REFLECT
- POT HOLE
- DOCUMENTS AVAILABLE
- PRE-PLANNING
- INDIVIDUAL WORKTIME (WITH ASSISTANCE)
- POST-SESSION

LESSONS LEARNED

1. The icebreaker for academic language was key to understanding the rest of the assignment.
2. There was too much instruction on the front end of the session.
3. Some events were more complicated than others, and not well-suited to the assignment.
4. It might be beneficial to assign each event to a pair instead of an individual.
5. Quick feedback questions were a good idea.
6. There was a correlation of students' experiences with this difficult assignment to the feelings of ELLs in the classroom. This was expressed in the written reflections.
7. There should be separate instruction for those who chose a case and those who chose legislation.
8. There would be a closer connection to the assignment if the students presented on the same day as the workshop.
9. This exercise could be revised for other interdisciplinary courses (e.g.: POL/CJS/WGS, LAW).

CREDENTIALS

- Dr. Rabia Hos**
Faculty—Bilingual and ESL Education, School of Teaching & Learning
- Grace Allbaugh**
Library Liaison to Politics and Government, Criminal Justice Sciences
- Julie Derden**
Library Liaison to the School of Teaching & Learning
- Chad Kahl**
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COURSE: TCH 248 – FOUNDATIONS FOR EFFECTIVE PRACTICE WITH ENGLISH LEARNERS (ELLS)

