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THE SOURCE

*A Publication of The California History-
Social Science Project*



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Continuity & Change

By Nancy McTygue

CHSSP Executive Director

In 1990, the United States launched Operation Desert Shield to repel Saddam Hussein's invasion of Kuwait. That same year, Soviet leader Mikhail Gorbachev got the Nobel Peace Prize for his role in bringing the Cold War to, "... a peaceful end." And a new animated show, *The Simpsons*, premiered on the Fox television network. In 2015, the United States finds itself engaged in a battle against the self-proclaimed Islamic State, known as Operation Inherent Resolve. Former KGB officer and current President of Russia Vladimir Putin has been widely criticized for his government's intervention in the former Soviet Republic of Ukraine. And *The Simpsons* continues on Fox, arguably its most successful series, more than 500 episodes later.

Helping students understand the paradigm of continuity and change, as Peter Seixas rightly emphasizes, makes the past more complex, more difficult, and in the end, more interesting.¹ This seemingly paradoxical construct of things changing and also staying the same also describes the work and

people of the California History-Social Science Project (CHSSP) over the last 25 years. Since the first three regional sites of the CHSSP were launched in 1990, our organization has adapted as its financial capacity has waxed and waned with changing budget priorities and three economic recessions, developed scores of special initiatives to address the changing needs of California's diverse student population while responding to legislative mandates, and employed a variety of methods and tools to support the work of California's teachers. Amidst that change, however, some constants remained. Since the beginning, K-12 teachers and university scholars have worked collaboratively to improve the teaching of history through a model that recognizes the contributions and talents of both. We remain committed to student learning and growth. We value research. We believe in the public service mission of the university and are determined to leverage our resources for the good of California's diverse and growing student population.

My own personal history with the CHSSP began in 1993, when I attended my first three-week summer institute, Literature in History, directed by Kathy Medina and Professor Roland Marchand at what was then known as the Area 3 History and Cultures Project, at the University of California, Davis. In a word, the experience was transformational. With just three years of teaching under my belt, I was both wildly unprepared and strangely overconfident in my abilities as I entered the institute. Within the first three days, I came to the mortifying realization that my unique combination of ignorance and arrogance would not serve me well in this new environment. The teachers here (K-12 and university) understood that no one knows everything, that we all can improve, and that our students deserve our best. Moreover, they taught me that we all have a responsibility to share what we know and to help each other, because the job of a teacher is just too damn hard to do well without support.

Although I eventually left classroom teaching to work full time for the Project in 2000, I still remember that first institute vividly and consider the lessons I learned there some of the most valuable of my career. With this special issue, you'll hear from other Project leaders, teachers, and faculty members who have been part of our statewide team in the last 25 years. We also consider the future of history education, through features on new ideas for teaching oral discourse in history classrooms, profiles of teachers new to the field, and discussion about the latest resources available for your classroom. In addition to this issue, we will be commemorating our anniversary online through a variety of posts and special features on our Facebook, Twitter, and Pinterest pages, under the hashtags #IamCHSSP and #CHSSP25. And in November, our celebration will culminate in a special conference on the UCLA campus: *Teaching the Past for Tomorrow*. Information about all of these events is available on our website, chssp.ucdavis.edu. I hope you'll be able to join us for some or all of this so that together we can say thank you to an exceptional team of history educators who have worked creatively and collaboratively to serve students of California for the last 25 years.



¹ Seixas, Peter and Tom Morton, *The Big Six Historical Thinking Concepts* (Toronto: Nelson, 2013).

In the Beginning...

by Gary Hart

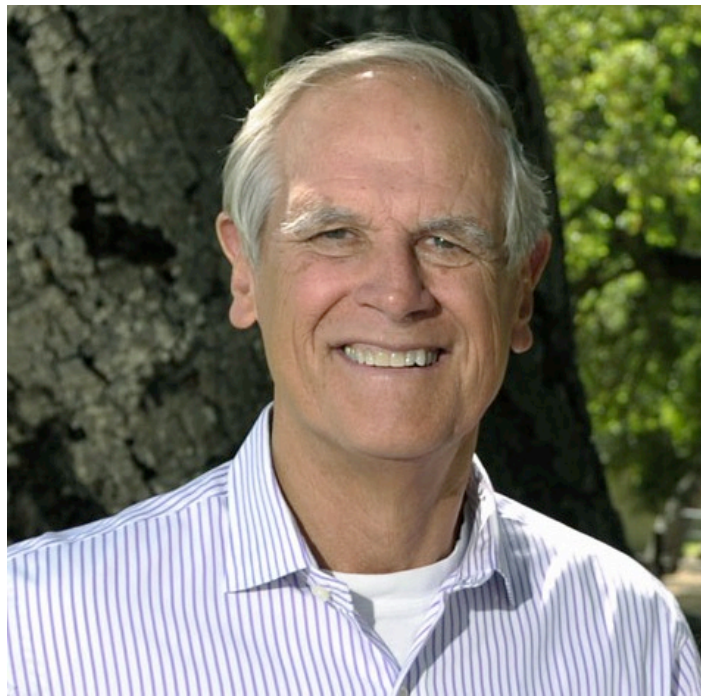
While serving in the California State Senate in the mid-1980s, I learned about the exciting professional development work of the Bay Area Writing Project (BAWP) at UC Berkeley. I was so impressed by the Project that I worked to help secure state funding to stabilize and make permanent the BAWP.

The BAWP professional development model was bold and unique: K-12 teachers would become better writing teachers by engaging in rigorous writing activities of their own through intensive summer institutes. By experiencing the challenges, angst and exhilaration of authors, BAWP participants would be able to empathize and assist their own students to become better writers.

State funding soon was increased and BAWP became part of a statewide network, the California Writing Project, with sites at other UC and CSU campuses. The Legislature in 1988 created the California Subject Matter Project (CSMP) through SB 1882, a bill I co-authored with Rebecca Morgan. The CSMP serves as an umbrella for a number of academic disciplines, including the California History - Social Science Project (CHSSP).

The CHSSP used the BAWP “learn by doing model” where participants would engage in academic research relating to history-social studies and develop lesson plans and teaching strategies based upon their research at one week summer institutes. CSMP professional development programs were established and implemented through a novel collaboration of university faculty and K-12 teachers. At its height there were in excess of 100 campus sites where rigorous academic work was undertaken involving thousands of classroom teachers in all of the traditional academic disciplines.

Due to state budget shortfalls, however, and academic content wars in the 1990s, the CSMP was forced to adapt and, in some cases, reduce its programs. In response to these challenges, CSMP sites have had to expand their vision of themselves as providers of staff development services to school districts and pay close attention to their specific priorities, in addition to serving teachers directly. This has made CSMP more responsive to local concerns, such as providing support to teachers working with disadvantaged students, but has, at times, limited some of the original activities envisioned and practiced by CSMP.



Gary Hart, former State Legislator and
CHSSP Advisory Board Member

However, the new state education environment’s emphasis on rigor, broader (not just mathematics and English / Language Arts) and deeper learning may offer an opportunity for a re-emergence of better funding and political support for the high quality professional development produced by CSMP. The reforms to reach these new academic goals are ambitious and include:

- New state academic standards and revised curriculum frameworks
- Common Core (with substantial professional development funds)
- A more comprehensive Academic Performance Index
- Sophisticated assessment instruments to determine student performance
- A renewed state interest in civics education.

Despite this focus on reform, challenges for the CSMP remain. With the elimination of state categorical funding (including those devoted to teacher professional development) and the importance of the new Local Control Funding Formula, sustaining support for a statewide professional development infrastructure will be a difficult task. At the same time, there seems to be a growing awareness of the importance of K-12 classroom teachers in determining student academic success and so there is a decent chance we will see a new state commitment to professional development and the work of the CSMP.

A Brief and Incomplete History of the History Project

Editor's note: Since its inception, the California History-Social Science Project has been dedicated to improving classroom instruction through teacher professional development and instructional support. Working as a team, scholars and teachers have designed programs, worked collaboratively with teachers in schools, and engaged in research in order to continually refine the quality of the support we provide for teachers across California. Our own history reflects this collaborative spirit, as well as changes in educational policy, and the reality of state and federal funding. What follows is an admittedly incomplete history of the Project – one we hope you can help us improve. As you read through this timeline, please let us know if we've gotten something wrong, left something (or someone) important out, or have suggestions to make it better, by sending us an email at chssp@ucdavis.edu. We'll post a revised timeline on our website later this year and hopefully include the best version we can put together at our 25th Anniversary celebration at UCLA this fall.

1988: SB 1882 (Hart, Morgan) authorizes the creation of the California Subject Matter Projects (CSMP), including the California History-Social Science Project. The bill envisions a statewide network built upon the work of the Bay Area Writing Project and the California Mathematics Project (founded in 1983).

1989: Pilot summer institute is held at UCLA. Among the institute's teacher participants are Jana and Geno Flores. Jana Flores later goes on to become CHSSP's fourth Executive Director; her husband Geno later becomes Chief Deputy Superintendent of Public Instruction. Middle school teachers Donna Leary and Mary Miller, also attend, and later go on to become Directors of the CHSSP's regional sites at UC Berkeley and UCLA, respectively.

1990: Edward Berenson, a professor of European History at UCLA, is appointed first CHSSP Executive Director. After his appointment, Berenson sends out the Project's first Request for Proposals seeking applications for funding for the first local CHSSP sites. Berenson serves in the position for three years and provides the vision for the Project's earliest years. Berenson later leaves UCLA for New York University, where he has worked as a Professor of History and Director of the Institute for French Studies since 1995.

1991: Selection of first CHSSP sites at UCLA, UC San Diego, the Inland Empire (a collaboration of Cal Poly Pomona, CSU San Bernardino, and UC Riverside), CSU Sonoma/Humboldt, San Francisco State, and UC Davis. Historian Roland Marchand co-founds the Davis site with teacher Kathy Medina. An award-winning historian of 20th Century U.S. History, Marchand's collection of historical images are given to the Project by the Marchand family following his passing in 1997. Those images, which have been digitized, annotated, and organized by topic and Standard, are now housed on the Marchand Archive website: historyproject.ucdavis.edu/marchand. The collection, which also includes images from many of Marchand's UCD colleagues, now numbers more than 8,600.

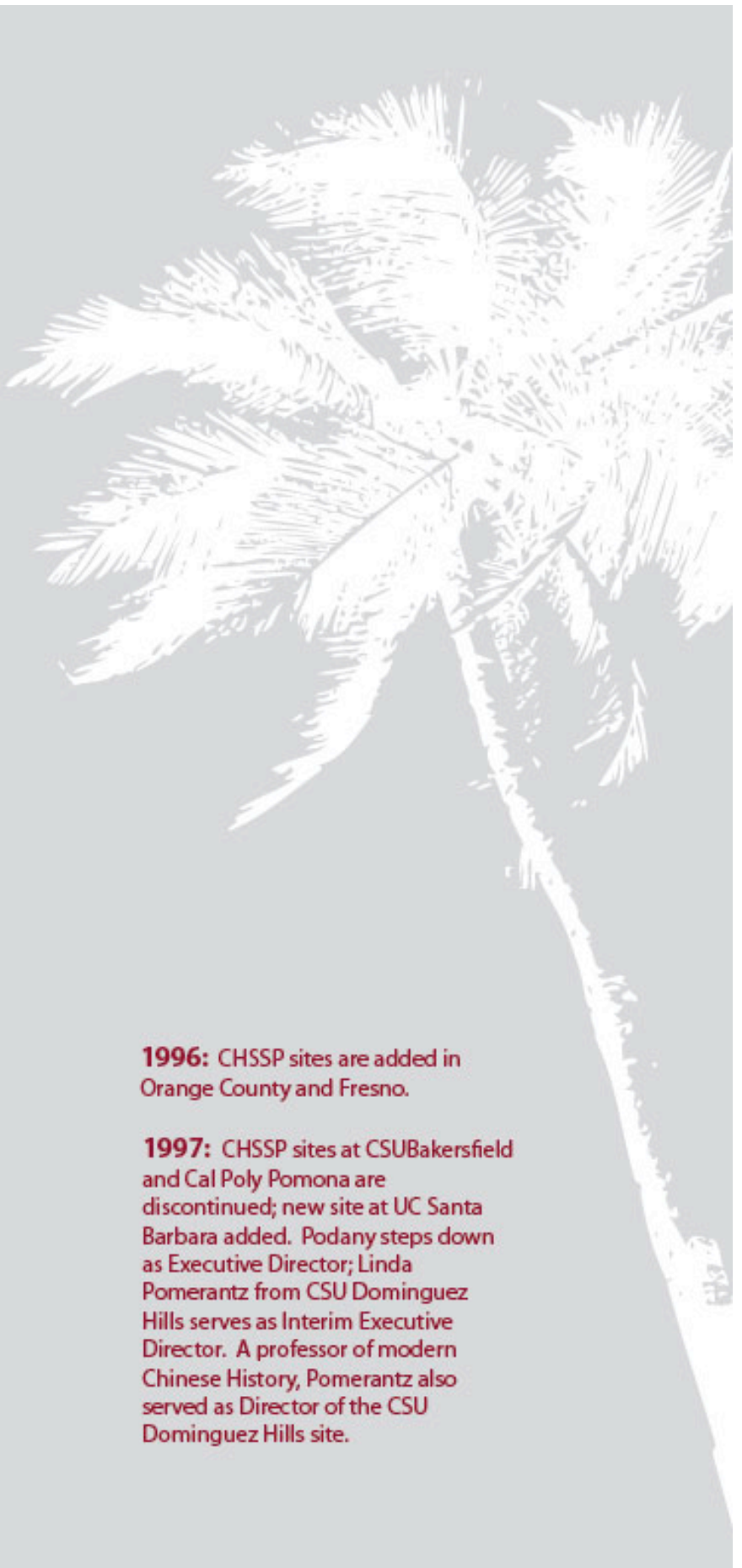
1993: CHSSP network expands to 10 regional sites (UC Davis, UC San Diego, UC Berkeley, UCLA, Cal Poly Pomona, the combined Inland Area site of UC Riverside & CSU San Bernardino, CSU Bakersfield, CSU Dominguez Hills, San Jose State, and CSU Chico) as the network hosts its first statewide Leadership Retreat for site leaders.

1994: Cal Poly Pomona Site Director Amanda Podany, an ancient Near East historian and a professor in the History Department at Pomona, becomes the network's second Executive Director.

1995: CHSSP receives a \$1.2 million Eisenhower Professional Development grant to work with new teachers from the U.S. Department of Education.

1996: CHSSP sites are added in Orange County and Fresno.

1997: CHSSP sites at CSU Bakersfield and Cal Poly Pomona are discontinued; new site at UC Santa Barbara added. Podany steps down as Executive Director; Linda Pomerantz from CSU Dominguez Hills serves as Interim Executive Director. A professor of modern Chinese History, Pomerantz also served as Director of the CSU Dominguez Hills site.



1998: Teacher leader Jana Flores is appointed as fourth Executive Director, working closely with UCLA Professor of History Ron Mellor as Statewide Faculty Advisor. That same year, Governor Pete Wilson signs AB 1734, sponsored by Kerry Mazzoni, chair of the Assembly Education Committee. AB 1734 requires the California Subject Matter Projects, including the CHSSP, to expand their focus from improving teacher content knowledge and pedagogy to directly addressing student learning and achievement. In response, the CHSSP and the other subject matter projects begin long term partnerships with low-performing schools and districts, in addition to their service to individual teachers.

1999: Also in response to AB 1734, the CHSSP policy board is recast as the CHSSP Advisory Board. Members include Co-Chairs Dorothy Abrahamse, Professor of History at CSU Long Beach and Fresno teacher Marvin Awbrey (who continues to serve on the board today), Tom Adams from the Department of Education, William Deverell from California Institute of Technology, Bill Weber, another CSULB historian, Craig Hendricks from Long Beach Community College (who also continues to serve on the board today), Bill Evers from the Hoover Institution at Stanford, Nadine Hata from El Camino College, and teachers Bill Fauver, Cedrick Anderson, Arleen Chatman, and Meredith Warren.

2000: CHSSP expands to 10 regional sites (UC Davis, UC Berkeley, CSU Dominguez Hills, UC Santa Barbara, CSU San Bernadino, CSU San Jose, UCLA, CSU Chico, UC San Diego, and CSU Fresno). The same year, the CHSSP begins a significant new initiative, designed to provide teachers with a research-based approach to improve student literacy in history-social science. Led by Kathy Medina, serving as the Project's Assistant Director, working closely with UC Davis linguist Mary Schleppegrell, the Project's literacy programs, which continue to expand and evolve over the next fifteen years, provide research-based and classroom-ready support for teachers of English learners and native speakers with low levels of academic language.

2001: CHSSP network reaches its largest roster of regional sites – 17 in all, with sites across California (UC San Diego, CSU Long Beach, CSU Fullerton, UC Santa Barbara, CSU San Jose, UC Berkeley, UC Santa Cruz, CSU Fresno, UCLA, CSU Chico, UC Irvine, UC Davis, CSU Humboldt, CSU Los Angeles, CSU Northridge, CSU San Bernadino, and CSU Dominguez Hills). CHSSP sites are awarded their first of more than 25 Teaching American History Grants, in partnership with local schools and districts, from the US Department of Education. These grants continue until the program is defunded by Congress in 2010.

2002: The first wave of budget cuts forces the CHSSP to close sites; successive waves over the next decade reduce the roster of regional sites to its current number of six.



CALIFORNIA REPUBLIC

2005: Nancy McTygue, Director of the UC Davis site, is appointed Interim Executive Director, in partnership with Dale Steiner, Co-Director of the CSU Chico site, following the resignation of Jana Flores. CHSSP Statewide Office moves from UCLA to UC Davis, with Alan Taylor, Professor of History, serving as Statewide Faculty Advisor. McTygue's appointment is made official in 2007.

2007: The CHSSP begins its ongoing partnership with Cal Humanities (formerly California Council for the Humanities) with the We Are California campaign, developing curriculum and professional development workshops that incorporate content from the new We Are California website. CHSSP and Cal Humanities subsequently partner on a number of other initiatives, including California Reads, Making Sense of the Civil War, Searching for Democracy, and War Comes Home.

2008: The CHSSP is selected as primary author of the History-Social Science Framework, working under the direction of the Curriculum, Frameworks, and Instructional Resources Division of the California Department of Education. Work on the draft is ultimately suspended in 2009 as a result of California's budget crisis.

2009: The CHSSP joins the Teaching with Primary Sources from the Library of Congress Consortium, which provides support for workshops and institutes across California. The CHSSP serves as one of two TPS members in California. (Stanford University serves as the other California consortium member).

2012: The CHSSP releases the first of three History Blueprint curricular units, *The Civil War*, funded by grants from HISTORY and the Walter and Elise Haas Fund. Subsequent units, *The Cold War* (2013), and *Sites of Encounter in the Medieval World* (2014) are developed with additional support from the Library of Congress and the Social Science Research Council. All Blueprint materials include support for student literacy, inquiry, and historical content knowledge, and are distributed online for free from the CHSSP website, chssp.ucdavis.edu.

2014: Work begins anew on the 2009 draft of the History-Social Science Framework, coordinated by McTygue as Co-Chair of the History-Social Science Subject Matter Committee of the Instructional Quality Commission and is supported by more than 20 scholars and teacher leaders from throughout the statewide CHSSP community. UC Davis Professor of History Andres Resendez is selected as Statewide Faculty Advisor; Gary Dei Rossi, former Deputy Superintendent of the San Joaquin County Office of Education, is selected as Advisory Board Chair.

2015:
CHSSP celebrates its 25th Anniversary with a special two-day conference: *Teaching the Past for Tomorrow – A Conference on the Future of History Education*.



Teaching the Past for Tomorrow

Conference on the Future of History Education

UCLA, November 6-7, 2015

<http://chssp.ucdavis.edu/conference>

To celebrate our 25th anniversary, the California History-Social Science Project (CHSSP) is bringing together leaders in the field of history education to explore both the current state and the future of the discipline in the age of Common Core. Featured speakers include two-time Pulitzer Prize-winning historian Alan Taylor (University of Virginia), National Humanities Medal Award winner Teofilo Ruiz (UCLA), and acclaimed linguist Mary Schleppegrell (University of Michigan).

Proposal submission deadline: April 8, 2015
 Early Bird (\$295) Registration through August 15, 2015.
 Regular (\$345) Registration Begins August 16, 2015

Contact: chssp@ucdavis.edu, 530.752.0572, <http://chssp.ucdavis.edu>

Conference Sponsors & Partners: HISTORY, the American Historical Association, the California Department of Education, Teofilo Ruiz, and the UC Davis Institute of Social Sciences





Since 1990, the California History-Social Science Project (CHSSP) has been dedicated to improving student learning and literacy through teacher professional learning, curriculum development, and educational research. On November 6-7, 2015, in celebration of our twenty-fifth anniversary, the CHSSP will host its most ambitious professional learning opportunity to date.

Teaching the Past for Tomorrow: Conference on the Future of History Education will bring together leading scholars and expert teacher leaders to share the latest research and best practices in history education. Alan Taylor, two-time Pulitzer Prize-winning historian, Thomas Jefferson Chair in American History at the University of Virginia, and former CHSSP Faculty Advisor, will serve as one of three featured speakers at the conference. Mary Schleppegrell, Chair of Educational Studies at the School of Education at the University of Michigan and a member of the CHSSP History Blueprint Advisory Council, will discuss the relationship between historical content and student literacy. In addition to Taylor and Schleppegrell, Teofilo Ruiz, Peter H Reill Term Chair in European History at UCLA and leader of the CHSSP's *History Blueprint: Sites of Encounter in the Medieval World* unit, will lead a discussion about the latest research in world history and its implication for the K12 classroom.

Alongside these leading scholars, CHSSP staff and a team of experienced teacher leaders will present teaching workshops and panel discussions. Additional panels will feature the work of classroom teachers, teacher educators, educational policy makers and related scholars. A detailed agenda will be available later this spring.

In addition to the two-day conference, the CHSSP will host a special 25th Anniversary Gala Reception and Dinner at UCLA on the evening of November 6th. This event, co-hosted by CHSSP Advisory Board members Amanda Podany and Gary DeiRossi, will include a gallery of Project pictures and memorabilia, a recognition ceremony, and a special presentation on the future of history education. This will be a unique moment for everyone who has supported CHSSP's efforts to come together and celebrate.

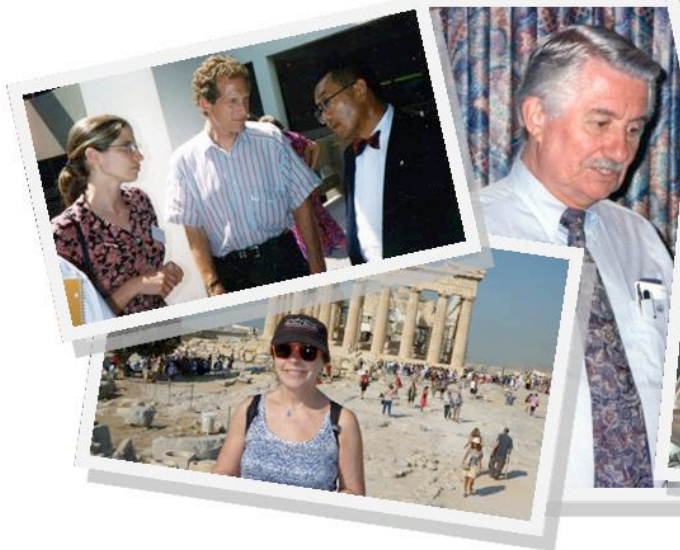
Through both a celebration of the past and a consideration of the future, *Teaching the Past for Tomorrow* will offer participants a unique opportunity to network with thoughtful and enthusiastic colleagues, engage in discussion with leading scholars and expert teacher leaders, and celebrate the contributions of teachers, K-16 over the last 25 years. We hope you will join us!

#IamCHSSP

Teachers are eager to share and learn from one another. They come to the CHSSP for content matter and pedagogy, presented by other teachers and university faculty just as eager to explore questions of teaching and knowing history. Again and again, teachers report that they value the opportunity to be treated as professionals honing their craft. Faculty report that they are regularly Impressed by teachers' commitment to this craft. Moreover, faculty appreciate the opportunity to learn proven teaching strategies from teachers of California's diverse K-12 student body.

The commentary that follows serves as a reminder of why this work is so important. The best teaching is never a solitary endeavor, but a pursuit built upon the successes and lessons learned from others in the classroom.

Throughout 2015, we will share more from our colleagues online. Follow the conversation on Twitter using #IamCHSSP and #CHSSP25 and follow our handle, @CHSSP_SO. On Facebook, search for CaliforniaHistorySocialScienceProject. Our website is chssp.ucdavis.edu.



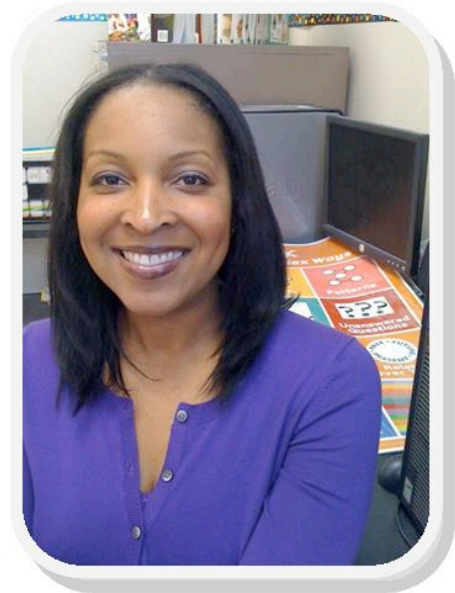
In the past 25 years there has been significant interchange - both in content and methods - between university professors and K-12 teachers....But soon teachers were “teaching” the professors.....Most professors and their teaching assistants had little experience with these strategies, but we learned them in professional development workshops with K-12 teachers.

-Ron Mellor, Professor Emeritus, Department of History, UCLA. Faculty Advisor, UCLA History-Geography Project



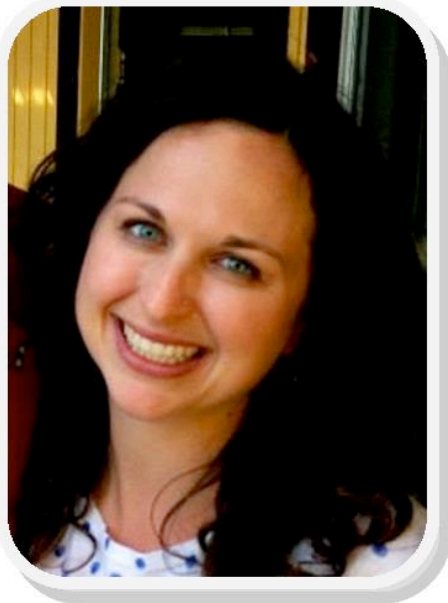
Collaborating with college professors and my secondary school colleagues has improved my content knowledge and lesson delivery. My instruction is now more focused on preparing my students, with the skill set that is needed, for survival in college, and the real world, rather than just their current grade level.

- Jasmin Brown, Cesar Chavez Middle School, Lynwood. History Project at CSU Long Beach.



...of all the experiences I have had in graduate school, my work with UCBHSSP has probably been the greatest resource to improve my own teaching. As much as I have had the opportunity to contribute to the professional development of the K-12 teachers we work with, I have gained fivefold in my own improvement as a teacher.

- Sarah Gold McBride, UC Berkeley Graduate Student. UC Berkeley History-Social Science Project.



...my favorite moment was seeing my American history curricular materials published by the History Project because it represented a true collaboration between my individual research, content experts in the UC Irvine History Department, consultation with local high school teachers, and feedback from the undergraduates who actually taught the lessons.

- Matthew Mooney, Santa Barbara City College UC Irvine History Project



When I first got involved with the Project, I was sure I had the teaching profession figured out. I realized my students had trouble with reading and writing, but I was not a literacy teacher, so it wasn't my problem. Actually, I didn't have the tools to help my students read, write, or work with primary sources, so it was easier for me to blame other teachers for not teaching the skills. After meeting some of the fantastic professionals at UC Berkeley, I realized I had room to grow and that the project was a safe place for me to explore how to be a better teacher in a collaborative and supportive environment.



- Bryan Shaw, Mount Diablo High School, Concord. Bryan is pictured with his wife Erica and their three children. Both Bryan and Erica work as teacher leaders for the UC Berkeley History-Social Science Project



I like the depth and Common Core focus of the material. I have gained so many lesson ideas that it has really made teaching History more enjoyable and hopefully more interesting for my students.

- Mike Anderson, Otto Fischer School, Orange County Department of Education. UC Irvine History Project



I demonstrated how I use literacy strategies with first-year university students and then had the teachers in the audience provide me with feedback for my lesson using the Lesson Protocol that we ask teachers to practice in the institute. ...seeing the Protocol in action took [away] some of the worry about sharing their student work with participants.

- Chrislaine Miller, Ph.D., Instructor, CSU Monterey Bay & Santa Clara University . UC Berkeley History-Social Science Project

...that feeling when you know you've made a difference - when a teacher at a workshop tells you that what you have developed is useful and easy to implement.

- Kate Bowen, Patwin Elementary, Davis JUSD. History Project at UC Davis





As Common Core has become our new reality, a skills based approach to teaching history is becoming more and more important.

- Anthony Arzate, Willson High School, Long Beach. History Project at CSU Long Beach.

Teachers become a part of an ongoing, proactive teacher network and see themselves as agents of change for improved students' learning. ...I think teacher agency is critical to improving schools and students' learning.

- Donna Leary, Director Emeritus, UC Berkeley History-Social Science Project



It was so helpful going to a training where I was able to work with colleagues teaching the same classes and sharing strategies. As a Special Education teacher, it truly helped me to increase the rigor and relevance of history lessons with differentiation embedded.

- Adriana Flores, Assistant Principal, Portola MS, Orange. UC Irvine History Project

I first got involved with the U.C.D. History Project while in Graduate School at U.C. Davis in 1998. I was a teacher's assistant for Prof. Alan Taylor. I told him I was loving being a T.A. but not sure I wanted to continue down the Ph.d. track. He personally walked me across campus to the History Project's office and introduced me to the project's director, Ms. Kathy Medina. I then became a research assistant in a summer institute and worked with amazing teachers like Pamela Tindall, Sylvia Aquino and Kevin Williams. Working with such fabulous teachers convinced me to change course and get my teaching credential rather than my Ph.D. I have never regretted my choice! ...Every time I present or facilitate a History Project event I learn something.

- Jeff Pollard, Natomas Charter School, Sacramento. Former CHSSP Advisory Board Chair. History Project at UC Davis.



I will always remember the excitement of one of our elementary teachers as she had her students complete a gallery walk on transportation— a lesson she wrote....

I still work with teachers in my district and many of the teachers who participated in the grant have now taken on leadership roles within our district as part of the shift to the Common Core State Standards. The History Project was always our inspiration and provided us with the guidance, materials, and contact necessary to facilitate this shift.



— Nancy Witt, Glendale USD. UCLA History-Geography Project



We were collaboratively visioning and planning a new program. It was one of many moments with this collective when ideas flowed, a program took shape by continuously being reworked and improved with smart and interesting contributions by all. We all couldn't talk fast enough. A colleague saw us through the glass window and came and spoke with me afterwards. He said, "I don't know what you all were talking about in there but it looked like magic was happening."

— Stephanie Reyes-Tucclo, Ph.D. Director, Center for Educational Partnerships, UC Irvine, UC Irvine History Project



I [told my colleagues] about the opportunity to listen to a multitude of some of the finest professors in Southern California, have the time and opportunity to experience true historical research in an archival setting, and perhaps most importantly, feel like a professional working to master one's craft.

- Raymond Lopez, La Habra High School, La Habra. UCLA History-Geography Project

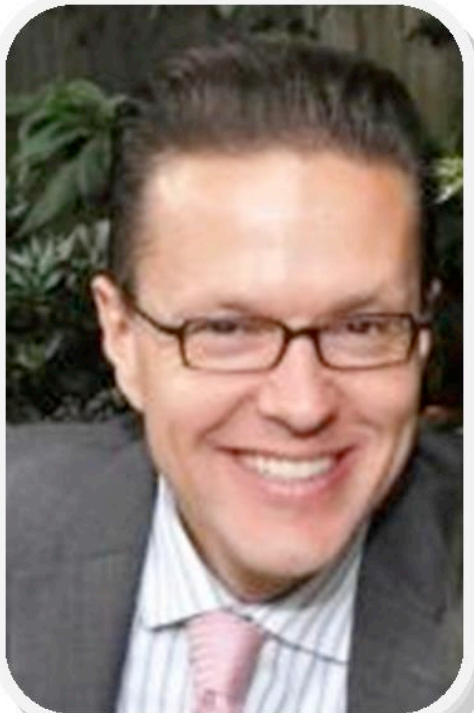
Over my time at the Project I led many world and US history programs, but I benefitted most from the opportunities to collaborate with the CHSSP network on literacy and I am most proud of my contributions to the CHSSP literacy work.

- Stacey Greer, HSS Consultant, California Department of Education. History Project at UC Davis



I was so proud of the work that I and the team were able to create, I was thrilled to be presenting work that I truly believed would help students to learn so much more about the Medieval period, and I loved getting feedback and input from teachers and professors who were excited about the unit.

- Shomara Gooden, Cesar Chavez Middle School, Lynwood. History Project at CSU Long Beach.



What has really been brought home to me time and time again is the similar set of challenges faced by history instructors at all levels. In particular, I have learned that we all work to get students to think historically—to weigh conflicting evidence critically, and to make compelling arguments that seek to explain change over time—and to develop a historical sensibility about the past.

- Carlos Noreña, Assoc. Professor, Dept. of History, UC Berkeley. Faculty Adviser, UC Berkeley History-Social Science Project

The history project directors and leaders are developing and presenting materials that are on the cutting edge of educational practices. This is the best place to receive materials and instruction in historical inquiry and integrated curricular instruction with the Common Core Standards.

...I see history education as the perfect vehicle for literacy instruction, inquiry and historical thinking and the history project has the tools to make that happen.

- Kristal Cheek,
Fremont Elementary
School, Long Beach,
History Project at
CSU Dominguez Hills



A Classroom Strategy: Keep It or Junk It



Jennifer Brouhard, teacher leader with the UC Berkeley History-Social Science Project.

The *Keep It or Junk It* strategy begins with the introduction of a historical focus question to guide student thinking. Students read a shared text and create a list of key words, which they then justify to the other students in their group. Each group presents their key words to the whole class and the class votes to “keep” or “junk” each key word. The class must explain their choices, thus refining their understanding of the main idea of the selected text. Students continue with this process to write a topic sentence or thesis statement, and to select supporting evidence for a final written paragraph. This strategy can be adapted for younger as well as older students.

Keep It or Junk It is a collaborative strategy developed by teacher Jennifer Brouhard and the UCBHSSP Teacher Research Group, in which students must work together to select evidence that answers a historical focus question. Group and class-based discussion is a vital component, and makes it an effective strategy for use with low literacy and English learner students. As Jennifer explains, allowing students the time to talk to each other gives them the opportunity to question what they read, and in turn this helps them deepen and clarify their historical understanding. Students are emboldened to share their learning and engage with each other as historians.

Once students have gained familiarity with this learning strategy and the historical thinking skills it supports, they become better able to incorporate academic language in their oral and written analyses. When Jennifer presents *Keep It or Junk It* alongside student work at teaching trainings and conferences, teachers of all grades are amazed at the level of understanding and discourse her 10-year-old students demonstrate. Essentially, they become historical thinkers.

The success of *Keep It or Junk It* lies in Jennifer’s thoughtful and rigorous planning. Jennifer advises that

thinking critically about history instruction needs to be an integral part of any teacher’s classroom, not only by thinking critically about their students’ learning but about their instruction as well. To accomplish this, Jennifer has created a set of criteria for her planning and instruction that allows her to evaluate each step of the teaching and learning process: *What do I want the students to learn? What will they do while they are learning? How will students demonstrate what they are learning? What am I going to do if they don’t get it? What did the students learn?* It is a great model for explicit planning that can be used by any teacher.

Keep It or Junk It* in Five Steps

1. Read the text selection.
2. Select and refine key words and ideas.
3. Write a topic sentence.
4. Write supporting sentences.
5. Write a final draft.

*UCB History-Social Science Project

Keep It or Junk It is a strategy that puts students in charge of the learning process with their peers. It is designed to help them identify the main idea and key details from a dense text, an important skill for thinking historically and one explicitly called for in the Common Core State Standards (RI.8 & RI.10). Jennifer uses this strategy to help her students learn to read critically – not only their textbook, but primary and secondary sources as well – in order to identify evidence and its significance.

Watch *Keep It or Junk It*: Jennifer was featured in a video housed on the Teaching Channel:

PART 1: Jennifer explains the steps to *Keep It or Junk It*: <https://www.teachingchannel.org/videos/help-students-analyze-text>.

PART 2: Students use *Keep It or Junk It* in class: <https://www.teachingchannel.org/videos/student-run-lesson>

The full strategy, including instructions, reading sample, graphic organizer, writing frame, and teacher key, may be downloaded from the UCBHSSP’s [5th grade lessons](#) that are shared on their website.

Read on for the *Keep It or Junk It* strategy.

Steps for Teaching *Keep It or Junk It*

PART I: Reading for Key Words

1. *Read a Text.*

- Students read and process focus question.
- Students read selection.

PART II: Categorizing Key Words

2. *Word Selection.*

- Students re-read, highlight, and list key words that link to focus question.
- Students categorize the list of key words based on teacher-provided categories.
- Students repeat this listing and categorizing process in table groups, discussing their answers and rationale.
- Teacher displays list from one group at the front of the room.
- Remaining groups send a representative to front to offer other words that the first group didn't include.
- Groups discuss each list and decide which words to keep and which to junk.
- Whole class votes (1 finger = keep; 2 fingers = junk; 3 fingers = cloud/not sure).
- During voting, students justify choice using FULL sentence.

PART III: Writing and Summarizing

3. *Write Topic Sentence.*

- Students discuss main idea of passage.
- Each group writes a topic sentence in response to the focus question.
- Teacher records all sentences.
- Repeat *Keep It or Junk It* with the topic sentences. Keep the best ones.

4. *Write Supporting Sentence.*


- Students use categories to write supporting evidence sentences.
- Use graphic organizer (Topic sentence/ Supporting sentence 1, 2, 3 etc, Concluding sentence).

5. *Write Paragraph.*

- Students write final draft individually.

PART I: *Green Gold*, Reading for Key Words – Student Example

Focus Question: *How did tobacco change the Virginia colony?*

Text	Key Words
<p>The tobacco grown by the Indians in Virginia burned the throats of those who smoked it. Rolfe found a milder strain of tobacco on Trinidad, a Caribbean island far to the south of Virginia. In 1611, he brought this sweeter-tasting tobacco to Virginia. Soon Rolfe figured out the best way to grow it, and started selling tobacco to pipe smokers in England.</p> <p>Tobacco took off. So many people wanted to grow it that colonists were shipping more than 50,000 pounds of tobacco to England. The colony was finally turning a profit.</p> <p>Originally, all the colony's land had belonged to the Virginia Company. But little by little, to encourage people to come to Virginia and to reward hard work, the company gave settlers their own pieces of property to farm. When the tobacco boom hit, the company gave free settlers — those who were not indentured servants — who were already in Virginia 100 acres of land. In addition, anyone who paid his or another's way to Virginia got 50 acres of land. And anyone who bought a share in the company got 100 acres of land.</p> <p>These changes allowed rich people to start huge tobacco plantations. Soon colonists had established about 40 of these plantations up and down the James River. They turned more and more Powhatan land into tobacco farms.</p> <p>Source: Karen E. Lange, <i>1607: A New Look at Jamestown</i>, National Geographic Society, 2007.</p>	 <p>Tobacco Virginia Trinidad Rolfe Selling Pipe smokers England Growing 50,000 pounds Profit Colony land Virginia Company Reward for hard work Own piece of property Tobacco boom Free settlers 100 acres Immigrants 50 acres Share in company 100 Acres Tobacco plantations 40 + plantation</p>

PART II: Categorizing Key Words – Student Example

Focus Question: *How did tobacco change the Virginia colony?*

Category 1	Category 2	Category 3
<p>Tobacco</p> <hr/> <p>(Your category title)</p>	<p>Changes</p> <hr/> <p>(Your category title)</p>	<p>Settlement</p> <hr/> <p>(Your category title)</p>
<p>Tobacco</p> <p>Milder strain</p> <p>Trinidad</p> <p>Sweeter tasting</p> <p>Pipe smokers</p>	<p>Selling Tobacco</p> <p>Shipping 50,000 pounds</p> <p>Tobacco Boom</p> <p>Own property to farm</p> <p>Tobacco plantations</p> <p>40+ plantations on James River</p>	<p>Virginia Company</p> <p>Free settlers already there = 100 acres</p> <p>Immigrants, pay own other way = 50 acres</p> <p>Bought share in Company = 100 acre</p>

Image from Library of Congress, *Tobako*: <http://www.loc.gov/pictures/item/2009630280/>

PART III: Writing & Summarizing – Student Example

The main idea of this passage is: (Write a complete sentence.)

Tobacco changed the Virginia colony by changing it from the unsuccessful settlement of Jamestown into a very profitable and heavily populated colony.

The evidence the authors use to support their claim is:

Evidence A: The colonists were shipping more than 50,000 pounds of tobacco to England; finally allowing them to make a profit.

Evidence B: To encourage people to come to Virginia, and to reward hard work, the Virginia Company gave settlers their own piece of property to farm.

Evidence C: When the tobacco boom hit; free settlers, and anyone who bought a share in the Virginia Company received 100 acres of land and immigrants who paid their own way received 50 acres of land.

Evidence D: These changes allowed rich people to start huge tobacco plantations.

This shows that: Tobacco allowed the Virginia colony to transform from a small rural group of people into a robust and very profitable and therefore powerful colony.

This *Keep It or Junk It* strategy was developed by Jennifer Brouhard and the UCBHSSP Teacher Research Group. While this particular example uses the 5th grade content on Jamestown as its focus, any content can be used. The keys provided are based on student responses.

Jennifer is a 5th grade teacher at Glenview Elementary School in the Oakland Unified School District and has been a member of the UC Berkeley History-Social Science Project's Teacher Research Group since 2005. In 2009, Jennifer was named California's *Preserve America* Elementary History Teacher of the Year. Jennifer is passionate not only about teaching history, but also about sharing her expertise with other teachers. Jennifer co-directs the UCBHSSP's *Reading & Writing in History: Developing Common Core Aligned Lessons* summer institute and frequently serves as a teacher coach/facilitator in teacher trainings throughout the Bay Area. In March 2015, Jennifer presented *Encounters with Tobacco: The Development of the Virginian Colony* at the National Council for History Education annual conference in St. Augustine, Florida.

*A Classroom Strategy***Conversation in the
Common Core Classroom**

by Letty Kraus

As the “discussion starter” in a common-core aligned history lesson, the young man struggles to start. The teacher prompts, there is a long pause, the student asks his group “Can you clarify the part about...” another long pause while a different student turns to the text to find evidence and formulate an answer, another student chimes in, the conversation builds and a document-based conversation about industrialization emerges. The conversation gains momentum and peaks with “I think we got it!” and concludes with a group generated statement about why the topic addressed in the text is important.

11th- grade teacher Jessica Williams, a core member of the UC Davis History Project’s 2014-15 Common Core Think Tank, has been on a quest to improve her students’ academic conversation skills for several years. The conversation described above is one of many she has recorded in her classroom as she refines her approach. Jessica wanted her students to have deeper conversations when they discussed documents and prepared to build and defend arguments, and she recognized their need to build and practice oral fluency with academic language in line with the Common Core State Standards.

At first, Jessica had her students make regular use of a set of sentence frames packaged neatly in a foldable book. She found this provided some help to her students, but that many “grew out” of the frames mid-year. She was also dissatisfied with the shallow conversations the frames seemed to yield. Students were not having the collaborative discussions described in CCSS Speaking and Listening anchor standard 1.¹ Jessica was experiencing what other educators have documented: frames can guide students as they begin to practice with academic language but frames alone are not sufficient.²

“To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.”

-Common Core State Standards pg. 65

As she prepared to tackle the problem of classroom discourse anew, Jessica was especially focused on helping her students build capacity to “propel conversations.”³ Jessica created three conversation skill pairings, which she calls “discussion starters,” based off Zwiers and Crawford’s Five Core Skills of Academic Conversation (**see figure 1**). She also identified four conversation scenarios (**see figure 2**) that would best support what students are required to do in her history classes—analyze historical evidence, and build historical arguments based on that evidence.

The purpose of the discussion starters was to provide scaffolds for what she calls “emerging academic conversationalists.” She thought it might be overwhelming to provide students with all possible angles in one conversation at once, which is why she decided to have them start by practicing two at a time. Her goal is to immerse students in increasingly complex discussion practice, then reduce, or even eliminate the scaffolds. The discussion starters are still sets of discussion frames; however, they are combined purposefully with conversation scenarios which are designed to help students propel the conversation forward. Ultimately, Jessica wants to see her students analyze primary sources to understand what they reveal about an historical event, and develop claims and counterclaims supported by evidence.

As we look back on 25 years of continuity and change in education, the UC Davis History Project continues to depend on the insight and innovation of classroom teachers. Jessica’s work has served as a springboard for several other members of our 2014-15 Common Core Think Tank. 10th- grade teacher Tricia Cowen was inspired to tackle the “listening” aspect of

speaking and listening. Using Costa's levels of questioning, Tricia taught her class the distinction between hearing (a physical act) and listening (a cognitive act).⁴ She linked active listening to the quality of questions that listeners ask of a speaker and designed a rubric to track the frequency and levels of questions (see figure 3). To institutionalize high-quality listening in her classroom, Tricia includes it as part of her grading system and makes it a point to provide informal frequent feedback to her students. Most importantly, she provides student-driven speaking and listening opportunities on a daily basis. For example, to encourage connection between past and present in all of her history classes, Tricia requires students to do short oral reports on current events. As part of their presentation, students must lead a classroom discussion. The discussion provides Tricia with an opportunity to observe and listen to her students while tracking evidence of listening on the rubric she created.

As the CCSS note "the processes of communication are closely intertwined." If we attend only to reading and writing in our history-social science classrooms we attend to only half of the communication equation. Both Jessica and Tricia readily admit that developing their students' speaking and listening skills has taken significant extra effort, patience, and perseverance. In addition, extra time spent on skill development requires careful reconsideration of where to go into depth with content. But both Jessica and Tricia report that over this school year students have adapted and improved and both agree that holding students accountable for speaking and listening has increased student engagement in the history content.

While "best practices" and the most recent and relevant research form the base of our work, the classroom laboratories of teachers in our network are where practices and research gain authenticity and innovations are refined. We know we must continue to support the development of all of the communication modes that students will need for readiness in college, career, and civic life. We are equally certain that we must support the type of grass-roots efforts undertaken by Jessica, Tricia, and the rest of our 2014-15 Think Tank members to make instructional changes that have a positive impact on students. We are confident that with this type of attention to skill development students will arrive at the beginning of each new school year increasingly prepared.

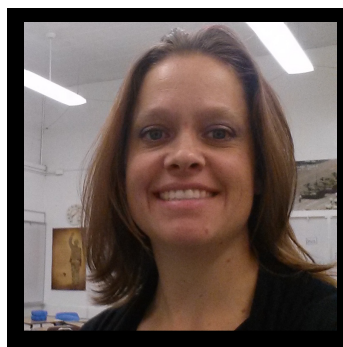
Notes

¹ Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

² Jeff Zwiers and Marie Crawford address this problem in their book *Academic Conversations, Classroom Talk That Fosters Critical Thinking and Content Understandings*.

³ CCSS Speaking and listening standards for grades 9-10 1c.pg. 68

⁴ Tricia found this advertisement on CNN's website. The graphics helped her convey this idea to her students <http://advertisementfeature.cnn.com/think-brilliant/revitalise-your-listening.html>



Jessica Williams teaches US and World History at Winters High School in Winters, California. She is also a literacy coach.



Tricia Cowen teaches U.S. and World History at Vacaville High School in Vacaville, California.

Letty Kraus is an Educational Programs Consultant for the California Department of Education. She previously served as an Academic Program Coordinator for the History Project at UC Davis.

Figure 1. Discussion Starters

These starters can be copied, folded in half, cut apart, and laminated to create two-sided cards with one half of the conversation on one side and the other half on the other side.

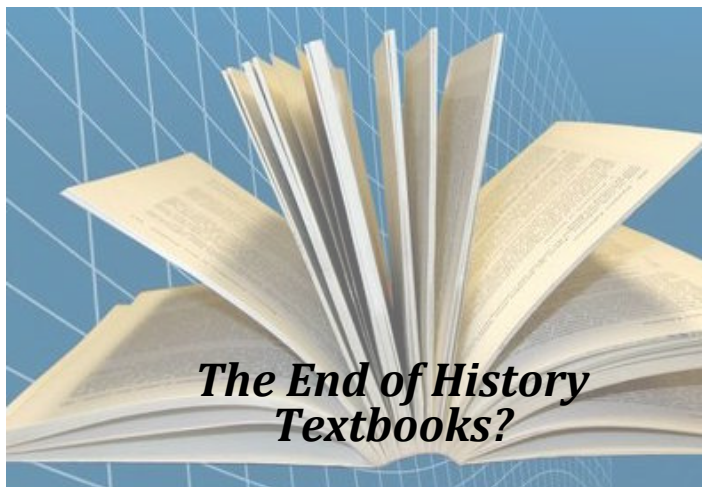
<u>ASK A CLARIFYING QUESTION</u>	<u>ELABORATING ON AN IDEA</u>
<ul style="list-style-type: none"> • I have a question about... • Can you elaborate on the? • What does ____ mean by...? • Can you clarify the part about...? • I understand..., but I want to know... • I am a little confused about... • Something else I'd like to know is... • Could you please... <ul style="list-style-type: none"> ◦ repeat that? ◦ explain what ____ means? ◦ give me an example of ____? ◦ explain your idea in more detail? 	<ul style="list-style-type: none"> • I think it means... • It seems to me that... • In other words,... • I interpreted that to mean... • What I understood was... • More specifically, it is... because... • Another point about that is... • It is important because... • Here is a different way to think about that... • It is also important to remember.... • We should consider the idea about...
<u>SYNTHESIZE</u>	<u>BUILD ON AN IDEA</u>
<ul style="list-style-type: none"> • Overall, we can say that... • The main point seems to be... • As a result of this conversation, we think that... • A summary of our evidence might be... • When we consider all the evidence,... • The evidence seems to suggest... • The question is asking_____. • What key ideas can we take away? • What points can we share? • What can we agree on? 	<ul style="list-style-type: none"> • Another example is _____. • I'd like to add something. I would say that _____. • You made a good point when you said _____. I would also like to add... • Yes, but it's also true that _____. • I see what you're saying. That reminds me of _____. • Even though _____ I think _____. • Wouldn't that also mean _____? • As _____ already mentioned, _____. • If that is the case, then _____.
<u>SUPPORT YOUR THINKING</u>	<u>CHALLENGE AN IDEA</u>
<ul style="list-style-type: none"> • The article/author states that _____. • _____ is/was an example of _____. • The text/information suggests/proves/shows that _____. • According to the author/text/data, it is clear that _____. • _____ is evidence that/proof of _____. • _____ validates/confirms/reinforces... • A close reading of _____ suggests/clarifies/reveals _____. • Based on the data/information from _____, we can assume that _____. 	<ul style="list-style-type: none"> • I don't quite agree with your point about... • I have another way of looking at this. I think... • My idea is slightly different. I think... • I understand that... However,... • Although you may think..., my perspective is... • Some argue... But I disagree because... • On the other hand... • However... • While it may be true that... I think....

Figure 2. Conversation Scenarios

What	Why	How
Clarify and Elaborate	Support analysis and discussion of textual evidence to develop understanding	<p>SIMPLE: one student, facilitate beginning the discussion with a clarifying question</p> <p>COMPLEX: a jigsaw, students start in home groups then move to expert groups to discuss and record understandings before moving back to home groups</p>
Stand and Synthesize	Review information from an activity, reading, lecture, or set of documents to demonstrate understanding	Students stand, pair up, and take turns synthesizing points or demonstrating listening by paraphrasing what they heard from their partner.
Supporting Claims & Debunking Counterclaims with a Written Script	Practice critical analysis of claims in an argument	<ol style="list-style-type: none"> 1. Students read a document set on their own, write a claim, and cite supporting evidence in several “Support Your Thinking” sentences. 2. Students pair up with one other student to share their claims and practicing challenging each other’s ideas. Students add a written counterclaim to their original work.
Structured Academic Conversation <i>(Uses various combinations of discussion starters.)</i>	Build capacity for unstructured academic conversations.	<ol style="list-style-type: none"> 1. Students are introduced to a historical investigation question 2. Gather and discuss evidence and make claims based on that evidence. 3. Students are placed in groups of three and assigned the roles of conversationalist, coach, and recorder. 4. The conversationalists form the inner circle flanked by their two other team members 5. The conversation is focused on the investigation question <ul style="list-style-type: none"> • Conversationalists participate in the discussion first. • Discussion is interrupted by “coach meetings” Coach provides feedback to conversationalist on how they’re doing in the discussion. • Recorder observes and records instances where the conversationalist asks questions, builds on ideas, supports thinking, or challenges ideas.

With this rubric Tricia records body language and she can also track the cognitive aspect of listening—through the levels and types of questions students ask-- with a tally mark. The quantitative and qualitative data she collects, helps her assess listening and provide individualized feedback to her students.

California History-Social Science Project, Spring 2015



The End of History Textbooks?

In the CHSSP's twenty-five-year history, the profession of teaching history has experienced several important disciplinary and pedagogical shifts; the adoption of Content and Common Core Standards stand out as key turning points in K12 history. In the coming months and years, history education in California will be poised once again to shift its instruction, its instructional materials, and the funding for these resources. In 2016, the state aims to adopt another iteration of the History-Social Science Framework, which guides teachers' instruction of the multiple state-adopted Standards. There is also a bill pending in the legislature that would update the state's Content Standards altogether. Historically, when the state updates the material to be taught in classrooms, counties and districts adopt new textbooks. However, the state's new Local Control Funding Formula suggests that there could be much more flexibility in the control that schools and districts have over their adoptions. With budgeting for resources happening at the local level, in the coming years districts will be able to allocate funds towards new materials with much more independence, which means that teachers may be able to have more say in shaping their classroom materials. Moreover, given the steep cost for hard-copy texts, and the pedagogical shifts that emphasize the importance of investigation and analysis over understanding one narrative of the past, the door is opening for a frank evaluation of the value of all educational resources. And in this climate, now seems to be the time to consider transitioning to digital resources as teachers' primary tool in the K12 history classroom.

Aging Textbooks

Across the grade levels, existing history textbooks leave students and potentially their teachers with out-of-date understandings of the past and outmoded ways of thinking about and questioning the past. While current texts address the content standards, it is the way in which the information is organized, privileged, and delivered that makes textbooks outdated. In addition, most textbooks in the state are at least a decade old, but likely much older than that. Recent historical content gaps necessarily surface in textbooks, but leaving high-school students without an explanation of developments like the War on Terror or globalization does a disservice to students, especially those that end their education with high school.

Setting aside content-related problems, existing history textbooks also present serious challenges for teachers trying to align their curriculum with the Common Core Standards. Now that teachers are to emphasize skills like understanding context (RH4), reading for perspective (RH6), and especially making arguments (WHST 1 and 2), their current materials rarely support or model these skills.¹ If anything, existing classroom textbooks are de-emphasize those skills in that they steer students toward looking for one single answer to a yes or no kind of question that probably appears close to the boldly highlighted word in the text. And when existing textbooks do attempt to teach skills, they often do so in unsound ways.

History Education Online

In questioning whether purchasing textbooks is the best investment of education dollars, it is important to look at the alternatives, most of which populate education websites and some of which have been in use for quite some time. Over the past several years teachers have been forced to fill their curricular gaps through online sources, some sanctioned by schools and districts and some not. There appear to be three different categories of resources that teachers find online: materials created by educators posted on a number of teacher-created sharing websites; materials created by public educational or history institutions; and materials created and posted by private sources like a textbook company. All of these materials have elements that appear quite helpful to teachers trying to fill the content and disciplinary gap in their classrooms, yet they are all quite different and take time for

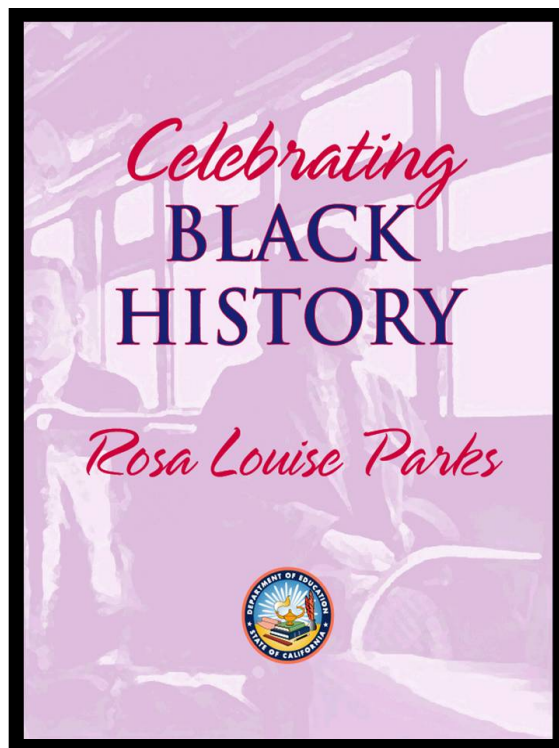
Image from Wikimedia: http://commons.wikimedia.org/wiki/File:Guidelines_for_Open_Educational_Resources_%28OER%29

teachers to dissect and compare their quality and usefulness for their own classrooms.

The first genre of online resources seems to come straight from teachers, that is, teacher sharing websites. These websites present opportunities for teachers across the country to share curriculum. Sites like TeachersPayTeachers, which has the tagline: An Open Marketplace for Original Lesson Plans and Other Teacher Created Resources has made available millions of lesson plans, some of which are free but most of which charge a nominal fee.² Searching through the site, teachers can easily find that for \$8.00 they can purchase 39 different graphic organizers of American History, or for \$4.95 they can download clip art of the American Revolution. Anecdotes proliferate teacher conferences – and the top 10 sellers’ lists on these websites – about how a few entrepreneurial teachers made thousands through posting and selling online their curriculum. Many of these lessons supplant a need for a textbook or contextualizing narrative because they contain all instructional materials for teachers. The problem, however, is sifting through the millions of lessons posted to discover the gem that will revolutionize teaching and bring the Common Core into complete alignment with the American Revolution, for example. On their own, educators seem to be on the way to finding such resources through these websites, but there does not appear to be a coordinated attempt by departments, schools, or districts for sharing these resources once they are located and implemented in any one classroom.

Public agencies and institutions are the second source of digital resources that can help teachers update their content and implement Common Core. For one, the California Department of Education houses a collection of free recommended instructional materials to support teachers that presumably want to expand the chronological and topical reach of their textbooks.³ This site contains links to powerpoint presentations and secondary information about various historic actors like Rosa Parks and Fred Korematsu. These resources seem as though they would be most helpful if integrated alongside a larger narrative that the teacher would find elsewhere. Another genre of department of education and district level online tools is found through the Digital Chalkboard, Brokers of Expertise, and Ed Tech resources.⁴ These platforms appear most helpful as teachers share resources informally between one another. The second source of public institutions

that supply resources online come from universities. A few years back the California History-Social Science Projects’ Blueprint for History Education campaign (which I along with other CHSSP members worked to design) began posting online free complete lesson materials, and Stanford’s History Education Group as well as George Mason University’s History Education division have similarly posted scores of lesson plans and assessments on their sites.⁵ This curriculum can supplant existing textbooks and provide literacy supports and Common Core-aligned assessments. Third, public history institutions like libraries and museums create and house a wide variety of curricular materials. Presidential libraries, the Library of Congress, Edsitement from the National Endowment for the Humanities, the Smithsonian museums, and even local museums post lessons on their websites that relate to a variety of topics that overlap with artifacts of documents housed there. Along with housing collections of primary sources, the Reagan Presidential Library contains lesson plans ranging from jelly beans and math to his relationship with Mikhail Gorbachev, while the Library of Congress has lesson plans on broad topics like Pilgrims and Thanksgiving or the Civil War. Like with teacher sharing websites, these lessons appear to be able to take the place of a textbook, but they also take time to locate and integrate into a classroom. The investment is the time required for teachers to locate, duplicate, and implement these resources outside of the textbook track.



Powerpoint Presentation from the CDE.

The third category of digital resources that can help teachers update their curriculum comes from private sources. The DBQ Project and TCI provide teachers with primary and secondary sources that expand historical content knowledge and support the use of primary sources at all grade levels.⁶ In addition, textbook publishers use sites like TeacherCreatedMaterials to adapt their updated hard copies of materials to a digital format. To support implementation of Common Core, Pearson, for example, created a library of historical materials to highlight Common Core reading, writing and speaking skills. The advantages of textbook companies providing online materials are that teachers and their students can more easily access up-to-date information, but based on my initial research, these resources seem to have a steep sticker price and still often present only one textbook narrative of the past, disadvantages that also plague hard-copy textbooks.⁷

Beyond the Textbook

What all of this suggests is that there are opportunities for educators and administrators to think beyond traditional textbooks when updating their resources. This would involve promoting a school or district-based culture of resource development and evaluation. Teacher leaders and curriculum coaches within schools, districts, or counties would work collaboratively to identify, evaluate, curate, and create new materials. These resources could be thoroughly vetted by the community, much the same way that levels of feedback are collected and provided during textbook adoptions. Once these materials have been selected, each school, district, or county would have a library of materials that teachers themselves had selected that fit their specific teaching contexts. This process would include funding teachers to utilize resources available from non-traditional places. But in the end, this would promote and support a culture of professional learning that treats textbooks as one source, but not the only definitive source in curriculum. Rather than using a textbook as the centerpiece in instruction, it could serve as a reference guide or the supplementary material to the more updated and dynamic curriculum that teachers themselves have collected or created. If educational agencies promoted these open-ended approaches to history, this would enable teachers to play a more direct role in interpreting and shaping their curriculum, something

that educational leaders and historians naturally support.

Notes:

¹ [CCSS.ELA-Literacy.RH.6-8.4](#) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies; [CCSS.ELA-Literacy.RH.6-8.6](#) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts); [CCSS.ELA-Literacy.WHST.6-8.1](#) Write arguments focused on *discipline-specific content*; [CCSS.ELA-Literacy.WHST.6-8.1.a](#) Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically; [CCSS.ELA-Literacy.WHST.6-8.1.b](#) Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

² <http://www.teacherspayteachers.com/>

³ <http://www.cde.ca.gov/ci/hs/im/>

⁴ Digital Chalkboard: <https://www.mydigitalchalkboard.org/>; Brokers of Expertise: <http://www.k12hsn.org/boe/>; Ed Tech: <http://www.k12hsn.org/programs/>

⁵ California History-Social Science Blueprint Website: <http://chssp.ucdavis.edu/programs/historyblueprint>; Stanford History Education Website: <http://sheg.stanford.edu/>; George Mason History Education Website: <http://chnm.gmu.edu/historical-thinking-matters/>.

⁶ DBQ Project: <http://dbqproject.com/>; TCI Website: <http://www.teachtci.com/>

⁷ Teacher Created Materials: <http://www.teachercreatedmaterials.com/>; Pearson Social Studies: [http://www.pearsonschool.com/index.cfm?](http://www.pearsonschool.com/index.cfm?locator=PS19Ie&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=815&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDBProgramID=85502)

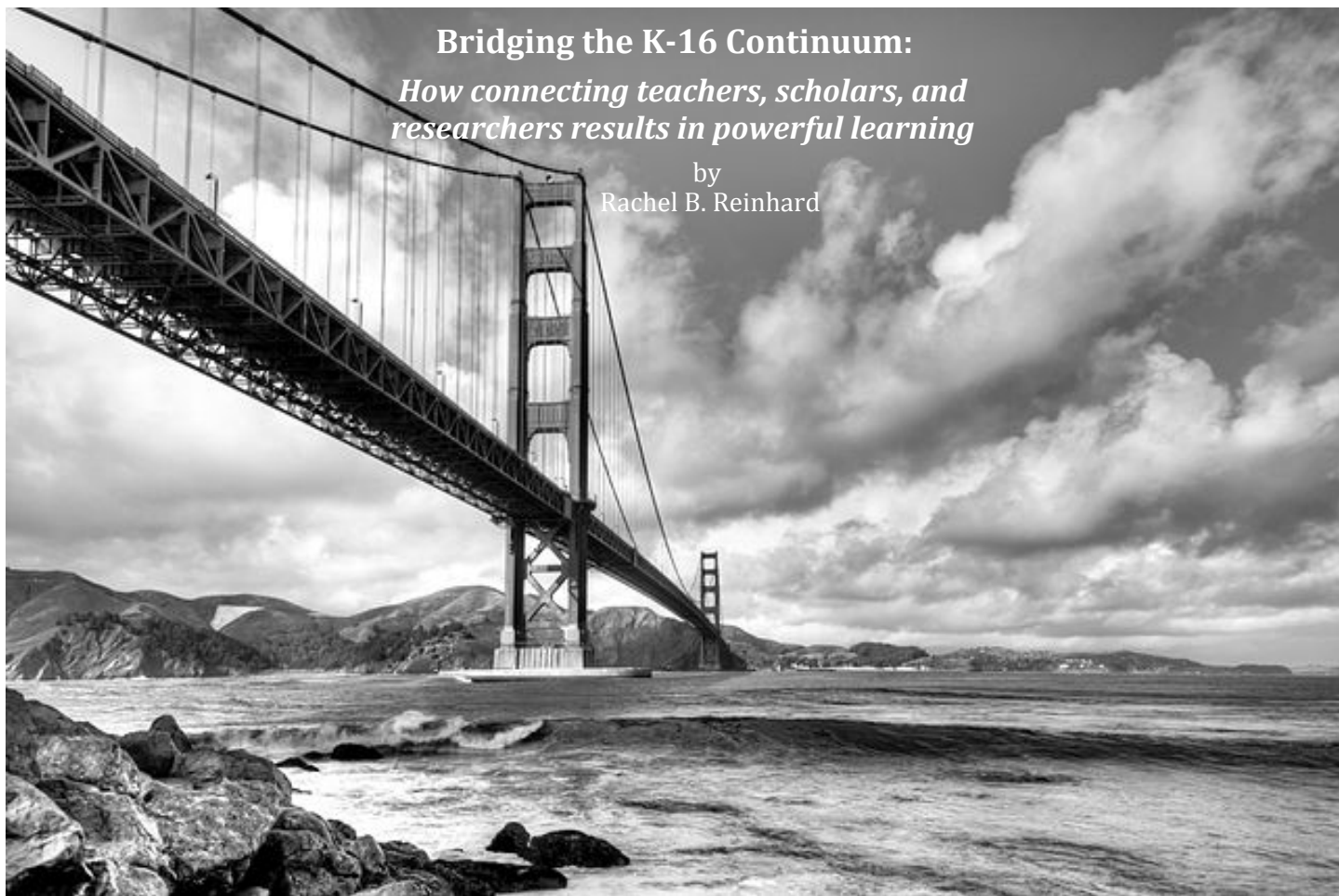


Dr. Beth Slutsky teaches history education courses at UC Davis and CSU Sacramento. She worked on the 2009 and 2015 California History Social Studies Framework, and has created a number of curriculum materials for the CHSSP library.

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Bridging the K-16 Continuum: *How connecting teachers, scholars, and researchers results in powerful learning*

by
Rachel B. Reinhard



When I introduce the work of the UC Berkeley History-Social Science Project (UCBHSSP) to teachers, I often mention that we see ourselves as a bridge between K-12 classrooms and the university -- as part of the K-16 continuum. After some initial confusion about what that means, smiles usually break out. The UCBHSSP seeks to spark and expand conversations and relationships between teacher practitioners, university scholars, and educational researchers to more explicitly explore the benefits that can come from acknowledging the relationship of practitioners of all levels. The engagement and passion we've seen around this topic thus far bodes well for the future of history instruction.

One of the pillars of the UCBHSSP's mission is to leverage the resources of the university – scholars, libraries, primary sources – to support K-12 teachers in their planning and teaching, and, consequently, their students. When funding supports it, we bring classroom teachers and graduate students together on the development of model curricula, which is not only standards-aligned but also informed by some of the most pressing historical questions facing the academy.

We also work with scholars to provide talks or serve as content advisors to our programming.

The bridging of resources described above is not the only way to connect K-12 classrooms and the academy. Graduate students can learn from K-12 teachers as well. The graduate students who support our programs as content advisors or co-collaborators often mention how their planning, presentation, or facilitation experiences with teachers sharpened their own thinking about what they study and how to share it with undergraduate students, peers, and future colleagues. Underlying many of the graduate students' "aha" moments is a realization that their students, especially those in their first year of college, need a similar support structure to that which is regularly employed by secondary teachers. As graduate students are often coming into their first taste of instruction when they begin teaching undergraduates, the insights gained through collaboration with high school teachers is extremely informative to their own instruction. In these moments of collaboration, the need for bridging K-12 and college instruction is made clear.

Image from Wikimedia: https://commons.wikimedia.org/wiki/File:Golden_Gate_Bridge_bw.jpg

It is in this space, this nexus - between the pedagogical questions and explorations of what disciplinary thinking looks like in elementary, secondary, and university classrooms - where so much partnership and learning can occur. At their best, these collaborations nourish isolated classroom teachers, providing new eyes with which to make curricular choices, while also inspiring scholars who often make implied pedagogical decisions but can learn from the explicit planning of classroom educators.

When teachers are invited into the conversations of the academy, they are pushed to reimagine how they share information with their students. And, when scholars are invited into the world of practitioners they too re-conceptualize what it means to teach history. A few recent anecdotes come to mind. Following an intensive collaboration between a graduate student of China and a 6th grade teacher, and in conversation with a faculty member who provided an accompanying lecture, we created a comparative lesson exploring governance in the Roman and Han empires to share at a public program. The professor stayed to watch the lesson presentation. The next day, in reference to how the teacher [framed the primary source investigation](#), the professor wrote, "Would you tell [the teacher] that her lesson was fascinating; she is a historian, though she may not know it." Similarly, an elementary school teacher in our Teacher Research Group recently applied the insights of education researcher Peter Seixas in a presentation to pre-service teachers where she was able to articulate her instructional choices and expectations for students based on her deeper understanding of the concept of "evidence" and its importance in the discipline of history. On another occasion, we recruited a graduate student of African history to advise 9th grade teachers who were collaboratively developing a unit. Running into him a few days later, he remarked about how much he had learned from working with the teachers, and how he planned to integrate one of their reading strategies into his undergraduate classroom.

It is from this lens that we approached the idea of co-hosting a spring conference *Teaching History: Fostering Historical Thinking across the K-16 Continuum*. The idea for the conference began when I received an email last winter from Anna Veijola, a high school history teacher from Finland. Veijola was traveling to the U.S. with her husband, Simo Mikkonen, a history professor from the University of Jyväskylä, and wanted to connect with area teachers. Shortly after meeting this fall, the trio of us hatched a plan to

host a conference on historical thinking across the K-16 continuum. Sam Wineburg and Bruce Van Sledright, leading researchers on historical thinking, agreed to speak, and the call for proposals brought submissions from across the country and, even, internationally. The responses we received demonstrated that scholars (both teachers and researchers alike) are looking for opportunities to engage in conversations and exploration of the K-16 continuum. The work of both is an extension of the other. The conference, which will take place at Berkeley on May 1-2, includes one day of panels and one day of workshops, all oriented toward exploring the question of how to foster historical thinking in all classrooms, K-12 and post-secondary.

As we think about teaching the past for tomorrow, and our current context in California where teachers are grappling with what it means to teach history in the Common Core era, it is to discussions of historical thinking to which we keep returning. As my colleague at the UC Davis History Project concluded, historical thinking serves as the "connective tissue" between the Common Core and the content standards, providing a conceptual framework for making sense of a standards-based narrative and directing the selection of explicit learning strategies to unleash student learning. Through formal and informal conversations at this May's *Teaching History* conference, we hope to share these types of learnings and foster increased collaboration that will deepen learning in all classrooms.

To learn more about this May's conference: *Teaching History: Fostering Historical Thinking across the K-16 Continuum*, please visit the [UC Berkeley History-Social Science Project's website](#).

Dr. Rachel B. Reinhard is Director of the UC Berkeley History-Social Science Project.



**Teaching History:
Fostering Historical Thinking
Across the K-16 Continuum**

May 1-2, 2015
University of California, Berkeley

Learn more:
[http://ucbhssp.berkeley.edu/
teachinghistory](http://ucbhssp.berkeley.edu/teachinghistory)

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North

UC Berkeley

- Reading & Writing in History: Developing Common Core Aligned Lessons
June 22-26
- Reading & Writing in History (Advanced)
July 7-10
- Struggles for Justice: Then & Now
July 13-17
- Planning for History Research Projects in a Digital World
July 27-31

UC Davis

- The Transcontinental Railroad: Transforming California and the Nation (An NEH Landmarks Workshop)
June 28-July 3 or July 12-17
- Power and Rebellion: A Teaching with Primary Sources Level II Workshop
July 27-31

South

The (Southern) California History-Social Science Project (CSULB, UCI, UCLA)

- The Cold War: Teaching with Primary Sources from the Library of Congress
July 20-23
- Common Core and World History
June 23-25 and fall 2015

UC Irvine

- Common Core Writing in the History Classroom
June 29-July 2
- Teaching and Assessing in Medieval World History
July 14-16
- 1968 Exhibition Workshop @ the Bowers Museum
August 6

UCLA

- Places and Time: Los Angeles History and Geography
July 13-17

CSU Long Beach

- The Modern Presidency: A Workshop in Partnership with The Reagan Presidential Library
June 15-18
- Teach India: South Asian History and Culture
July 6-10
- The Eugene and Eva Schlesinger Teacher Workshop on the Holocaust: Why Genocide?
July 13-17

CSU Dominguez Hills

- Inquiry with Objects and Photographs: Teaching with Primary Sources from the Library of Congress for K-5 Teachers Level I
June 22 & 25



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