

History Education News

teachinghistory.org

Back to School!

It's that time again—a new year, new students, new ideas. A time for thinking about the successes of last year and the topics where you want to try something different. Visit the *National History Education Clearinghouse* for help with all of these things!

The second issue of *History Education News* highlights new features as well as topics that are especially relevant this fall, such as presidential campaigns, elections, and inaugurations from the eighteenth century to the twenty-first. Explore new content, teaching strategies,

research, and news; search for lesson plans; and locate nearby history museums. Answer the new weekly *History Quiz* and enter to win a *National History Education Clearinghouse* flash drive. Ask a question of a historian or a master teacher or join in the conversation on what makes a quality lesson plan.

The *National History Education Clearinghouse* has plenty of valuable resources to help you navigate this busy back-to-school season and return to the classroom ready to engage and challenge your students.

Issue 02

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About:

The *National History Education Clearinghouse (NHEC)* is designed to help K–12 teachers access resources and materials to improve U.S. history education in the classroom. *NHEC* is funded by the U.S. Department of Education Office of Innovation and Improvement's Teaching American History (TAH) program under contract number ED-07-CO-0088. It builds on and disseminates the valuable lessons learned by more than 800 TAH projects designed to raise student achievement by improving teachers' knowledge and understanding of traditional U.S. history. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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News

■ First Lady Laura Bush presented the 2008 Preserve America Presidential Awards in a White House Ceremony on May 12. The winners are the *African Burial Ground Project* in New York City, the *Corinth and Alcorn County Heritage Tourism Initiative*, the *Lower East Side Tenement Museum* (featured on page 5), and the *Texas Historic Courthouse Preservation Program*. Visit <http://www.preserveamerica.gov/> for more information.

■ EDSITement, a website of the National Endowment for the Humanities (NEH), is spotlighting classroom materials related to the Public Broadcasting Service (PBS) series, *The Presidents*. These lesson plans are directed towards grades 9–12, but incorporate materials that may be useful for younger students. Explore <http://edsitement.neh.gov/> today.



Lower East Side Tenement Museum, New York City

HISTORY CONTENT

Just in time for the fall 2008 election season! Are you looking for materials that will help your students learn about presidential elections, past and present? Visit [teaching history.org](http://teachinghistory.org) to search thousands of resources by time period, type of source, and/or keyword. *History Content* will help you quickly locate quality resources, including primary sources, websites, exhibits, and online history lectures.

Featured Website Reviews

I Do Solemnly Swear ... Presidential Inaugurations

<http://memory.loc.gov/ammem/pihtml/pihome.html>

From George Washington to George W. Bush, all presidents have at least one thing in common: presidential inaugurations. Discover resources from every presidential inauguration, including diaries and letters of presidents; handwritten drafts of inaugu-

ral addresses; broadsides; inaugural tickets; and photographs.

The Living Room Candidate: Presidential Campaign Commercials, 1952–2004

<http://livingroomcandidate.org/>

Have you ever wondered what the first televised presidential campaign commercials

looked like? Or how they changed in the past half century? Explore more than 250 commercials that appeared on American television sets and computers (beginning with those on TV in 1952) to sell presidential candidates to the public. You can browse the advertisements by year and by candidate, as well as by type of commercial. Additional resources include essays on advertising strategies and eight lesson plans.

Public Papers of the Presidency

<http://www.presidency.ucsb.edu/index.php>

Bringing together a wide range of material on the public communications of American presidents, as well as election data and statistical information, this website presents the public messages, statements, speeches, and news conference remarks of presidents from Herbert Hoover to George W. Bush. A media archive contains audio and video clips from the twentieth century.



President-elect Woodrow Wilson with President William Howard Taft, Library of Congress, Prints and Photographs Division

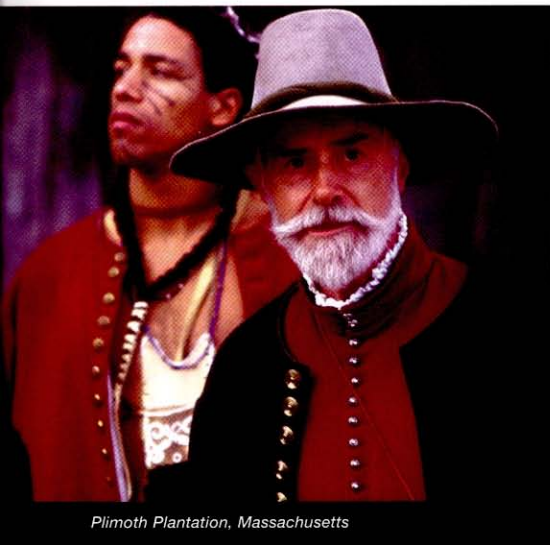
HISTORY CONTENT

Perfect for Younger Students!

You Are the Historian: Investigating the First Thanksgiving

http://www.plimoth.org/education/olc/index_js2.html

This interactive multimedia website gives students the opportunity to explore the first



Plimoth Plantation, Massachusetts

Thanksgiving from the perspectives of two children, a pilgrim girl and a Wampanoag boy. Students can examine an eyewitness account of the 1621 harvest celebration written by Plymouth colonist Edward Winslow in several ways—reading the original, using a magic lens to read the source in modern English, and listening to the letter being read. They can then ask questions, compare information with Wampanoag oral tradition, and see how a historian makes sense of these sources. An in-depth Teacher's Guide is available.

Online History Lectures

Are you looking for a quick review of how the Electoral College works? Or a deeper understanding of how the party system developed in America? Discover online audio and video lectures on history and history education from public historians, educators, authors, and university professors through this searchable database.

Featured Online History Lectures The Electoral College in U.S. Presidential Elections: Logical Foundations, Mathematics, and Politics

<http://mitworld.mit.edu/video/472/>

Scholar Alexander S. Belenky examines the presidential election process and the institution of the Electoral College, as defined in the U.S. Constitution, the application of this form, and the possible imbalances and stalemates that can result in elections due to this institution. He also suggests changes in the system that might guard against stalemates and imbalances.

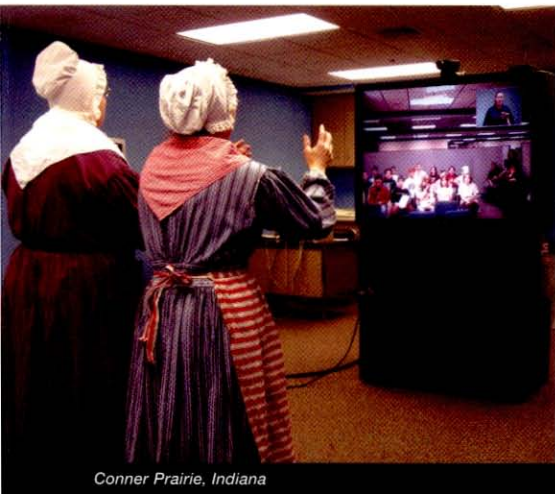
Lincoln and American Party Politics

<http://lincoln.lib.niu.edu/video1.html>

This lecture, created by the Abraham Lincoln Historical Digitization Project, follows the progression of political events from the end of the eighteenth century to Abraham Lincoln's election as president. It pays special attention to the formation and dissolution of political parties and the rise of tensions between North and South.

History Content In Your Backyard

Need a break from election coverage? This fall, bring a museum into your classroom. Search *Historic Sites and Museums* to find local museums and historic sites for standards-based outreach programs or virtual field trips. You can also explore national locations online! Search by topic, time period, place type, state, and/or keyword.



Conner Prairie, Indiana

Featured Resources

Conner Prairie Outreach and Distance Learning

<http://www.connerprairie.org/teachers/index>

Experience the thrill of Conner Prairie without leaving your school! A large living history site in Indiana, Conner Prairie offers numerous educational resources in nineteenth-century history, including outreach programs and virtual field trips for grades K–12. Topics range from Native American and pioneer life to the Underground Railroad and nineteenth-century schools and can be designed to fit your schedule. Enjoy a compelling program through interactive videoconferencing or, if in the vicinity, schedule a visit from a museum educator to bring history into your classroom.

The Lower East Side Tenement Museum Virtual Tour

http://www.tenement.org/index_virtual.html

Visit this award-winning historic site in New York City, New York, from the comfort of your classroom. Located on Manhattan's

Lower East Side, an immigrant portal for almost two centuries, 97 Orchard Street was home to an estimated 7,000 people from more than 20 nations between 1863 and 1935. Your students can take a virtual tour of the tenement and experience five different stories of immigrant families who lived in the building. In addition, a “ruin apartment” shows the building before it was restored.

Ask a Historian

- “Did President Lincoln actually foretell his death to a reporter the day before he was killed?”
- “Was corn served at the first Thanksgiving? If so, what kind?”

Find out the answers at teachinghistory.org!

Submit a question you have always wanted to ask or a question your students posed today in class.

BEST PRACTICES

Explore state-of-the-art practices and multimedia examples of classroom teaching and historical thinking. The content on teachinghistory.org draws on the latest historical scholarship and research into the teaching and learning of history.

Sourcing (v.) considering the source of a document and generating questions, before launching into the document's contents.

Using Primary Sources

Political cartoons, maps, letters, diaries, and objects ... all of these help us discover the past. But helping students learn to analyze these sources can be a challenge. Visit the *National History Education Clearinghouse* for tools that teach students how to read different kinds of primary sources. Watch historians in action as they talk about how to analyze historical sources.

Featured Resources

Scholars in Action: Analyzing a Political Cartoon

<http://historymatters.gmu.edu/mse/sia/cartoon.htm>

How do historians interpret different kinds of historical evidence? This series of interviews shows scholars "in action" as they analyze primary sources. In the years following the Civil War, one of the many major debates of the day centered on money: should the currency of the United States be based on gold (the "gold standard") or on paper (known as "greenbacks")? The political cartoon, "Milk Tickets for Babies, in Place of Milk," created by Thomas Nast in 1876, comments with wit and humor on this issue. These debates about the nature of money, and the meaning of value itself, coincided with equally fundamental social and political debates about the nature of citizenship as it applied to the newly eman-

ipated slaves. Political cartoons were a major form of commentary in late nineteenth-century American life, and Thomas Nast (1840–1902) was the most famous cartoonist of his day.



Thomas Nast, "Milk Tickets for Babies, in Place of Milk," in David A. Wells, *Robinson Crusoe's Money* (NY 1876)

Examples of Historical Thinking

Over the past few years, researchers have made great strides in understanding how students learn history. On teachinghistory.org, you will find videos that show historians and students thinking out loud about primary sources and historical questions.

Featured Model

Seeing (and Engaging in) Historical Thinking: An Interactive Tutorial

<http://www.historicalinquiry.com/scim/participation2/participation2.cfm>

In this tutorial, viewers practice a strategy known as SCIM—Summarizing, Contextualizing, Inferring, and Monitoring—through analyzing a letter written by George Washington to a spy for the Continental Army. Historian Tom Ewing narrates this interactive tutorial and asks viewers questions requiring them to apply each strategy. After viewers select an answer, they are immediately given specific

feedback. Ewing explains right and wrong answers using highlighted passages from the document. This interactive video, drawn from *Historical Inquiry: Scaffolding Wise Practices in the History Classroom*, models historical reading and directly engages the viewer in the process.

Examples of Teaching

At teachinghistory.org, you can explore online examples of teachers in action and gain insight into the planning and thinking that went into creating these activities.

Causes of WWI

<http://www.teachers.tv/video/23938>

This video shows a ninth-grade history class applying new knowledge about causal reasoning to the question of whether two bullets were, in fact, responsible for the start of World War I. The instructor builds on a previous lesson on historical causality to help his mixed-ability students rethink their previous understandings of the origins of WWI. The students draw visual diagrams of the causes of the war, use new vocabulary to describe historical

change, and develop richer and more complex historical understandings.

Teaching with Textbooks

The Grammar of History Textbooks Part I: Getting Meaning Through Language Analysis

Getting Meaning Through Language Analysis is a strategy that linguists Mary Schleppegrell and her colleagues developed while working with middle school and high school history teachers and students. This technique works well for short textbook passages with important standards-related material. Students identify the grammatical elements of each sentence and see how the elements relate. In the process, they not only develop literacy skills but also notice the choices textbook authors make in presenting historical meaning.

Read more at teachinghistory.org.

TEACHING MATERIALS

Reviewed Lesson Plans

Explore reviewed lesson plans! Classroom teachers have reviewed and critiqued these lesson plans according to the *National History Education Clearinghouse* rubric with categories focused on analytic thinking, lesson structure, and scaffolding. Comment on the lessons and reviews to join in the conversation about what makes selected plans and activities “classroom worthy.”

Primary source (n.) Primary sources are materials directly related to a topic by time or participation. These materials include letters, speeches, diaries, newspaper articles, oral history interviews, documents, photographs, artifacts, or anything else that provides first-hand accounts about a person or event.

[Definition from the *National History Day* website at <http://www.nhd.org/PrimarySourceMaterial.htm>.]

Featured Lesson Plans

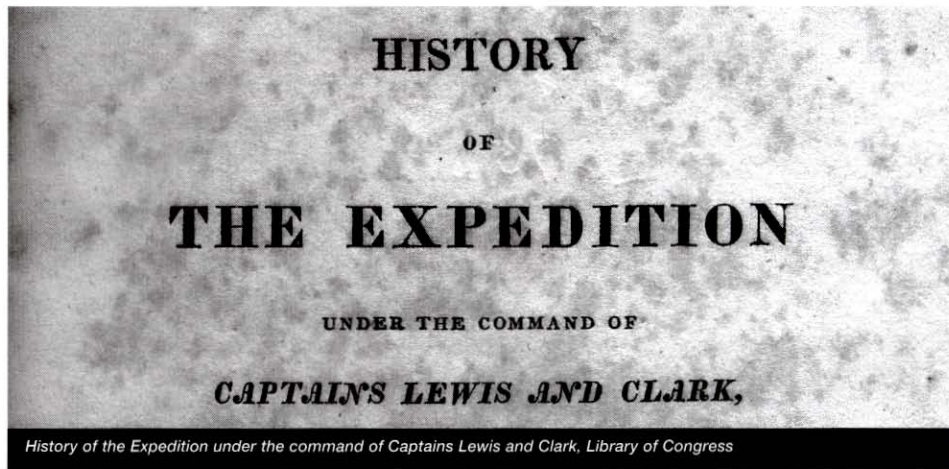
Lewis and Clark: Same Place, Different Perspectives

<http://www.nationalgeographic.com/expeditions/lessons/06/g35/sameplace.html>

Elementary

In small groups, students analyze short

excerpts from primary and secondary sources that describe an encounter between the Lewis and Clark expedition and a Native American tribe. They share their analysis with the class and consider how varied locations influenced the ways in which the explorers and the various native tribes interacted.



Constitution Day, September 17

Visit teachinghistory.org for resources for learning about the U.S. Constitution and its role in history.

Weekly History Quiz

Can you solve this Presidential Sudoku puzzle? Connect textbook passages with their year of publication? Identify the correct decade for advertisements spanning more than a century? Visit teachinghistory.org regularly to solve the new weekly *History Quiz* and enter to win a *National History Education Clearinghouse* flash drive!



Rosa Parks being fingerprinted, Montgomery, Alabama
(Library of Congress, Number LC-USZ62-109643)

Opening Up the Textbook: Rosa Parks

<http://historicalthinkingmatters.org/rosaparks/1/materials/textbook/>

High School

Using a textbook passage and two primary sources, this lesson engages students in using historical evidence in order to critique a textbook passage. In this way, it also allows teachers to introduce the textbook as one source among many, rather than the final word on historical events.

Ask a Master Teacher

- “Lectures and documents: How do I teach with both?”
- “I want to have my students analyze primary sources, but too often, the language is a barrier. For example, James Otis’ speech on the Writs of Assistance is too hard for eighth-grade students to understand. How can I use these types of primary sources without having to break the whole document down for them?”

Read answers to these questions or submit your own question today! Experienced classroom teachers are on hand to help think through teaching history and learning strategies.

ISSUES AND RESEARCH

Stay up to date with current issues and research that affect history education. Visit teachinghistory.org to share your ideas with history educators nationwide.

Special Topic Analysis

How are states assessing student understanding of history? Each year, in partnership with the National History Center, the *Clearinghouse* will prepare an in-depth study of one topic of special interest to the history education community. In 2008, we will examine current models and practices for assessing historical understanding in the schools, looking specifically at California, Illinois, Kansas, Massachusetts, New York, and Virginia.

Annual Report on the State of U.S. History Education

There is enormous variation in how states organize, frame, detail, and use requirements and recommendations for teaching and learning U.S. history. However, from this variety emerges a story of increased attention paid to history education over the past two decades, including U.S. history education.

Created by the *National History Education Clearinghouse*, this report examines the state of U.S. history education primarily at the state level. In this first in a series of annual reports, we focus on state standards, assessments, and teacher subject-matter requirements. We also look at significant educational programs that cross state boundaries.

Read more at teachinghistory.org.



High school students analyzing a nineteenth-century speech.

Research Briefs

Learning to Think Historically: Columbus, Exploration, and the Idea of the Flat Earth

As part of The National Research Council's *How People Learn* series, Bob Bain (now a professor of History Education at the University of Michigan's School of Education) described a classroom in which historical questions were central to the curriculum. Through this particular investigation, Bain's students learned about fifteenth-century Europe, Columbus's voyage, and the nature of history and historical accounts.

Rather than presenting a story of Columbus's journey to his students, Bain first elicited student ideas about the voyage and its context. "What do you know about Columbus sailing the ocean blue in 1492? What do you know about the people of Europe on the eve of Columbus's voyages?" After hearing students recall the standard flat-earth story about Columbus, Bain asked them how they knew what they



Columbus, Exploration, and the Idea of the Flat Earth

supposedly knew. What evidence did they have for their Columbus stories?

Read more at teachinghistory.org.

Tell Us What You Think

We are grateful to our users who have shared with us what they think about teachinghistory.org and *History Education News*!

The *National History Education Clearinghouse* is a new resource. We want to know what we can do to make the site more useful to you. Please take a moment and let us know what you think of the newsletter and the website at teachinghistory.org. Use the feedback form on the site, email comments to info@teachinghistory.org, or call us at 1-866-539-8381. We appreciate your time and thank you for all that you do for history education!

TEACHING AMERICAN HISTORY GRANTS

What Is the Teaching American History Grant Program?

Teaching American History (TAH) is a discretionary grant program funded under the Elementary and Secondary Education Act. Its goal is to support programs that raise student achievement by improving teachers' knowledge, understanding, and appreciation of American history. To date, the TAH program has funded over 800 projects nationwide. At teachinghistory.org you can explore resources related to TAH grants, learn from current and past projects, and plan for future grant applications.

TAH Grants Database

Explore the TAH database to find project abstracts, award amounts, contact information, and partners. Quickly find projects in your state or ones that focus on specific

content areas, teaching strategies, or grade levels.

Lessons Learned

Lesson Learned features essays from directors, project partners, and participating teachers reflecting on their grant experiences. Topics include recruitment, sustainability, partnerships, effective workshops, and teacher needs. Read these essays and more on teachinghistory.org.

From K–12 Outreach to K–16 Collaboration

"Fifteen years ago, when I first began working with K–12 history teachers, the standard term used to characterize such activity was K–12 outreach. As a participant in the History Project at UC Davis—one of the nineteen subject-matter sites established by the California History–Social Science Project—I believed that what I had

to offer K–12 teachers was my scholarly expertise. I would lecture to the teachers—treating them essentially as returning college students—on historiographic developments, and they would (I thought) return to their classrooms enriched by what I had to tell them. ... Fortunately, I was surrounded by people—not just Roland Marchand, but a talented corps of K–12 teacher-leaders in Northern California—with a more sophisticated, and far more promising, understanding of our work."

~Karen Halttunen (California)

Teaching American History Through Biography: Lessons from Maine Educators

"This summer, for the third consecutive year, I will have the great privilege of working with nearly 100 Maine teachers in grades 5–12 in a program entitled 'Teaching American History Through Biography.' Each summer, this workshop

offers participants opportunities to strengthen their ability to teach American history through study and research on notable Americans. ... We have studied figures as diverse as Tituba, the Afro-Indian woman accused of sparking the Salem witchcraft trials of the late 1600s, to Andrew Carnegie, the famous nineteenth-

century industrialist and philanthropist. We have explored the nature of biography as a genre of literature and as a means of understanding broader patterns in history.”
~Patrick Rael (Maine)

Project Spotlight

Multimedia Teaching Resources: New Jersey History Partnership

http://www.njhistorypartnership.org/home_page.html

It is November 1776 and you are General George Washington. You are outnumbered and do not know where the British army will strike next. Should you evacuate Fort Washington and Fort Lee, fight to defend these locations, or leave the decision to the area commander? What would you do? This is the kind of question asked by an interactive exercise created by the New Jersey History Partnership TAH grant as part of a larger multimedia website designed to teach U.S. history through New Jersey history.

~The New Jersey History Partnership

Bringing History Home

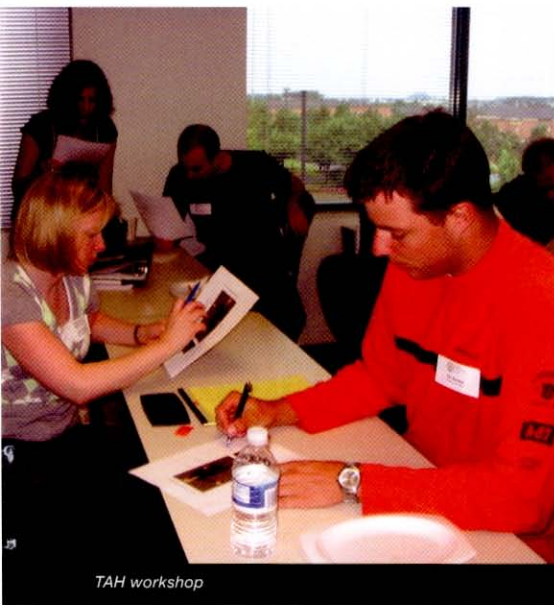
<http://www.bringinghistoryhome.org/>

Bringinghistoryhome.org builds lesson plans on the analogy that students, like carpenters, need to learn to use tools of the trade. In the case of the study of history, these tools are historical narratives, timelines, written and visual primary sources, maps, and historical narrative. Curricular units within each grade level and throughout the progression of grade levels, K–12, introduce increased levels of sophistication into the use and application of the tools of historical thinking. Sequential development of knowledge and of learning processes is a primary focus, and lesson plans review content from earlier grade levels, reminding teachers and students of what has gone before.

~University of Iowa, Washington
Community School District

Stay Tuned

Information on the 2009 TAH program is coming soon! Visit <http://www.ed.gov/programs/teachinghistory/index.html> for more information.



TAH workshop

PROFESSIONAL DEVELOPMENT

Experience one of many workshops, distance learning courses, and conferences offered to educators throughout the year. At teachinghistory.org you can search for events, professional organizations, and fellowships nationally or next door.

Online Courses

Sleuthing with Maps

<http://memory.loc.gov/learn/educators/video/index.html>

Staff at the Library of Congress lead a two-hour interactive workshop for schools on the educational uses of maps. In this course, teachers receive guided practice in analyzing pre-selected maps and learn how maps can contribute to historical understanding. The program is free; contact the Library of Congress for details.

Workshops and Lectures

Special Announcement!

American Historical Association: National History Education Clearinghouse Workshop

Saturday, January 3, 2009

A history education workshop for K–12 teachers! Join us at the American Historical Association Annual Meeting in New York City for an exciting day of activities on American history and history education. A small fee covers registration for the entire conference and lunch on Saturday.

Sessions include a discussion on teaching colonial and revolutionary history moderated by Professor Laurel Thatcher Ulrich (Harvard University), a workshop on teaching black freedom struggles from World War II to the 1960s, and a presentation by Dr. Allida Black, Project Director of the

Eleanor Roosevelt Papers. A special lunchtime talk by Professor Sam Wineburg (Stanford University) will focus on *Inverting Bloom's Taxonomy: What's Basic When Reading History?*

Log on to the *NHEC* website for more details, or visit the American Historical Association website at <http://www.historians.org>.

American Historical Association

123rd Annual Meeting
January 2-5, 2009

NEW YORK

Conferences

National Council for History Education Conference

Revolutions in History
March 12–14, 2009
Boston, MA

New ideas, individuals that made a difference, and context have converged to produce revolutions. Do they lead to progress or regression? Promote optimism and faith in the future or nostalgia and reaction in favor of the past? Produce unintended as well as intended consequences? Reward some at the expense of others? Explore these and other interesting topics at the National Council for History Education conference next spring. Plan to attend or submit a proposal. Proposal deadline is September 1, 2008. Visit <http://www.nche.net/conference/index.html> for more information.

Grants and Fellowships

All educators deserve recognition for their dedication and hard work. There are numerous awards that honor the work of history teachers nationwide. Explore these and many others at teachinghistory.org.

Travel Grants for Jefferson-related Projects

<http://www.monticello.org/research/fellowships/travelgrants.html>

Awards fund travel for “scholars and teachers wishing to make short-term visits to Monticello to pursue research or educational projects related to Jefferson.” Grants are made twice yearly; application deadlines are April 1 and November 1.

History Teacher of the Year Award

<http://www.gilderlehrman.org/teachers/student8.html>

The History Teacher of the Year Award, established by Preserve America, recognizes outstanding American history teachers and the crucial importance of American history education. Winners are selected

from each of the fifty states, the District of Columbia, Department of Defense schools, and U.S. Territories. These winners become finalists for the National History Teacher of the Year Award. Each state winner receives \$1,000 and an archive of books and educational resources for his or her school’s library. Deadlines vary by state.



Fourth-grade students studying Massive Resistance in Virginia.



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