

THE  
**SOURCE**

*Investigating*  
**HISTORY**



## Under the Magnifying Glass

*Are Bad Guys Ever Good?*

by Nicole Gilbertson  
Page 3



## Meaningful Interpretation for Students

*Primary Sources in the classroom*  
Page 4

## We're Smarter Together!

*Collaboration yields results*  
Page 4



WOW!

*Investigating English-Learners*  
Page 5

## T-BAR Grants Promote Teacher Learning

Four university-based sites in California will be awarding T-BAR grants to teams of teachers in the coming months. Grants can be funded for up to \$30,000 per team for teacher learning with the goal of promoting innovation and creativity in the classroom. The goal of the grants is to provide an entrepreneurial aspect that allows the knowledge and skills of K-12 teacher teams to collaboratively assess their own needs and design good professional development that meets those needs, with the assistance of university experts.

Grants are already in place at the UCLA Center X, titled the Teacher-Initiated Inquiry Project (TIIP), which serves Los Angeles County. UC Davis, working as the Pacific Coast Teacher Innovation Network (PacTin), covers schools on the Pacific Coast from Del Norte to Ventura County, and inland to Yolo County. The UC Riverside Extension grant serves teachers in Riverside, Orange, Imperial, and San Diego counties and is known as the South Counties Reform Initiative Benefitting Educators and Students, (SCRIBES) Project. Finally, the Teacher PD-INC grant at CSU Chico covers schools in the inland areas from San Bernardino County to Sacramento County.

For more information, please contact:

TIIP: <http://uclatiip.org>

PacTin: <http://teachergrants.ucdavis.edu>

SCRIBES: Laura DuPont, [ldupont@ucx.ucr](mailto:ldupont@ucx.ucr)

PD-INC: Dana Johnston, [djohnston@csuchico.edu](mailto:djohnston@csuchico.edu)

## Four CHSSP Sites Awarded 2010 Teaching American History Grants in Partnership with Local School Districts

California History-Social Science Project (CHSSP) sites at UCLA, UC Berkeley, UC Davis, and UC Irvine won 2010 Teaching American History (TAH) grants in partnership with nine of the fifteen California school districts awarded, the US Department of Education announced August 6. These awards will provide close to \$9 million in federal funds to support professional development programs for American history teachers over the next three to five years. In

total, the Department awarded \$115.3 million to 124 school districts across the country.

In Southern California, the UCI History Project partnered with the Orange County Department of Education, Saddleback Valley Unified, and Lake Elsinore Unified. The UCLA History-Geography Project partnered with both Moorpark and Glendale Unified school districts. Further north, the History Project at UC Davis partnered with both the Shasta and Solano County Offices of Education. Finally, the UC Berkeley History-Social Science Project partnered with the Alameda County Office of Education and Oakland Unified.

The Berkeley site was also partner on the only Oklahoma grant funded in 2010, with the Arkoma Public School District.

For information about the TAH grant program or to see a list of other grants awarded in California and the rest of

the country, visit the news section of the Department of Education website: [www.ed.gov](http://www.ed.gov).

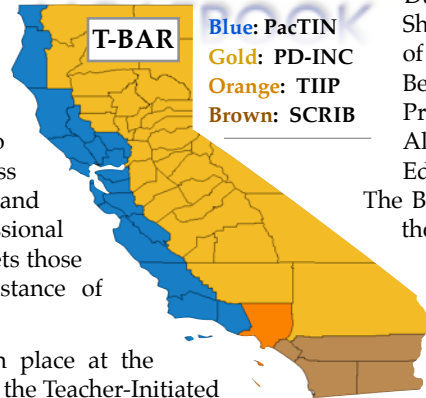
## Professional Development for Teachers of American History

State Superintendent of Schools Jack O'Connell recently announced free online professional development opportunities through a partnership between the California Department of Education (CDE) and the National Humanities Center (NHC).

The NHC is offering scholarships for high-quality, standards-based online professional development seminars. Teachers selected will participate online as scholars address critical issues throughout American history. Those who are chosen to participate are viewed as representatives of California and are seen as having the ability to share their newly gained knowledge with other teachers.

The NHC offers these seminars on an ongoing basis. Find information about these seminars, including the latest schedules, on the NHC Live, Online Professional Development Seminars Web page at <http://nationalhumanitiescenter.org/ows/> (Outside Source). Teachers interested in participating should contact Caryn Koplik, NHC Marketing Coordinator, by e-mail at [ckoplik@nationalhumanitiescenter.org](mailto:ckoplik@nationalhumanitiescenter.org).

For additional information, please contact Thomas Adams, Director, Standards, Curriculum Frameworks, and Instructional Resources Division, by phone at 916-319-0881 or by e-mail at [tadams@cde.ca.gov](mailto:tadams@cde.ca.gov).



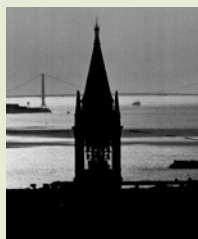
## What's Bruin?

*Update from UCLA History-Geography Project*  
Page 6



## Teacher Spotlight: Elizabeth Haugen

*History is no Bear for the UC Berkeley History-Social Science Project*  
Page 9



# Are Bad Guys Ever Good?

*Historical Thinking & Source-based Writing: The Challenges of Using Evidence*

By Nicole Gilbertson, Director UCI History Project

Are bad guys ever good? That was the question posed last academic year by the University of California, Irvine (UCI) History Project's world history institute in 2009-2010. We invited teachers from our partner districts to attend an institute where we would consider "bad guys" in world history (Robespierre, Marx, Lenin, Stalin, Hitler, and Mao) and what strategies, ideas, and events brought these men into power. Teachers listened to lectures from UCI faculty and worked through primary source documents with the historians to better understand these historical figures. Teachers also received curriculum to implement primary source analysis and source-based writing into their instruction and had time to discuss implementation. In addition, teachers were required to assess their students. This important component of our program was a pre- and post-test of students' ability to analyze primary sources and to respond to a prompt using primary sources. While students' scores improved overall and significantly in some areas of the assessment (primary source identification and historical context), there were no significant gains in the culminating section of the assessment that required students to use primary sources to respond to a prompt. This lack of student achievement despite their teachers' participation in professional development has prompted our world history leadership team to consider the *difficulties of source-based writing and how we might improve our program to support teachers and students* to improve on this task in the future.

Are bad guys ever good? This question was at the heart of our thinking about this program and the evaluation measure. We wanted students to be able to move beyond the black and white thinking of good and evil that surrounds historical actors like Adolf Hitler and gain a more nuanced understanding of his strategies for political action, the goals and expectations of his followers, and the aspects of his political persona that interested and engaged portions of the German population. We asked students to read and analyze three primary sources and use these to respond to the prompt, "What qualities did Hitler have that were so compelling to the people of Germany? Explain what information in the documents supports your conclusions." Each of the prompts included different perspectives of Hitler's rise to power. The first source, an excerpt from *Mein Kampf*, written by Adolf Hitler in 1925, describes the strategy of oratory rhetoric and its significance for developing an emotional connection between the speaker and his audience. In the second source, written in the 1960s by Albert Speer, the author describes his initial hesitancy of Hitler as a political leader and how this changed as a result of Hitler's appearance at a 1931 political rally. Finally, the last source is a critical description of a Nazi rally in Nuremberg in 1934. William Shirer, an American journalist, captures the "pageantry" of the event through his depiction of the colors, music, and crowds that marked the Nazi's political spectacle. Taken together, these sources offer students a variety of perspectives of Hitler's propaganda and specific strategies that Hitler employed to gain followers in the early 1930's.

In discussions leading up to our leadership team's norming and grading of the evaluations, we shared our ideas about possible student responses to the prompts, but upon reading the assessments we were surprised to find that *few students had thoughtful responses that used multiple claims supported by evidence*. Our answer key included several possible student responses: *Hitler was a skilled public speaker that could effectively communicate his messages to large audiences; Hitler developed mass appeal due to his ability to present images of himself that had appeal for a variety of classes and groups within German society; or Hitler played both to the fears and aspirations of the German people*. After reading over 200 evaluations, which were scored without knowing whether the assessment was a pre or post-

test, we found that few students scored high on our rubric. The rubric had four categories: response to the prompt, comprehension of the source, use of evidence to support claims, and paragraph structure. Upon grading the responses and analyzing the student scores we discovered several issues that led to the final results having such small gains between pre and post-tests that there was no statistical significance. While a few students wrote responses that used the sources to craft an argument using sensible reasoning, many did not create an argument using the primary source texts. *Most students were unable to apply what they read in the source material to respond to the prompt*. Many students wrote that the Germans were "brainwashed." None of the sources use this phrase nor do they imply that Germans were forced to support Hitler's rise to power. Several students did use the sources to explain why Germans found Hitler compelling, and they copied from the Speer text's description of Hitler's "hypnotic persuasiveness," but did not give specific examples of this strategy as if the Germans were indeed in a trance as a result of his physical presence and speaking skills. Others had very short answers and were unable to develop a thesis or use evidence to support their claims. Many student responses did not differentiate between the sources, did not cite the sources, and gave very basic and simplistic responses to the prompt. Often students disregarded the sources entirely and wrote that Hitler killed millions of Jews, was a murderer, and was a horrible monster. These responses seemed to imply that the assessment was in some way promoting Hitler rather than asking students to consider why Hitler came to power in Germany.

While the evaluation results of the source-based writing were did not produce the gains we hoped for, we are pleased to be able to have the opportunity to reflect upon the student assessment and the writing process so we can further improve our program for teachers and their students. In the future, we will revise our assessment to provide more background information for students. For example, we can revise our prompt to include a statement such as, "In hindsight, we know Hitler committed atrocities against people both within and outside of Germany, however, many people supported Hitler as he came to lead the Nazi party. When Hitler rose to power, what qualities did Hitler have that were so compelling to the people of Germany?" This extra scaffolding might allow students to focus on the specific period of the early 1930's and the sources included in the evaluation. In addition, our evaluation has demonstrated the need for extended collaboration in lesson design and classroom instruction to continue to provide teachers with the resources they need to be able to systematically improve students' ability to think historically.

Our upcoming 2010-2011 institute, *The Nation in the Twentieth Century*, will provide teachers with scaffolded support to implement source-based writing instruction to support critical thinking and disciplinary literacy. We intend to focus on the specific components of source-based writing: citing sources, historical context, using evidence to make analytical claims, analyzing point-of-view, and thesis development, in order to increase students' ability to demonstrate their historical thinking through the production of expository text. Our leadership team benefitted from the ability to read, grade, analyze, and discuss student evaluations and this allowed us to gain a deeper insight into students' historical thinking skills. We intend to replicate this process with the teachers in our institute by examining student work. It is my hope that by sharing the process that our team went through as we developed and evaluated writing assessments we can use this experience to further collaborate with teachers to consider questions and ideas for *improving instruction to support students to deepen their ability to read, analyze, and write about primary sources*.

The UCI History Project World History Leadership team is Courtney Amaya, Simon Fellowes, Nicole Gilbertson, Sara Jordan, and Robert Moeller

All sources from Robert G. Moeller, *The Nazi State and German Society: A Brief History with Documents*, (Bedford St. Martin's, 2009).

# Guiding Students toward Meaningful Interpretation

By **Dave Neumann**, Director, CSU Long Beach and Dominguez Hills History Project

History teachers who require students to spend time working with primary sources typically use one or more of the many helpful primary source analysis tools that are available. Sometimes, teachers give the tool more responsibility than it can bear on its own, and lose sight of their own role in guiding students to meaningful interpretation. While independent student learning is the ultimate goal, students first need a lot of support to engage in successful interpretation. In particular, many teachers could do more with students both *before* and *after* they answer the questions posed in primary source analysis tools.

*Before* reading a primary source, teachers can set the stage by asking two different types of questions: those that surface contextual knowledge about the era and those that encourage students to speculate about what they are about to read. First, teachers might tell students the general subject they are going to read about and explicitly ask them what they know about the era that could be helpful in interpreting the document. Rehearsing knowledge about the era prepares students to intentionally read the document in its context. Second, teachers can direct students to read information about the source—the author, type of document, presumed audience, etc.—before beginning to read the document itself, and then ask them what the document is likely to



discuss and why. This questioning “primes the pump,” by encouraging students to make well-informed guesses and testing them as they read. Both of these “pre-reading” skills encourage active reading and reflect the practices of skilled readers of texts, historical or otherwise.

*After* students answer the questions about a primary source posed by primary source analysis tools, teachers need to pose further questions. While many teachers end primary source activities at this point, this stage is where the real work actually begins for them and for their students. For interpretation to take place, students have to make sense of the data they have collected. First, teachers have to regularly ask follow up questions based on students’ answers. What difference does it make that this document was a newspaper editorial? Did the author adopt the point-of-view you predicted? Where is

your evidence from the text? If not, what do you conclude from the difference between your speculation and what was actually said? Second, teachers need to tie the document to some larger investigation. The blunt form of the question is “Who cares?” Ultimately, information from the document has to provide evidence for a particular question. While many teachers are skilled at creating essential questions for the day’s lesson, *it takes a clear intention and regular practice to explicitly bring classroom conversation about documents back to the larger topic.* But in inquiry-based instruction, addressing the larger topic is typically the final goal for the lesson or unit.

There are several practical implications of this approach to teaching primary sources. First, the teacher needs to be willing to be a visible presence, modeling the skilled reading of sources and guiding students through their answers to questions about primary sources. Sending students off on their own too early can often be counterproductive. Second, teachers should generally provide students with documents that provide explicit background information about a source, so that the pre-reading stage can be productive. Finally, teachers need practice with perhaps the most challenging part of instruction: the give and take of building off of students’ answers in an active discussion. While students’ answers cannot be predicted, teachers can anticipate some typical responses. They can also practice common question stems that encourage students to elaborate: “What do you mean by that?” “Tell me more about that.” “How did you see that from the text?” When teachers successfully engage these challenges, they discover that getting students to interact deeply with a document can be an exhilarating experience for their students and for themselves.

## WE’RE SMARTER TOGETHER

### Better Investigations Result from Collaboration

By **Pam Tindall**, Director, The History Project at UC Davis

In the history classroom, *inquiry starts with historically relevant questions.* Teachers frame classroom investigations with questions in order to set a purpose for analyzing a particular set of sources. Students glean evidence from the documents and use it to construct credible claims about the past that respond to the investigative question their teacher has proposed.

To construct these investigations, teachers frequently enter the research and planning process with a question derived from the content standards. This initial question is a work in progress, the starting place that informs one’s source selections. A look at the historiography reveals what has interested historians about a particular problem in history; a teacher will often adapt his or her question to better reflect current scholarship. Turning to primary

source documents, a question may morph further as it’s fine-tuned to better fit available sources. This recursive process results in standards-based questions that are grounded in current scholarship.

A critical final step involves taking one’s question and source set out for a test drive. At the recent Teaching with Primary Sources (TPS) workshop in Sacramento, groups of like-grade teachers examined source sets and refined proposed guiding questions based on their discussion of the following:

- How well do the questions fit the sources and the sources fit the questions?
- What evidence do these sources provide?
- Will students need additional sources? Are there redundant sources that should be omitted?

As you can imagine, these prompts inspired rich conversations about teaching and history. What’s more, they reinforced the value of collaboration. Just like we tell our students: We’re smarter together!



## Historical Investigations with English Learners

by Tuyen Tran, CHSSP Program Coordinator

“If you give real artifacts, real documents, and real language to your students,” Kate Bowen testifies emphatically, “then you can empower them to love history.” She would know. Currently a fifth grade teacher at Patwin Elementary School in Davis, California, Bowen and her teaching partner, Sarbjit Nahal, have forty-eight years of teaching experience combined. The pair has traditionally had twenty-percent English learner (EL), also known as English language learner (ELL), classroom enrollment annually. On any given day in their heterogeneous classroom you will find that their instruction includes a variety of EL strategies and academic literacy support including the front loading of academic language, grammar support, vocabulary and writing exercises, oral language practice, role plays, sequencing activities, primary source analysis, and the use of discipline-specific graphic organizers such as cause and effect charts. Particularly effective are the students’ WOW portfolios, a collection of their word of the week assignments. After selecting a key concept, event, or character that will be the focus of the week’s history lesson, Bowen has the students write a definition, use it in sentence, and identify its part of speech or grammatical function. In addition to their other summative assessments, Bowen’s students incorporate new vocabulary into a visual representation (see above).

Teachers such as Kate Bowen play essential roles in serving their students’ needs with accommodations that are focused on rigorous content in all academic subjects,

universal access, and academic literacy and language development.

High-quality history-social science instruction in particular makes it possible for English learners and low-literacy students to develop the academic literacy and language they need to excel in the core curriculum. It also provides the background knowledge that is vital to reading comprehension. Scholars have found that “focusing on historical thinking” with English learners “provides an ideal way to build on students’ prior knowledge and experiences and facilitates the growth of metacognitive skills.” An inquiry-base history curriculum using a mix of primary and secondary sources is particularly effective for motivating and engaging all students to seek and process information purposefully.

In Kate Bowen’s class, a Jamestown unit designed in part to teach perspectives incorporates historical fiction such as *Blood on the River* and multiple documents from the Jamestown primary source set at the Library of Congress (<http://www.loc.gov/teachers/classroommaterials>). In order for students to understand that history is always evolving, that the teacher does not have all the answers, and that it is important to look at point of view, they are asked to consider, “How did the settlers’ and the Powhatan Indians’ perceptions of one another affect their relations?” Students will analyze, interpret, and make an argument based upon sources such as Jamestown’s passenger manifest, Chief Powhatan’s prophesy, John Smith’s maps and journals, and portraits from the eighteenth century.

Bowen has found her students to be more motivated and enthusiastic about learning, have retained more content, and developed more academic skills when working with real materials from the past to either solve historical mysteries or to answer historical questions.

Although the difficulties of reading arcane historical texts can seem daunting and overwhelming, the use of realia and visuals provide a unique opportunity to frame inquiry, develop schema, language, and critical thinking skills. Using visuals to introduce a lesson provides tangible historical evidence to preview the content of a new lesson. Kate Bowen has found that the use of visual sources generates especially active participation by her ELs. For example, in the famous depiction of George Washington crossing the Delaware River (<http://www.loc.gov/pictures/item/93504010>), students can confidently identify what they see (i.e., “I see a man standing at the head of the boat.”) and make inferences (i.e., “He looks like he’s the leader because he is in front.”). Analyzing a visual primary source can serve as an early formative assessment to gauge prior knowledge and formulate background information or schema for learning.

Because history is primarily a text-based discipline, language development is critical to the EL student’s ability to access content knowledge. The discipline-specific modes of language in history can be very challenging. Written primary sources and history texts in general are often dense, have multiple forms of text organization, and use complex noun phrases (or nominalizations). They are often complicated for students to comprehend. This should not deter teachers. Teachers can equip themselves with a variety of reading strategies and sourcing instruments to assist students in understanding and analyzing primary sources. Teacher modeling, guided practice, carefully structured sentence and paragraph scaffolds are a few examples of useful instructional accommodations. Furthermore, even though the demands of expository writing in history can be great for ELs, this type of academic exercise affords students practice with essential historical thinking skills, such as using content vocabulary, articulating interpretations, and making arguments supported by relevant evidence.

*This article first appeared at the Library of Congress website: <http://www.loc.gov/teachers/tps/quarterly/>. It was featured as part of the Teaching with Primary Sources Quarterly Summer 2010 issue on “Supporting English Language Learners.”*

# History Blueprint Campaign Begins

More than 35 representatives from California universities, school districts, county offices of education, and state agencies, as well as representatives from private industry and philanthropic organizations met at UC Davis on August 12 to discuss the CHSSP's latest initiative, *Creating a Blueprint for History and Social Science Education: Advancing Instruction, Assessment, Student Learning, and Engagement*. This effort seeks to develop a comprehensive curriculum, professional development, and assessment program in history-social science for teachers, parents, and students designed to deepen content and disciplinary knowledge, develop critical thinking, and improve student literacy.

In addition to the CHSSP, the *Blueprint* project includes partnerships with the Library of Congress, SRI International, and a consortium of schools from the Long Beach, Oakland, Mount Diablo, Santa Ana, Orange, ACCESS, and Saddleback Unified School Districts. The partnership seeks to develop a dynamic program of curriculum enhancement and alternative assessment to offer realistic, scalable, and sustainable

innovation which will inform public policy at the national level.

The *Blueprint* proposal has *three goals*: to increase student achievement and engagement in history-social science; to improve student academic literacy and critical thinking in order to address the achievement gap; and to provide formative and summative data on student content knowledge, critical thinking, reading and writing. In order to achieve these goals, the *program contains four components*: a comprehensive (grades 4-12) standards-based curriculum for History-Social Science, a discipline-specific approach to student literacy development, state-of-the-art formative and summative assessments, and professional development for teachers. The *Blueprint* also relies heavily on evaluation, to identify the strategies and practices which enhance student learning and achievement.

The meeting was designed to provide participants with an overview of the project, time for discussion, and opportunities to provide feedback. Dr. Alan Taylor, CHSSP's Statewide Faculty Advisor and a Pulitzer-Prize winning historian, discussed the role of scholars in K-12 classrooms and provide specific examples of his work with classroom teachers. Sacramento City Unified teacher Sarah Taylor (no relation) followed with a discussion of how a discipline-specific approach to literacy

development has improved her students' literacy and understanding of history. Finally, Drs. Alix Gallagher and Daniel Humphrey from SRI International discussed the impact of discipline-specific professional development for teachers upon student learning.

In April, the CHSSP submitted an Investing in Innovation Fund (i3) development grant application, in partnership with the Library of Congress and SRI International, to the U.S. Department of Education to seek partial funding for the *Blueprint* initiative. I3 development grants are designed to test and evaluate systematically promising innovations in educational practice, including implementing high standards and high-quality assessments. Although the I3 proposal was not funded, the project's leaders plan to move forward because, as CHSSP Executive Director Nancy McTygue noted, "we believe that history-social science education is too important for the future of American democracy and participation in a globally interdependent world for it to languish as a neglected subject."

*For more information or to share feedback on the Blueprint proposal, contact the CHSSP Statewide Office at 530.752.0572 or via email at [chssp@ucdavis.edu](mailto:chssp@ucdavis.edu).*

## Good Things Bruin at UCLA

By Mary Miller, Co-Director UCLA History-Geography Project

This summer the UCLA History-Geography Project held a three-day institute for teacher-leaders in the Teaching American History grant with Local District 7 in the Los Angeles Unified School District. The institute was designed to support teachers who would carry on the work of the grant after its final year and give them focused time to collaborate.

Everyone agreed about the importance of catching students' attention immediately to ensure that history was more than the recitation of dates, names and facts, but rather an opportunity for critical thinking. Edison Middle School teacher Joseph Lambe, for example, starts the school year with paired images of Los Angeles in 1890 and 2010 and asks students to determine possible explanations for the changes they observe. He wants his students to learn the importance of evidence and patterns of historical change.

Ignacio Ulloa of John Muir Middle School wants his students to think of themselves as historians. He has students generate standards-based questions using Bloom's Taxonomy, then guides them in investigating a wide variety of materials—political



cartoons, music, autobiographies, and documents that he displays in his "classroom museum".

Participants also agreed on the importance of formulating a good focus question. The history teachers at John Muir developed a pacing plan with an essential question for each unit. Mr. Ulloa gave the example of "What separates a leader from a follower?" Students generate a list of qualities they feel make a leader, then add to the list with characteristics of leaders in American history. Another suggestion came from high school teacher Lacey Buidosik suggests comparing immigration through Ellis Island to immigration today or working conditions in *The Jungle* vs. today.

Once students have gathered evidence in support of their position, they must then defend those views. Our teachers had many suggestions for strategies designed to support a wide range of student skills and needs. Drew Middle School teacher Charlene Schwarz shared an assignment she'd seen—creating a report card for each president. Several participants emphasized the importance of carefully structuring writing assignments with students, recommending:

- Thesis statement stems like "\_\_\_ was justified in \_\_\_ because \_\_\_" or "I agree with the decision to \_\_\_ because \_\_\_"
- Expository writing guides such as the one at <http://www.stanford.edu/~arnetha/expowrite/info.html>.

# Elizabeth Haugen

## *and the UC Berkeley History-Social Science Project*

By UC Berkeley History-Social Science Project Staff

Elizabeth Haugen, of Oakland Technical High School (OUSD), is an example of a teacher who integrates primary sources and high-level historical thinking into her classroom. Elizabeth teaches Honors Government & Economics, Honors English, and AP U.S. History, and is proud that 50% of her students receive 4s or 5s on the AP exam. She credits the historical content and lessons she has developed, as part of Teaching American History Grant programs for this success.



Elizabeth has been a participant in UC Berkeley History-Social Science Project and CSMP events and workshops since 1999, including three Oakland Teaching American History Grants, the BAWP Urban Dreams program, and the UCBHSSP Teacher Research Group. In addition, Elizabeth has served a teacher leader for UCBHSSP institutes since 2004. She is currently a teacher coach with the Mt. Diablo Unified School District's Teaching American History Grant. Elizabeth most recently helped lead the 2010 Building Academic Literacy through History summer institute, presenting workshops on developing thesis statements and analyzing primary sources. Elizabeth's work with the UCBHSSP focuses on the use of literacy strategies in teaching history. Elizabeth values the methods she has learned to better scaffold the reading and writing process

because, she says, "I have been able to break these processes into distinct skills to teach, drill, and reward." She also credits her coaching and leadership roles in the MDUSD TAH grant and UCBHSSP institutes as making her a better teacher as she sees coaching her peers and teaching students as parallel processes. "Just as often, I need to figure out what it is that my high school students

essay, and summarizing. Elizabeth uses very specific questions and scaffolds in the beginning of the year and then progresses to giving fewer and fewer supports as the students begin incorporating reading and writing skills into their historical investigations. Donna Leary, Director of the UC Berkeley History-Social Science Project, says, "Elizabeth is a model history teacher. She has a deep understanding of historical content and the historical inquiry process. She provides her students with a specific sequence of skills to question, read, think and write about rigorous historical issues."

Elizabeth recently took part in the Library of Congress Teaching with Primary Source workshop. She integrates primary sources in her lessons because, she argues, primary sources provide students with a more personal connection to the past rather than an impersonal summary or secondary source. She believes that this connection helps trigger the historical inquiry process for students. In the Literacy Institute's Analyzing Primary Sources workshop, teachers were encouraged to help their students begin to question primary sources and evidence like historians do. Students started by asking who, what, and when questions, later moving to why and how questions that reveal students' understanding of complex historical issues. Elizabeth also provided a step-by-step process giving teachers tools to select and evaluate evidence, integrate evidence into a lesson, and how to give students access to the primary source content.

Elizabeth also offers advice for new history teachers. She says, "New teachers should try to find a mentor with whom they can talk at least once a week – if not daily. There are many people out there who know what they are doing. Struggling alone in a classroom can be a scary thing. Ask for suggestions and be willing to try new things." She also recommends flexibility, saying, "[Get] used to changing what you are doing in the middle of class when it is not working. Students appreciate 'effort' even more than teachers do."

DON'T know, I have had to figure out what my fellow teachers need."

We asked Elizabeth how she encourages her students to investigate and engage with history. Elizabeth asks her classes to answer eight document-based questions requiring students to develop interpretations that are supported by primary sources. She also utilizes historical debate activities during which her students assume historical characters and debate topics such as the Mexican War, women's suffrage, and Jim Crow laws.

Elizabeth is a proponent of in-depth scaffolding and has developed worksheets for many aspects of investigating history such as reading and writing about primary sources, writing a document-based question, analyzing an article, writing an analytical

### *UCLA cont'd*

- Modeling standard editorial writing by, for example, convincing Virginians to support ratification.

With ideas from the middle school teachers noted above including Faiza Mahkani, Tuan Pham, and Martha Villasenor we are confident that LD7 will be in good hands when the Teaching American History grant, "America's Promise: The Fulfillment of Democratic Ideals," comes to an end in 2011.

*Resources cited in this article can be found at:*

*The Automobile Club of Southern California and the USC Digital Library*  
<http://digitallibrary.usc.edu/search/controller/index.htm>

*Hands-on History Kits from Colonial Williamsburg, with valuable artifacts*  
<http://www.history.org/History/teaching/TRCatalog/>.

*Primary source documents and teaching ideas from the Library of Congress*  
["http://www.loc.gov"](http://www.loc.gov) [www.loc.gov](http://www.loc.gov)

*The January 24, 2010, New York Times Magazine article on the leadership style of Harry Reid, the Senate majority leader.* [http://www.nytimes.com/2010/01/24/magazine/24reid-t.html?\\_r=1&scp=1&sq=Harry%20Reid,%20January%202010&st=cse](http://www.nytimes.com/2010/01/24/magazine/24reid-t.html?_r=1&scp=1&sq=Harry%20Reid,%20January%202010&st=cse).



The California History-Social Science Project (CHSSP) is one of nine disciplinary networks that make up the California Subject Matter Projects, administered by the University of California, Office of the President. Headquartered in the Department of History (Division of Social Sciences) at the University of California, Davis, CHSSP sites can be found at the following universities throughout California: UC Davis, UC Berkeley, CSU Fresno, UCLA, CSU Long Beach and Dominguez Hills, and UC Irvine. For more information about the CHSSP or to find out how to subscribe to *The Source*, contact the CHSSP Statewide Office ([chssp@ucdavis.edu](mailto:chssp@ucdavis.edu); 530.752.6192) or visit us online at <http://csmpp.ucop.edu/chssp>.

*The Source* is published three times each year. The newsletter is available to all CHSSP sites in the state of California, and is designed to provide information on upcoming events and updates, History-Social Science education, and profiles of CHSSP teacher-leaders and faculty. *The Source* welcomes comments from our readers. Please send your questions or feedback to [chssp@ucdavis.edu](mailto:chssp@ucdavis.edu).  
-Kate Bowen, Editor



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