THE SOURCE

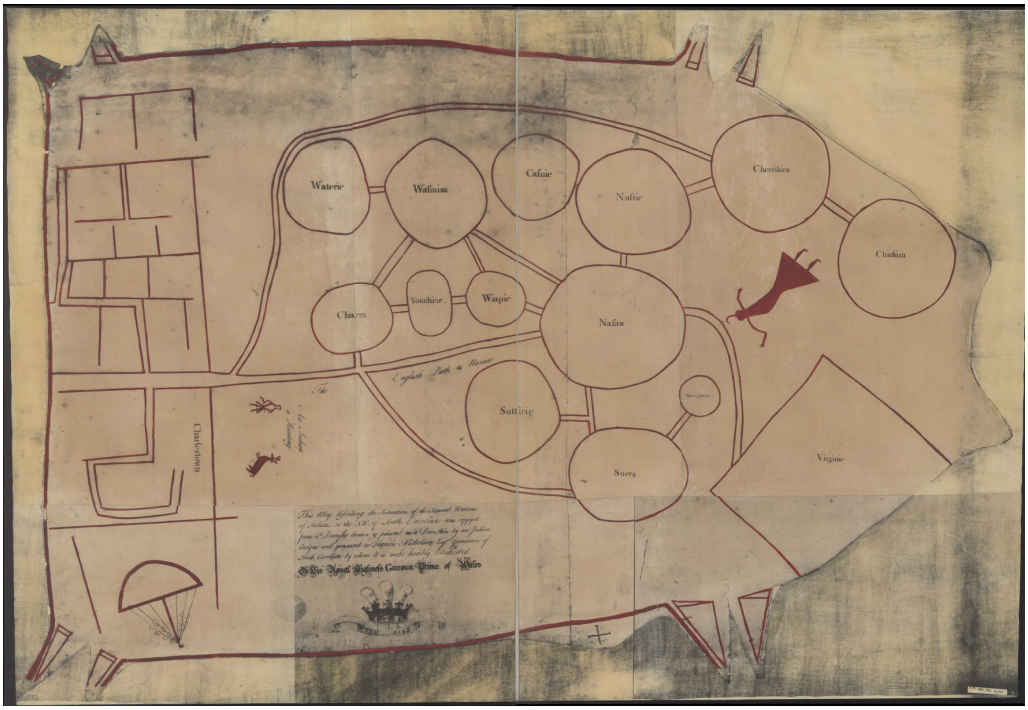
Point of View/ Perspective

A Publication of the California History-Social Science Project - Fall 2012

The SOURCE

California History-Social Science Project
Quarterly Magazine
Fall 2012

FEATURES



SECTIONS

Left: *Map of the several nations of Indians to the Northwest of South Carolina*
Front cover image: *"Integrity Retiring from Office!"* by James Gillray, published in London, 1801.
Back cover image: *The Seven Stages of the Office Seeker* by John Childs, published in New York, 1852.
All images from the Library of Congress:
http://www.loc.gov/item/2005625337
http://www.loc.gov/pictures/collection/cpbr/item/2001695085/
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Featured Programs

CALENDAR

The Common Core

The CHSSP offers a variety of programs to support the implementation of the Common Core Standards.

- Common Core: Writing Standards in the History Classroom, presentation by the UC Irvine History Project at the California Council for History Education Conference (October 19, San Jose).
- Implementing the Common Core (November 3, UC Berkeley. Contact ucbhssp@berkeley.edu to register).
- The History Blueprint Common Core Workshops (February 2, 2013, CSU Fresno; February 9, 2013, UC Irvine; February 16, 2013, UC Davis; February 28 & March 2, 2013, UC Berkeley. Visit http://chssp.ucdavis.edu/programs/historyblueprint to register)

America and the World

There are still spots available at these US and World History programs:

- Medieval Japan, Cultural Histories of the Hebrew Bible (November 3, UC Berkeley. Contact ucbhssp@berkeley.edu to register).
- War and Revolution (November 7, UC Davis. Contact lkraus@ucdavis.edu to register).
- US Entry in WWII (December 5, UC Davis. Contact lkraus@ucdavis.edu to register).

Online World History Seminars

Hosted by the History Project at UC Davis, these online seminars feature lectures and model lessons ready for classroom use. All sessions are scheduled for 4:00-6:30 pm. Visit http://bit.ly/HPOnlineSeminars to register.

- 19th Century Imperialism (November 15)
- Beginnings of Cold War Tension (December 13)
- Cold War Hot Spots: Congo (January 17, 2013)
- The Mexican Revolution (February 21, 2013)
- Ancient Philosophies' Influence on the Development of Democracy (March 14, 2013)

Additional Programs

- India Book Club (CSU Long Beach)
- Teach India Workshop (CSU Long Beach)
- Fall Conference for Teachers (CSU Long Beach & Dominguez Hills)
- Partnership with the Bowers Museum (UC Irvine)
- Understanding American Citizenship - TAH (UC Irvine)
- America on the World Stage - TAH (UC Davis)
- History Blueprint Curriculum (Statewide Office)
- The History and Memory of the Holocaust Seminar (UC Davis)
- The West in US History, 1850-1929 - TAH (UCLA)
- Scholar-Teacher "Cities" Workshops (UCLA)

Contact chssp@ucdavis.edu to learn more about these programs.

California History-Social Science Project

Fall 2012 Magazine

Letter to the Editor

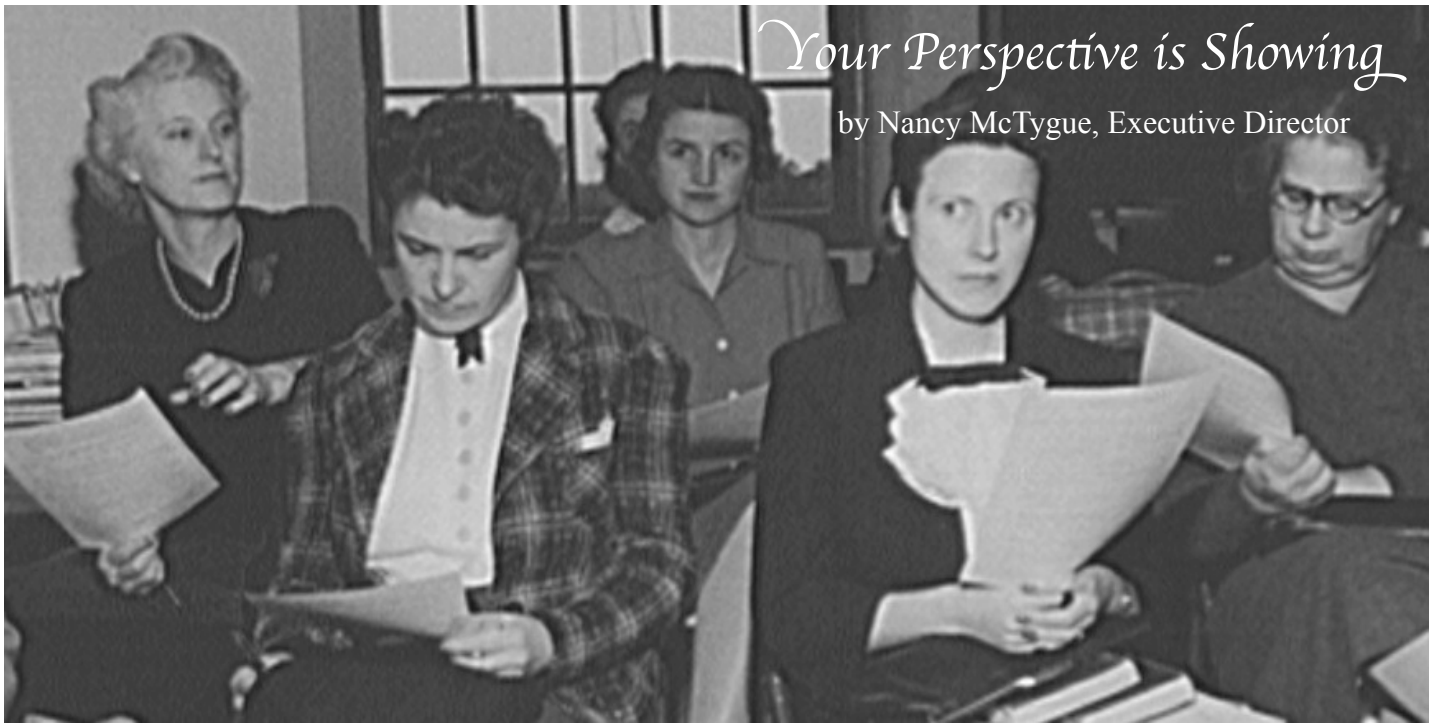
June 28, 2012

I would like to register a mild dissent to your article, "Enough With Mission Projects Already," in the Summer 2012 issue. Mild because I realize (having accompanied my children through their own fourth grade projects some years ago) that fourth grade teachers often miss a golden opportunity to delve deeply into important aspects of California history during the Mission Era. The sugar cube mission thus represents, or perhaps represented, a convenient, if misleading, cultural shorthand for presenting California history, allowing teachers not deeply familiar with the story to move on quickly to the Gold Rush, without lingering just a bit to examine the significance of the missions. However, I have had the opportunity to visit fourth grade classrooms where the teacher had students construct not just the mission, but also the living "quarters" of the neophytes, the extensive fields and orchards surrounding the mission, the workshops and corrals. Thus, there were great descriptions of land use, ecology, the impact on the land of new animals and crops introduced by the Europeans, and even the construction methods used by the workers who actually built the missions. So, I guess I would say that using the mission as a stand-alone icon, with little or no supporting materials is definitely an historical dead-end that should be abandoned. However, using the mission as a visual and "hands-on" first step in explaining the mission system and how it functioned reveals to student why it was both important and exploitative, and thus a key ingredient in the mix of California history.

Regards,
Craig Hendricks

The Source is a publication of The California History-Social Science Project (CHSSP). We welcome your letters and inquiries. To learn more visit our website http://chssp.ucdavis.edu/ or contact us at chssp@ucdavis.edu.

-Shelley Brooks, Editor



Your Perspective is Showing

by Nancy McTygue, Executive Director

Let's be honest. We all have our own particular point of view, shaped by our personal history, family situation, faith, gender, economic status, education, ethnicity, age, and any number of other characteristics, experiences, and traits. Our perspective absolutely shapes how we think and interact with the world around us. For example, I am a white, middle-aged, decently-educated, Roman Catholic female who grew up in a small town in northern California. I grew up the youngest of six children to parents from the Midwest (US and Canada) who recently celebrated their 60th anniversary. Although I am a registered Democrat, I have voted for Republican candidates and causes. I have a good job, as does my husband of 22 years, and am the proud mother of two teenage sons who love to eat, play football, and fight with each other. While I'd like to think that I'm not a slave to my context, I do understand that it has an impact on how I think and what I do.

What continues to amaze me is the number of educators (K-12 and university) who don't take advantage of this fact. You've heard some version of the refrain – "My students don't know how I vote, where I worship, or what I value. They don't know what I believe and because of this they are free to express their own opinion without fear of upsetting me." Really? Don't you think your students have the capacity to ascertain at least some of that by looking at you, listening to you, and thinking about what you teach (and don't teach)? Sure, they could make some incorrect assumptions based upon common stereotypes, but I bet you're a little more obvious than you think.

I'm surprised that instead of trying to be some type of human blank slate, more teachers don't accept the fact that their perspective can affect their actions, admit it to their students, and encourage them to consider their own context and its impact on their decisions. For example, when teaching about war and military service, I made sure to let my students know that I had never served in the military and given that, my perspective would not have the benefit of personal experience. Many of my students, however, had parents who were active duty servicemen and women. Sharing our context allowed us all to make contributions aware of the personal baggage we brought to the discussion. Once students acknowledge perspective's unavoidable impact on their own decisions, it's a relatively short step to comprehend the important role that point of view plays in understanding our history. Developing an awareness of the power of perspective will promote both historical thinking in particular and critical analysis in general.

This issue of *The Source* centers on perspective and point of view. My colleagues have penned a number of articles that seek to provide specific strategies to both explain and utilize the impact of perspective in history to engage students, deepen their understanding of a particular era or event, and continue our ongoing discussion of what high quality history education really means. What do you do to help your students understand perspective? Do they understand how someone's point of view can impact what they think or do? Share your thoughts with us by posting your feedback on our Facebook page or writing to us at chssp@ucdavis.edu. We look forward to hearing your perspective, whatever it is.

Image from Library of Congress: Teachers listening to instructions for giving out ration book no. 4 at Woodrow Wilson High School, Washington, D.C., 1943.
http://www.loc.gov/pictures/resource/fsa.8d33633/?co=fsa

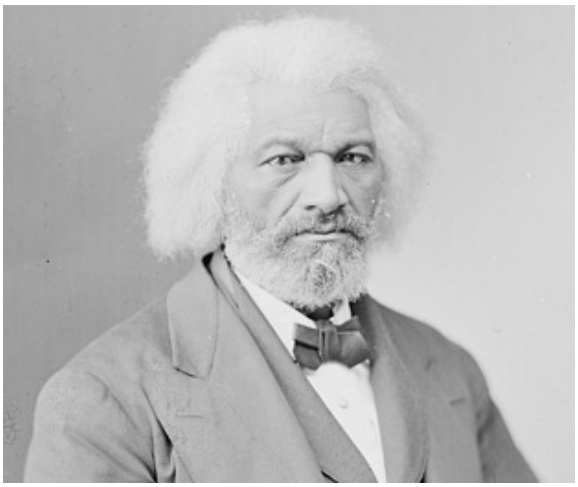
Context: The Foundation of Close Reading of Primary Source Texts

by Dave Neumann, Site Director, The History Project at CSU Long Beach

Frederick Douglass first published an autobiography narrating his remarkable rise from slavery to freedom in 1845. Though still a fugitive slave, he had also become a prominent advocate for emancipation. Northern abolitionists stirred by the Second Great Awakening's revivalist fires had begun to call for immediate emancipation. Douglass's eloquence in public speeches swayed many, and his command of language testified to the resilient humanity of slaves in the face of slavery's degradation. Indeed, the primary reason for writing his life story was to dispel white northern doubts that such an articulate individual could have been a slave. At a time when only five to ten percent of slaves possessed even basic literacy, such skepticism is not surprising. So Douglass crafted an account of his upbringing on a Maryland plantation, labor on Baltimore's docks, and escape to the North. He eventually settled outside of Boston, the center of abolitionist activity. His autobiography, bearing introductions by prominent abolitionists William Lloyd Garrison and Theodore Dwight Weld, became an international success. Given the importance of literacy in Douglass's life, it is not surprising that his description of learning to read offers one of the most poignant passages in the book.

One of the great strengths of the Common Core Standards (CCSS) is that it will require students to engage in close reading of this outstanding passage from Douglass's autobiography, as well as other great texts from American history. The "Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12"—which will likely do as much to shape what gets taught in classrooms as the standards themselves—has created some confusion, however, by seeming to prohibit the use of background information.[1] The document specifies that 85 to 90 percent of questions from exemplar texts should be text-dependent "questions [that] can be answered only by careful scrutiny of the text and specifically by referring to evidence from the text itself to support the response. They do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself."

Rather than being distracted by this controversy, teachers should continue to provide contextual information for texts in thoughtful ways. Primary source texts—including poetry and literature from previous eras—do not exist in a vacuum, ready to release universal truths to the careful reader. They are embedded in two crucial contexts that teachers must address to help students to derive meaning from what they read.



"The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by going on one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me, enough of which was always in the house, and to which I was always welcome; for I was much better off in this regard than many of the poor white children in our neighborhood. This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge."

—Frederick Douglass, *Narrative of the Life of Frederick Douglass an American Slave, Written by Himself* (Boston: Anti-Slavery Office, 1845)

Image of Frederick Douglass from Library of Congress

http://www.loc.gov/pictures/item/brh2003002435/PP/

The first context is literary. Like the many texts teachers use with students, most of the CCSS exemplar texts are excerpted from longer works. Teachers recognize that by removing the passage from its larger whole, they run the risk of making a text less intelligible. They typically neutralize this risk by supplying information about the missing literary context. If teachers were to stop supplying such information, students would feel encouraged to speculate about what the author meant in a particular passage. Instead, teachers should consider ways to supply the missing literary context any time the absence of such information might invite student confusion—while recognizing the legitimate CCSS concern to keep student focus on the text itself by keeping such background information to a minimum.

The second context is historical. Primary sources are typically drawn from a world that differs from students' own in time or place—or both. As readers, students don't know many of the things the author and his original audience could take for granted. Such assumed knowledge can never be discovered by readers who only attend to the text itself, no matter how closely they read, but such knowledge is crucial. Consider two CCSS exemplar texts - Abraham Lincoln's Gettysburg Address and Winston Churchill's 1940 address - students may know something about Abraham Lincoln, but teachers must help them understand when and why he delivered *this address* so they can make sense of Lincoln's argument. Likewise, teachers must ensure that students know who Winston Churchill was, and the state of Europe when he delivered his 1940 speech so they can understand—and care about—what they're reading.

So how can teachers provide useful literary and historical context that aids student understanding and honors the spirit of the CCSS? Here are a few brief suggestions, offered as an invitation to discussion.

- Context information should not substitute for reading the actual text or "give away" the punch line. Anything students might be able to glean from a close reading of the text should not be given to them by the teacher—though in some cases he or she may want to hint about where this might be found or how it would aid interpretation. Thus, the shorter the amount of text or verbal explanation the teacher provides the better, as long as this background is not so brief that it leaves something crucial out.

- Teachers should think of contextual information as a sliding scale, rather than all or nothing. This has two implications. First, the amount of background teachers supply may vary from document to document (or where the document falls in the course of a teaching unit). The more the historical context of a document differs from students' own, the more they need to know so that they don't import ahistorical assumptions into the text. Second, teachers can use their discretion as to when to provide context information—maybe they'll choose to offer some information once students are puzzled or intrigued, rather than right from the outset. But while there is a legitimate question of *when* to provide such information, there is no question of *whether* they should do so.

- Context should help students make sense of why the text was important in its era—and why it matters now. Background information should not *tell* students why the document is important today, but it should provide enough information that they can engage in a discussion about the document's significance.

In short, we need to make a distinction between setting the stage for good close reading and actually doing the reading for students. The old Into-Through-Beyond model provides useful guidance: what do students really need to know *before* reading a text to help them get all they can out of it? Then, how do we get them to really immerse themselves *in* the text, wrestling with it and using evidence to corroborate? Finally, how can we effectively conclude by moving *beyond* the text itself into a consideration of its significance? The kind of close reading of rich historical texts that CCSS advocates offers the best opportunity for students to reflect deeply on the enduring significance of historical events, provided that we remember to pan out after close reading to explicit consider its larger meaning. Students can only consider this meaning when they understand a document's historical context. Context is not the enemy of close reading of primary sources; context is the very thing that makes close reading possible and meaningful.

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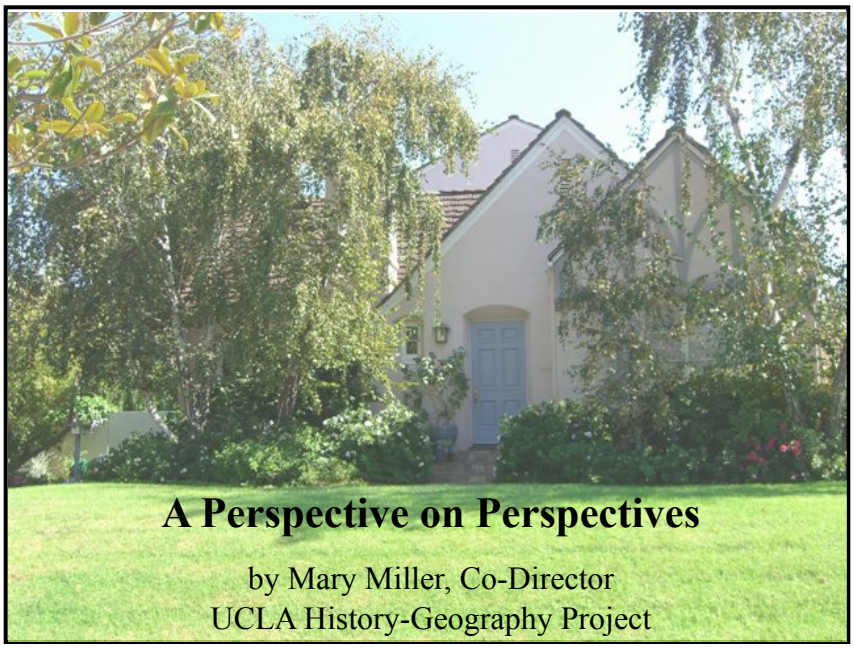
1 www.**corestandards**.org/assets/**Publishers_Criteria**_for_**3-12**.pdf. *Editor's note: these criteria were developed by Susan Pimental and David Coleman, lead authors for the Common Core Standards. California's CCSS-aligned publishers criteria will be submitted for State Board review sometime in 2013.*



A Perspective on Perspectives

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

We all know that teaching perspective can be a challenge, especially with younger students who tend to believe that everyone in the world does or should think exactly as they do. Those of us who are old enough to have gotten over that charmed belief need to find ways to walk the line between acknowledging that reasonable people can differ without suggesting that every opinion is of equal value. Particularly in history, it is essential that we look for evidence in support of opinions. Does "your" presidential candidate promise an improved economy? What is the plan? Has it proven successful in similar situations, here or elsewhere? What is the likelihood that the plan can be implemented? What impediments might there be?

Teaching perspective can begin in the early grades with questions starting with "Would you rather…?" The varied responses can lead to a discussion of why preferences differ. Pictures do a good job of illustrating different perspectives as well. Take a look at the environment in this photo. Does it look like the semi-arid region it is? A place where water is brought from hundreds of miles away? Would a wider view photo of the hills around Los Angeles, taken from a different perspective, show similar vegetation? Do too many Los Angeles residents have an East Coast perspective on what constitutes an attractive yard? What are the consequences of that view?

Struggles over conflicting perspectives have existed since earliest times. We think of writing as one of the great accomplishments of early peoples, but the ancient Greeks were initially wary of relying on the written word. Ask your students what their reasons could have been. The Greeks' logic, as described by Tony Lentz in a 1983 article, included a fear that relying on writing would induce forgetfulness as a result of people failing to exercise their memories.[1] Furthermore, writing distances the reader from the writer and his true concerns in a way that direct contact with a speaker does not. Finally, the Greeks wondered why one who spoke the truth would need writing, which could be prepared in a way that twisted reality.

More amusing is a situation noted by Guy Deutscher in *Through the Language* Glass. Such luminaries as Francis Bacon, Ralph Waldo Emerson, and Bertrand Russell have maintained that a nation's language reflects its character. Cicero, on the other hand, noting that there was no word in Greek for "impertinent" or "tactless," did not claim that this illustrated the Greeks' impeccable manners and thus the lack of a need for such a word as Emerson might have, rather he concluded that the absence of these words proved that impertinent and tactless behavior was so widespread that it went unnoticed. Of course, this raises as many questions about Cicero as it does about the Ancient Greeks.

One excellent way to force students to look at different perspectives is through formal debates in which the roles are assigned. Once students get over whining about having to defend a position they don't personally believe in, their natural competitiveness—both to support their assigned position and to be prepared to defend against the opponent's argument—leads them to take a serious look at all sides of an issue. If you include both a pre-research and a post-debate tally of opinions, students are often surprised to find how often they change their minds. The resulting openness to other viewpoints is absolutely essential in this very contentious election year.

Indeed, election year politics provide perhaps the best resource for comparing perspectives. As was discussed in an article in the January *Source*, the candidates' ubiquitous advertisements can easily be deconstructed and compared. The voters' pamphlet itself offers multiple perspectives on the propositions, and nothing is more valuable for students than to investigate how varied are the views of the different constituencies supporting a single candidate. It is obvious that people sometimes appear to vote against their own self-interest, but that usually means they have been drawn in by the candidate's statements on the topic most compelling to them. A homework assignment requiring some judicious interviewing can uncover these "no compromise" issues. Be sure to take advantage of this once-every-four-years phenomenon to teach your students about historical perspective.

1 Tony M. Lentz in *Philosophy and Rhetoric*, Vol. 16, No. 4, 1983; reproduced in *A World History Sourcebook*, Helen Howe, *et al.*, Longman, 1988.

Seeing Other Sides:
How Visual Literacy Can Illuminate Perspective

by Emily Markussen Sorsher, Improving Teacher Quality Coordinator, UCI History Project

The Common Core standards set a new expectation for critical thinking. Students are expected to use multiple sources to form an opinion, locate bias, and see an issue from multiple points of view. In order to make intellectual arguments, students must be able to remain objective while examining evidence from a variety of sources. This necessitates an analysis using the point of view of both the creator and those who disagree with him. One of the most engaging ways to teach perspective is through the expansion of visual literacy lessons.

While visual sources offer as much to investigate as a text, most student have little experience with a thorough "reading" of art. Far from an "easy" assignment, many students find the close study of an image to be more difficult than text. By using everything from fashion to record covers, teachers can focus on a single point – whose point of view does this represent, and how do we know?

Nurse Looking Over a Wounded Soldier
Found at MIT Visualizing Cultures, "Asia Rising"

"Visualizing Cultures" (visualizingcultures.mit.edu) is a remarkable image database maintained by the Massachusetts Institute for Technology. Launched in 2002, the site uses technology to help teachers and students reconstruct the past as it was seen by its inhabitants, using sources that were once inaccessible. "Visualizing Cultures" contains a visual library of early-modern and modern Japanese and Chinese artwork along with accompanying essays. The site lends itself to 7th and 10th grade World History curriculum, as well as AP European and World History. Topics include "The Rise and Fall of the Canton Trade System," "The First Opium War," "Black Ships and Samurai" (the opening of Japan), and "Ground Zero 1945," among others.

The Common Core standards require that in the 10th grade students "analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature." While the issue of perspective can be taught with many of the units, the postcard collections in the *Asia Rising* and *Yellow Promise/Yellow Peril* units on the Russo-Japanese War seem tailored to fit CCSS literacy in history reading standard 6.

All units contain an introductory essay, including an overview of the relevant art history, various primary source images, and in depth-knowledge of the specific events depicted. In *Asia Rising*, John Dower's essay covers military might, woodblock printing, the postcard trend of the era, and a walkthrough of postcards exemplifying the Japanese perspective on the war. Teachers may use this section

for background, though many of the images require little explanation. "Nurse Looking Over a Wounded Soldier," for example, depicts a serene Japanese nurse quietly tending to a "craggy" Russian soldier who looks weak and ragged. With this image alone, students can begin to understand the relationship between these two cultures and the way Japanese imagined Russians.

The curriculum section contains useful classroom resources. For example, students may be placed in groups and given different sequences of postcards on themes such as the homefront, the work of nurses, and naval battles to determine the message each set was intended to communicate. Students begin by looking for patterns and then explain why these images are compelling. Teachers may integrate more scaffolded questions, pointing students to the use of color, realistic or comical features, relative size of objects in the picture, etc. As a final assessment, it provides a "VBQ," or visual documents-based question. Students will create a written essay based exclusively on visual sources, in this case postcards collected from across the sequences.

In addition to meeting California History standard 10.4, patterns of global change as a result of imperialism, lessons from "Visualizing Cultures" dovetail perfectly with the existing state Historical Thinking standards on historical research, evidence, and point of view. The identification of bias and fallacious information through the study of opposing evidence is critical to the study of history, and indeed to modern life. Perspective is a tool being used by everyone from advertisers to politicians, and students must master the ability to see both sides of any argument. Image analysis teaches students that their skills apply equally to all media types. Through the use of engaging visual sources amassed at "Visualizing Cultures" and sites like it, students will hone this necessary skill while themselves looking at the study of history with a new point of view.

5 Guideposts for Historical Perspective

by Katharine Kipp, The History Project at UC Davis

It is second nature for history educators to regard primary sources with a historical perspective. As we read a source or scan an image, questions form: Who was the author? Where is the author from? What was their motivation? In short, questions necessary to detail the historical context and meaning of the source. This is a learned skill set that takes practice to master. Therefore, it is imperative for teachers to define, breakdown, and convey the importance of the historical perspective to their students.

Historians define historical perspective as "attempting to see through the eyes of people who lived in times and circumstances sometimes far removed from our present-day lives."[1] It is the process of synthesizing the known information and using that to infer meaning from a primary source. Scholars and students must consider everything from the systems of politics, economics, beliefs, and ideals that governed them, to the basics of daily life, the food, housing, technology, and communities built. All these factors influence how we interpret sources from the past.

Dr. Peter Seixas and Tom Morton, authors of *The Big Six: Historical Thinking Concepts*, provide a series of "guideposts" designed to aid teachers in this process of source analysis. Their method encourages teachers to close the gap between theory and practice of education. In particular, they ask teachers to utilize historical thinking methods as a means to aid retention and make history engaging for students. The strategies presented identify important ideas necessary for accurately understanding historical perspective. Together, these steps help students walk in the shoes of historical actors, evaluate historical context, and assess biases and point of view to better analyze a source.

1 The "ocean of difference"

Worldview, experiences, and circumstances affect the way individuals interpret sources. Making students cognizant of these challenges is the first step in understanding historical perspective. One way to do this is for students to compare and contrast a commodity such as books, news, music, or food. How does their access to these items differ from their ancestors? What does this tell us about the "ocean of difference"?

2 Avoid presentism

Presentism, or "the imposition of present ideas on actors in the past" is an easy mistake for students. While it is useful to identify commonalities we share with individuals in the past, we must be careful of imposing twenty-first century ideals and beliefs on historical actors. The best way to decipher historical from universal experiences, as with guidepost 1, is to make students aware of the danger. Ask them to imagine how individuals of the past would experience our society.

3 Consider historical context

This guidepost will provide students with a solid basis for deciphering historical perspective. Students use historical context to avoid presentism and make accurate assumptions about the past. Seixas and Morton offer several sentence starters to guide students in identifying the context:

This idea might have been popular because…
This way of thinking might explain…
This source suggests that people at the time were thinking that…

4 Perspective, perspective, perspective

With historical perspective, scholars and students move beyond empathizing with historical individuals. They no longer make inferences about thoughts and feelings based on personal experience or rely only on what the historical record explicitly says. Instead, students must interpret a primary source using all the techniques in their arsenal: perceived thoughts and feelings, historical context, and hard statistics to essentially "read between the lines." Students must ask themselves: What information do we need in order to determine the perspective of an individual? How can we tell what they were thinking? Evidence is key. Inferences must be grounded in textual records, photos, or any number of artifactual evidence. In doing this, students can draw well-informed conclusions about the source rather than merely guesswork.

5 Perspective diversity

Scholars and students alike want to know "what really happened?", but it is not as easy as reading a source and identifying facts. Individuals experience and remember events differently. Asking students to see a historical event from all sides will strengthen their understanding. For example, comparing Northern and Southern perspectives in the American Civil War is fairly straight forward. But what happens when you add in northern business owners, southern planters, Confederate and Union politicians, soldiers, slaves, free blacks, women, and children? Perspectives and opinions change drastically from each group and provide a wider picture of the event as a whole.

Engaging students in this type of analytical thinking not only deepens a connection and understanding to historical events, but it allows teachers to practice the Common Core Standards. In particular, Reading Standards for Literacy in History/Social Studies point 6 asks students to "identify aspects of a text that reveal an author's point of view or purpose."[2] Historical thinking provides an ideal opportunity to practice this important analytical skill, helping students span the gap between the past and its application for the future.

1 Seixas, Peter and Tom Morton, "Historical Perspectives: How Can We Better Understand the People of the Past?" in *The Big Six: Historical Thinking Concepts*, Toronto: Nelson Education Ltd., 2013, p. 138-167.

2 Common Core Reading Standards for Literacy in History/Social Studies, Point 6.

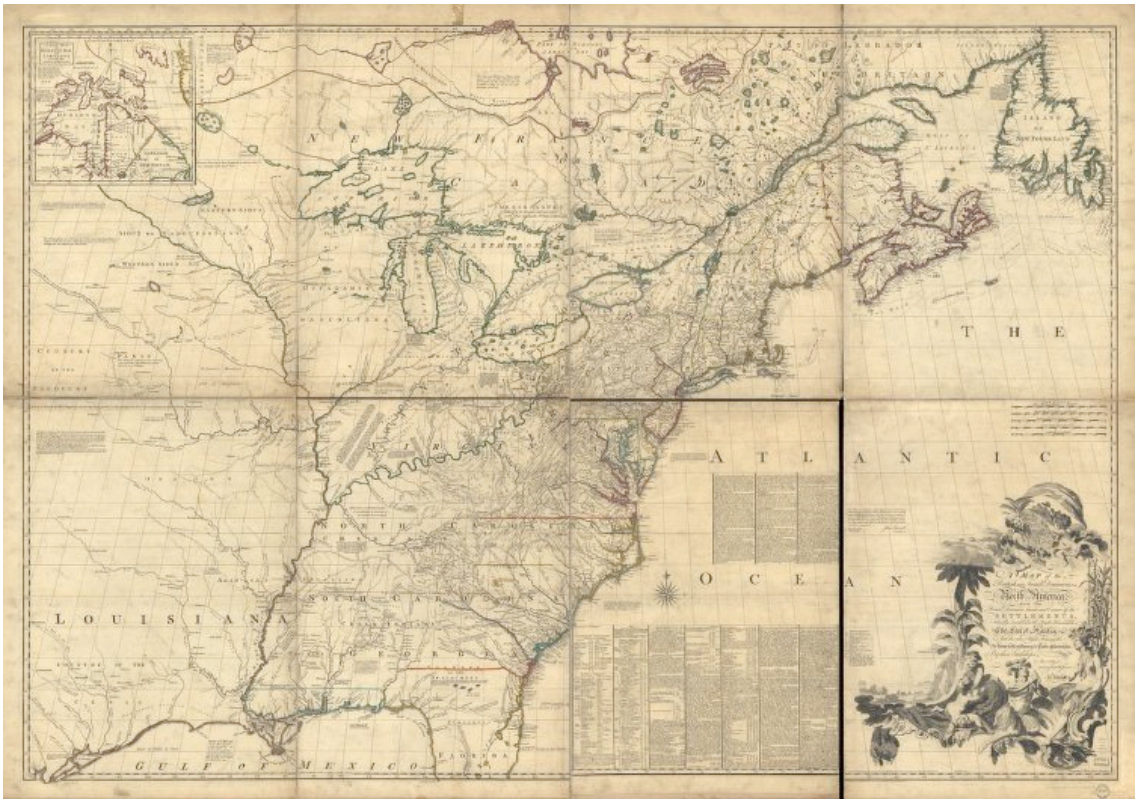
Visualizing Expansion, Mapping Point of View

by Robert Lee, UC Berkeley History-Social Science Project

Map A: Cantino planisphere of 1502 http://upload.wikimedia.org/wikipedia/commons/0/07/CantinoPlanisphere.png

Historians have long embraced the truism that maps cannot be trusted to tell a complete historical narrative. They have instead used maps to document political designs, uncover cultural assumptions, and understand values attached to geographical knowledge. Every map, in short, has a perspective. Many appear in our textbooks, often visualizing the long history of territorial expansion and offering opportunities to teach students to analyze the points of view embedded in them.

For example, the Cantino planisphere of 1502 (map A), a world map, or more accurately a map of the known-world, shows the Treaty of Tortesillas' division of a portion of the globe new to Europeans. Or consider John Mitchell's 1755 depiction of Britain's North American colonies (map B). This "master map"—endlessly reworked as a basis for maps in use years after the American Revolution—favors British over French and Indian claims. Key questions historians ask of primary sources, such as who made this and why, who was it meant for, what claims did it justify, and so on—come easily when viewing maps made hundreds of years ago. The obvious geospatial shortcomings of these historic maps cause modern eyes to



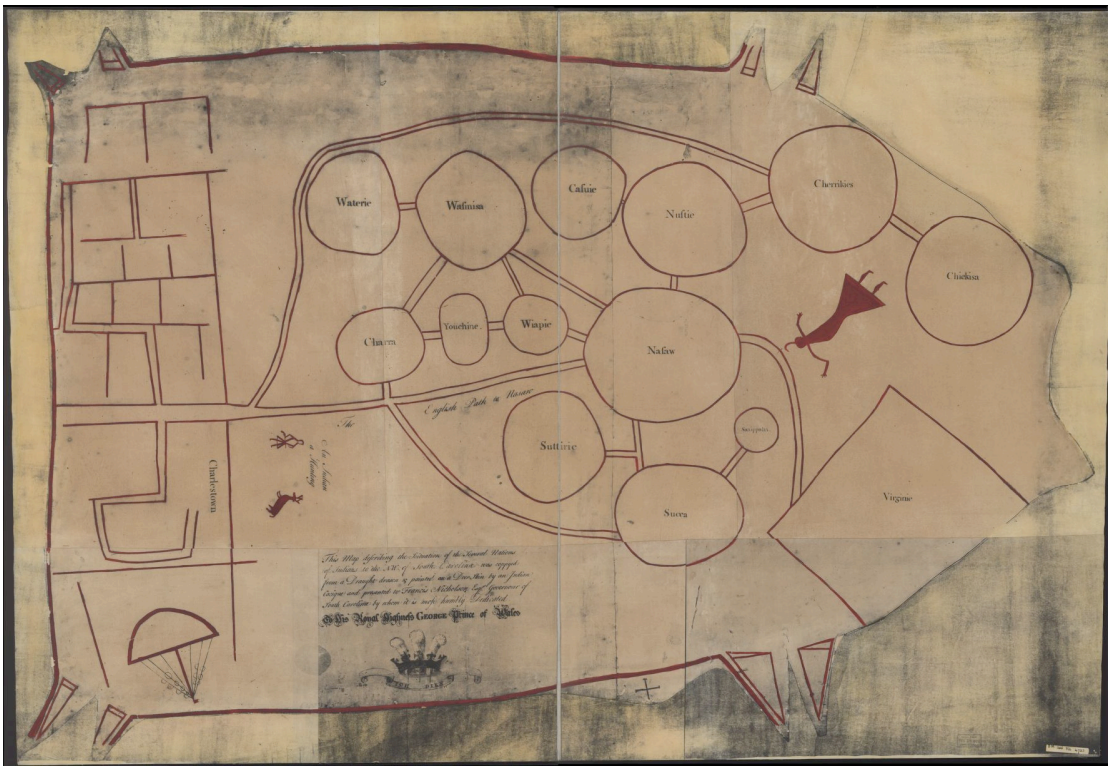
Map B: John Mitchell's 1755 Map of Britain's North American colonies. Found in Library of Congress http://www.loc.gov/item/74693176

Map C: National Atlas of the United States, from nationalatlas.gov
http://www.nationalatlas.gov/printable/territorialacquisition.html

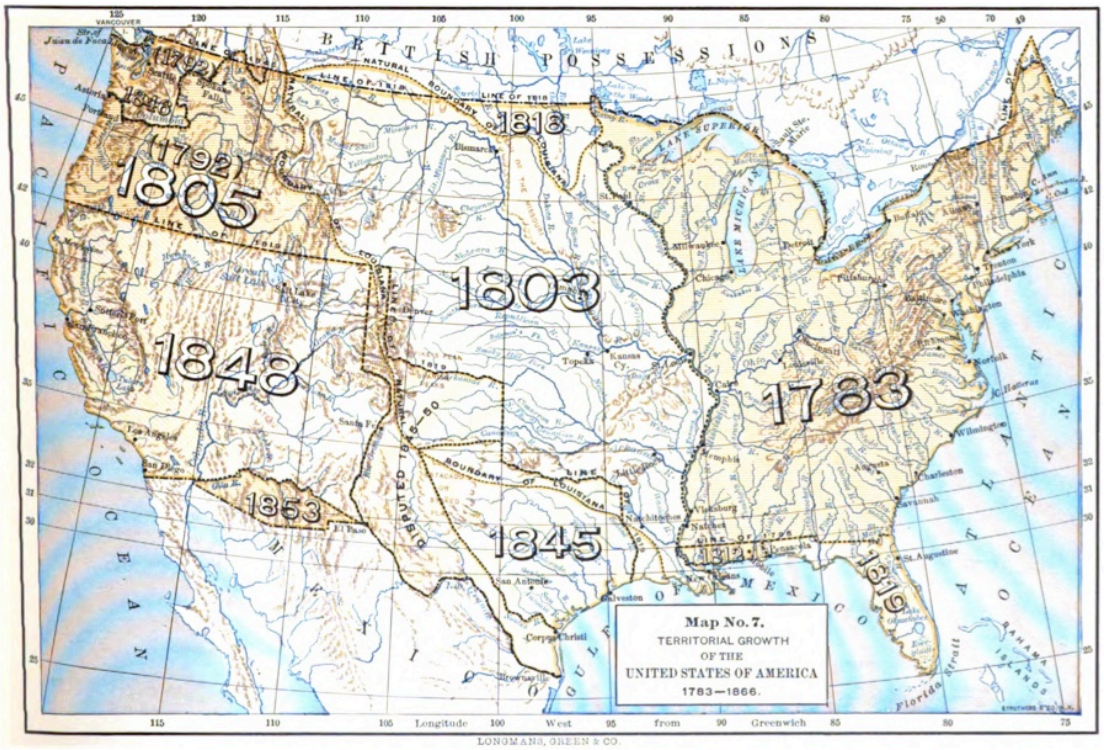
squint. As inhabitants of a past that is itself a foreign country, their makers invite inquiries as much about their own outlook as the look of the land they created on the page.

But what about recent maps, maps produced by our own culture, for our own purposes of explaining the past? Take, for example, "Territorial Acquisitions of the United States," a map made available online by the *National Atlas of the United States* in 2005 (map C). As part of a long tradition of illustrating territorial claims to the Americas, "Territorial Acquisitions" is very much a descendant of the Cantino planisphere and Mitchell's map. It focuses mainly on US expansion from 1783 to 1853, years that bracketed one of the most intense eras of land transfer in the long history of European expansion. Its eleven territorial divisions, from the Treaty of Paris to the Gadsden Purchase, outline the chunking sprawl of a continental nation. Given the documentation we have of those treaties and purchases, and the sophistication of modern GPS data, one could hardly ask for a more faithful projection of their boundaries.

Precision, however, does not preclude a point of view. We can at the very least say that, like the Cantino planisphere and Mitchell's map, "Territorial Acquisitions" envisions an international game of claim-staking played by nation states that included England, France, Spain, Mexico, and the United States, and excluded Native Americans. When juxtaposed with examples of Indian cartography, like a Catawba deerskin map of territorial claims (map D) expressed through relational rather than coordinate logic, the geodetic system shaping "Territorial Acquisitions" comes into relief as a system —a way of seeing—with the power to exclude. While historians have been working for several decades to put Indians and Indian conceptions of territoriality back into the history of territorial expansion, and many of their insights have percolated through textbooks,



Map D: Map of the several nations of Indians to the Northwest of South Carolina (Catawba deerskin). Found in Library of Congress http://www.loc.gov/item/2005625337



Map E: "Territorial Growth of the United States of America" in Epoch Maps, Illustrating American History (1893)

they have not yet reached maps like "Territorial Acquisitions." The riddle for our students here, then, is why this modern map presents a point of view that can seem so strikingly circumscribed.

The answer lies in its history. While "Territorial Acquisitions" is relatively new, its contours are old; anyone educated before 2005 should not be surprised if it seems familiar. Follow its trail back and you will likely find a reminder that maps like "Territorial Acquisitions" are digital heirs to an earlier generation of transparencies used to "depict the growth of the United States territory" in the classroom. Keep going and you might discover a textbook study in the 1920s that not only cites the frequent reproduction of a map called "Territorial Expansion of the United States" but explains that this was *the most frequently* reproduced of all the large format color maps in the texts under review.[1]

Where does the trail end? One terminus is at Harvard in 1893. That was when Albert Bushnell Hart, a young professor of history, published Map No. 7, "Territorial Growth of the United States of America" (map E) in *Epoch Maps, Illustrating American History* (1893), a compendium distilled from a three-volume history of America. He made Map No. 7 the frontispiece of his own volume and released *Epoch Maps* to address a "much neglected" need for illustrations that "conform to the official treaties and to the laws of the United States, as understood at the time when they were negotiated or enacted."[2] His map, like its more recent kin, reveals nothing about the 367 ratified treaties the United States entered into with Indian nations between 1778 and 1871, most dealing with land transfers. A national map that included them would be much more complex and necessarily show boundary lines whose position and history remains controversial. Teachers may find a series of state maps by Hart's contemporary, Charles C. Royce, provide a source of comparison to bring the absence of Indian treaties from Map no. 7 into relief. Hart's exclusion of these treaties as somehow unofficial reflected a point of view common of his generation. Scholars like Hart and Royce viewed land cessions by European nations, which both considered sovereign, and Indian nations, whose sovereignty they denied, as parts of separate histories. Both could be mapped, but only one qualified to visualize textbook narratives of territorial expansion.

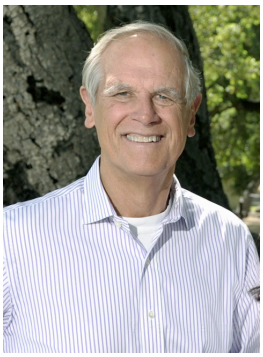
Though far less common today, that perspective persists when we talk about the contours of US expansion with maps handed down from Hart's era. That connection also offers a solution to the riddle of the *National Atlas*'s "Territorial Acquisitions." While Hart's textbook went through multiple editions before falling into obscurity, Map No. 7 became a type of conceptual master map that helped smuggle a late nineteenth century view of Indian treaties into the digital maps produced for use today. Ironically, the clean lines and precise geospatial dimensions generated by cartographic software may be rendering it more difficult to see the points of view reflected in modern maps, making it all the more worthwhile to train students to decipher them. As a result, interpreting the acts of inclusion and exclusion in a map like "Territorial Acquisitions" can serve double-duty in the classroom. While offering a general reminder that all maps have a point of view, it can also suggest how its representation of agreements between sovereigns silently conveys a particular view of how to define sovereignty.

1 David Jaffee, "'Scholars Will Soon Be Instructed through the Eye': E-Supplements and the Teaching of U.S. History," *Journal of American History* 89, no. 4 (Mar. 2003): 1468; R.M. Tryon, "Maps in Forty-Four Textbooks in American History for the Junior High School Grades," *The School Review* 33, no. 6 (Jun. 1925): 430.

2 Albert Bushnell Hart, *Epoch Maps, Illustrating American History* (New York, 1893), Preface.

NEWS from the California History-Social Science Project

Gary Hart Appointed to CHSSP Advisory Board



A former high school teacher, state legislator, and California Secretary of Education, Gary Hart, of Sacramento, has been appointed to the CHSSP Advisory Board by Governor Jerry Brown. Hart has served as the chair of the Public Policy Institute of California Board of Directors since 2011 and as a member of the board since 2003. Hart earned a master of arts in teaching from Harvard University. Read more here: http://gov.ca.gov/news.php?id=17725.

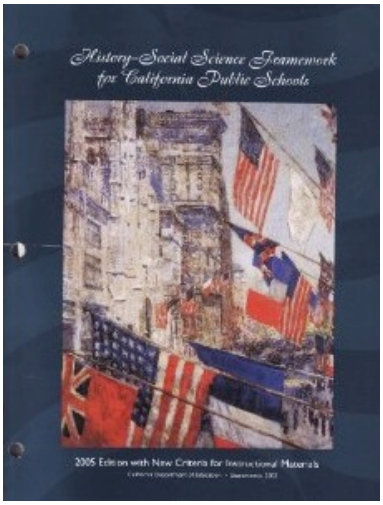
Democracy Webinars Available Online

The CHSSP is excited to announce that all resources for its Teaching Democracy webinar series program, in partnership with Cal Humanities, are now available at our website: http://chssp.ucdavis.edu/programs/programs/teaching-democracy. Scholar lectures and teacher leader lesson demonstrations (with Power Point presentations), lessons, and primary sources are free for all. We hope these content lectures and instructional materials will encourage teachers to engage their students this election season and beyond to consider how democracy has been shaped and continues to be shaped in America. Webinars include *The Power of the Presidency*; *What did the Constitution Originally Mean?*; *Should America Have a King?*; *Who is a Citizen?*; and *No Taxation Without Representation?*.

"Making Sense of the American Civil War" Program Wraps-up

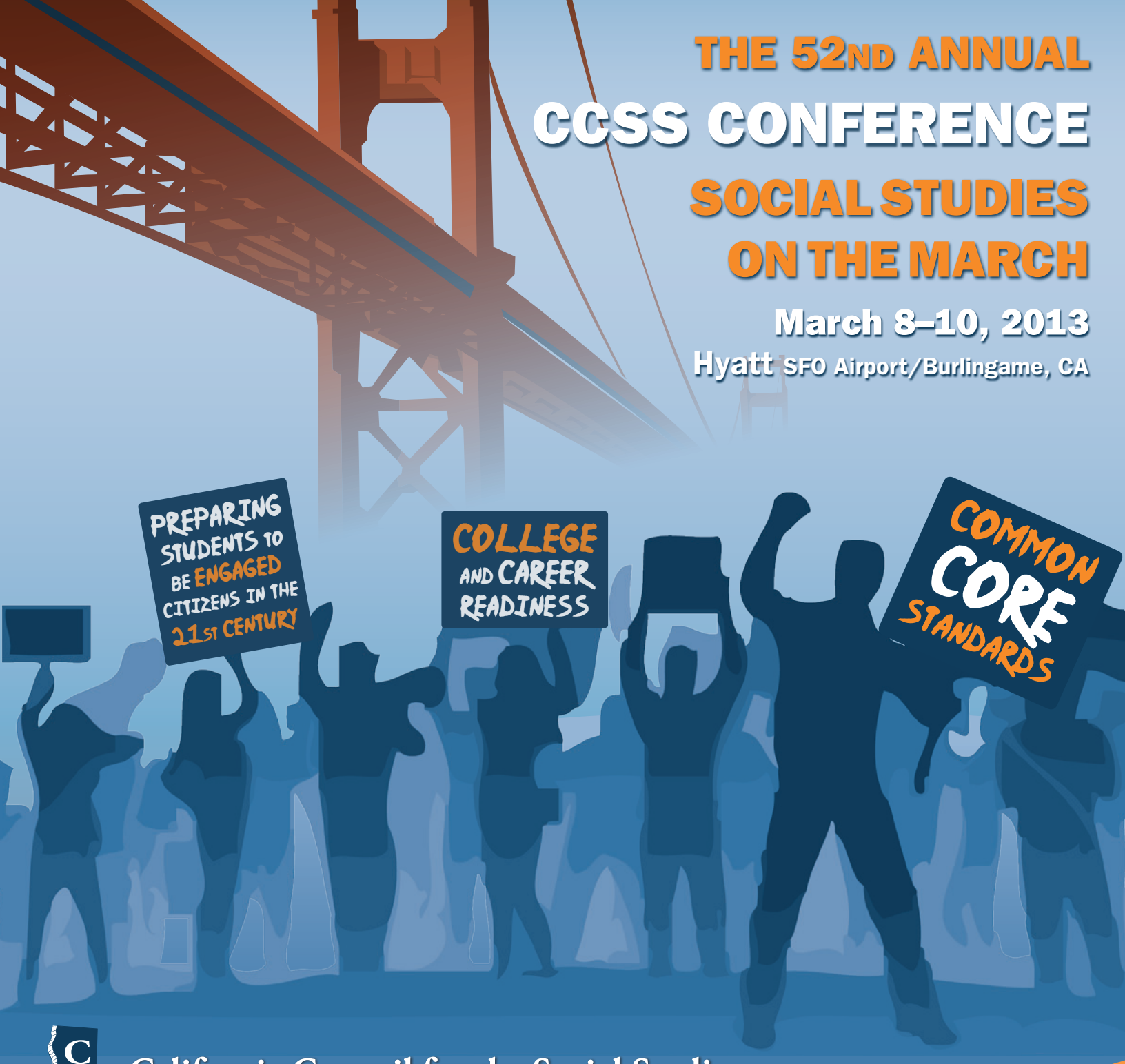
In commemoration of the Sesquicentennial of the Civil War, the CHSSSP partnered with Cal Humanities to host a book discussion "Making Sense of the American Civil War," a nation-wide program designed and sponsored by the National Endowment for the Humanities and the American Library Association. In San Diego, Sacramento, Berkeley, and Long Beach, participants shared ideas about the meaning and legacy of this great American conflict. Three key texts informed the discussions: *America's War: Talking About the Civil War and Emancipation on their 150th Anniversaries*, edited by national project scholar Edward Ayers; *Crossroads of Freedom: Antietam*, by James McPherson; and the Pulitzer-Prize winning historical novel, *March*, by Geraldine Brooks. Each of these texts remains in circulation in the respective public libraries.

HSS Framework Suspension Lifted



On September 8, Governor Jerry Brown signed SB 1540 into law, which lifts the three-year suspension of the History-Social Science Framework revision. The revision was almost complete in 2009 when the state legislature suspended all framework revisions and textbook adoptions in response to the state budget crisis. The bill was sponsored by Senator Loni Hancock (D-Oakland). "It is a serious shortcoming that our basic instructional materials are so outdated," Senator Hancock said. "California textbooks don't even mention the 9/11 tragedy or the election of Barak Obama to the Presidency." As the primary authors of the 2009 revision, the California History-Social Science Project welcomes this decision and looks forward to working with the California Department of Education, who will oversee the work.

For additional information about these news items, contact the statewide office at chssp@ucdavis.edu.



THE 52ND ANNUAL CCSS CONFERENCE

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The CCSS's at the CCSS Conference: Implementing the Common Core Across the Social Studies-ELA Divide

What is it?

The CCSS's at the CCSS is a "conference-in-a-conference" embedded within our exciting 2013 Annual Conference.

- **Eight hours of intensive professional development** for teams of Social Studies and English-Language Arts teachers, engaging them in conversation around best practices to develop students' argumentative reading and writing skills across disciplines
- **Choose one of the three presenting groups**, each with long experience and an outstanding track record facilitating such collaborative work. All are prepared to continue this work upon request by individual districts and schools.
  - **The Mills College/Oakland USD/Alameda County Office of Education Consortium:** Under the auspices of a CPEC grant, uses a *lesson study* protocol to investigate best practices and challenges in teaching students to (a) read to gather information, (b) read to write, and (c) write to argue.
  - **The California History-Social Science Project** (http://chssp.ucdavis.edu) will clearly explain the theoretical shifts embedded in the Common Core Standards. Using materials from the History Blueprint initiative (http://historyblueprint.org), participants will engage in hands-on activities designed to improve student expository reading comprehension, writing ability, and critical thinking.
  - **LACOE/Region 7 Common Core Staff Developers** will highlight the instructional shifts for elementary classrooms related to the Common Core Standards, Partnership for 21st Century Skills, and Civic Mission of Schools initiatives. Participants will gain strategies and resources to integrate these changes into their ELA curriculum using History-Social Studies as a way to build students' critical thinking, creativity and communication skills.

Why come?

To prepare for college and career, research shows that the ability to identify and make effective arguments is the single most important indicator of success—and effective teaching of reading and writing related to the social studies is a key way to develop students' skills in those areas!

What will participating teams accomplish?

Participants will emerge with expanded knowledge and skills to advance their students' critical reading and writing skills, along with a tangible "toolkit" of resources and a plan to advance this work with their colleagues. Districts will gain increased capacity to respond quickly and effectively to the Common Core State Standards initiative in elementary, ELA, and Social Studies classrooms.

Need further information? Visit the CCSS Website: **www.ccss.org**

"Social Studies on the March": The 2013 Annual California Council for the Social Studies (CCSS) Conference

The Social Studies–ELA team participants will also be able to take advantage of these conference offerings:

- **"Social Studies on the March":** Our Friday evening/Saturday lunch program celebrates the 50th anniversary of the March on Washington, the Children's March in Birmingham, Alabama, and other critical events of 1963 relating to the Civil Rights Movement. Very special guest "veterans of the movement" engage in conversation with current activists and conference participants (including teachers, students and others) on the legacy of those times and what's going on today in the fight for social justice.
- **Guest speakers** include nationally renowned scholars addressing topics relating to diversity and social justice.
- **Sessions and workshops galore!** Expert teachers share best practices in ALL social studies disciplines including U.S. and world history, economics, civic education, government, geography and the humanities.
- **Social events** bring teachers together from across the state and build community around our highly active local councils.

Logistics

When? **March 8-9, 2013**
(through March 10 for the full conference)

Where? **The Hyatt SFO • Burlingame, CA**

Costs?

- Early Bird rate is $159 per person, including CCSS annual membership
- Institutional rates as low as $125 per person for groups, including complimentary CCSS annual memberships for group members!
- Scholarships available to teachers in qualifying districts

Beyond the Bubble:
A New Generation of History Assessments

Editor's note: This article was written by Mark Smith, Sam Wineburg, and Joel Breakstone, Directors of Beyond the Bubble, a project of the Stanford History Education Group

A Poverty of Imagination

An absence of creativity characterizes the testing industry. At one end of the spectrum are multiple-choice tests that rip facts out of context and penalize students for not knowing things they can instantly Google. At the other end is the "document-based question" (DBQ) of the Advanced Placement Program, often considered the gold standard of history testing. The DBQ is a useful assessment if your students can already handle the analysis of eight to ten primary documents and write a college-level essay. But what if your students can't yet analyze *one* document? How can you tell if they are learning the skills they need to do college-level work?

Beyond the Bubble addresses this quandary. The new site contains dozens of innovative history assessments called "History Assessments of Thinking," or HATs. Many HATs can be completed in just a few minutes. Others take a little longer but still less time than an hour-long DBQ. Unlike blackened circles on a Scantron, short written responses provide windows to what students think – the very information you need to make adjustments in your teaching. Beyond the Bubble assessments are intended to be *formative*. The goal of formative assessment is not to come up with a final grade for students, but to help teachers figure out where their students are having trouble and then to take appropriate instructional action.

HATs align with the new Common Core State Standards. Each HAT is keyed to one or more standard and includes a link identifying the relevant standards. Some of the standards addressed include: #1 (Gr. 6-12): Evaluating the date and origin of evidence (sourcing); #6 (Gr. 6-12): Corroborating across multiple points of view; #8 (Gr: 6-12): Evaluating the trustworthiness of claims.

Beyond the Bubble assessments are designed to measure historical understanding from multiple vantage points. An exercise on Thanksgiving asks students to assess the usefulness of a 1932 painting for understanding an event that supposedly occurred in 1621. Other exercises focus on whether students can use evidence to mount a historical argument. Still others require students to connect important historical events, such as the explosion of the U.S.S. *Maine* and the Philippine-American War. Another exercise requires students to put events into context by considering how Dorothea Lange's employment by the Resettlement Administration might affect their evaluation of Lange's iconic *Migrant Mother* photo. Main exercises also include annotated sample student responses and intuitive three-level rubrics.

The Future of History Testing

Bemoaning not only the state of history testing but assessment in general, the psychometrician Robert Mislevy noted, "It is only a slight exaggeration to describe the test theory that dominates educational measurement today as the application of twentieth century statistics to nineteenth century psychology."[1] To be sure, HATs don't solve the many problems of modern testing. But our hope, at least with respect to social studies, is that HATs will give teachers new tools to nurture the development of historical understanding. With the adoption of the Common Core State Standards and efforts to create new tests, we hope that HATs might spur efforts to go beyond discrete multiple-choice tests, on one hand, and full-blown DBQs, on the other. Right now these options virtually exhaust the range of history testing, even though countless other options fall between these two poles. Only a resistance to change prevents us from finding them.

1 Mislevy, R. (1993). Foundations of a New Test Theory. In N. Frederiksen, R. Mislevy, & I. Bejar (Eds.), Test theory for a new generation of tests (pp. 19-31). Hillsdale, NJ: Erlbaum.

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TEACHING with PRIMARY SOURCES

An example of a *Beyond the Bubble* HAT or "History Assessment of Thinking"

STANFORD HISTORY EDUCATION GROUP

Directions: Use the background information, your knowledge of history, and the photograph to answer the questions that follow.

Background information: From 1899 to 1902 the United States was involved in an armed conflict with Filipino revolutionaries who opposed American occupation of the Philippines.

Title: Prisoners in Postigo Prison, Manila, Philippines.
Photographer: H.C. White
Date: 1901

Question 1: How is the explosion of the USS *Maine* off the coast of Cuba on February 15, 1898 connected to the imprisonment of Filipinos by the American military in 1901?

Question 2: How is the popularity of Social Darwinism in the United States at the turn of the century connected to the imprisonment of Filipinos by the American military in 1901?

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