

THE SOURCE



TEACHING HISTORY
in the

DIGITAL AGE

D

ebating the value of technology in education can obscure the deeper issue of how to engage students in learning history. Passive learning can take place in the virtual or actual classroom; meaningful learning can take place in both venues as well. The challenge in teaching history, as always, is to help students think critically about the past, and to analyze and question the sources to develop a nuanced understanding of the people and issues involved. Technology will continue to play a role in education, so how do we harness it to improve the teaching of history? The articles in this issue provide ideas on this front, while pointing out some of the challenges as well.

Educators worried about the negative influences of technology and media sense intuitively what researchers fear: that intensive use of cell phones and computers habituate students' minds to constant distraction and to switching tasks. The urgency of this issue was amplified by a study last year reporting that fifty percent of students ages 8-18 watch TV, surf the internet, or use some other form of media while doing homework.

Meanwhile, teachers turning to technology in the classroom hope to meet students on their own "turf," increasing their interest in learning while teaching them additional technological skills. Federal legislation supports such approaches by emphasizing student literacy in technology and the sciences. Even some proponents of

technology in the classroom, however, concede that such teaching methods run the risk of perpetuating short attention spans, and thus, enabling students to avoid deep analytical thought.

Knowing that students are more likely to turn to the internet than the library for information, teachers have an even more pressing job of fostering analytical thinking skills to help students navigate these online sources with greater learning success. Helping students become enthusiastic investigators of the past – through technology and more traditional paths – will open their eyes to the value of the different sources and pieces of evidence they encounter from so many directions today.

-Shelley Brooks

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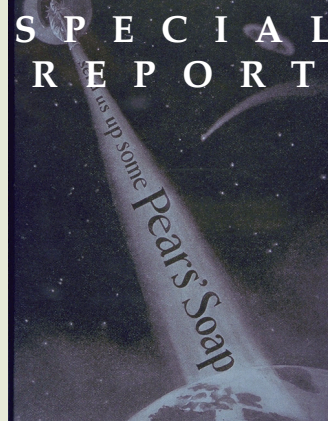
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What Price Progress?

By Nancy McTygue, Executive Director, California History-Social Science Project

I love old movies. One of my favorites is *Inherit the Wind*, a 1960 Stanley Kramer film adapted from a 1955 play by Jerome Lawrence and Robert Edwin Lee, based loosely upon the famous Scopes Monkey Trial. John T. Scopes, a high school teacher in Tennessee, was put on trial in 1925 for teaching evolution to his high school biology class, a violation of Tennessee's Butler Act. For those of you who have seen it, you'll likely remember that the film was filled with thought-provoking and hilarious one-liners, many of them delivered by Spencer Tracy. I was reminded of *Inherit the Wind* recently as we put together this edition of *The Source*, an edition devoted to the impact of technology on the teaching of history. A running theme of the film is the tension between the townspeople trying to preserve tradition and those willing to question long-held practices and beliefs. Tracy's Henry Drummond character summarized it this way:

"Progress has never been a bargain. You have to pay for it. Sometimes I think there's a man who sits behind a counter and says, 'All right, you can have a telephone but you lose privacy and the charm of distance.... Mister, you may conquer the air but the birds will lose their wonder and the clouds will smell of gasoline.'"

While I am not a "digital native" like my children – I learned how to type on a manual typewriter and still find myself pounding the keys on my laptop with abandon – I do appreciate the technological advances of the last

twenty years. I manage a relational database, I am a wiz at Excel, and in order to keep an eye on my teenage son, I even have a Facebook account. But there are times, like Drummond, when I wonder what the cost is of this progress.

In this age of Facebook, (and God help us, Twitter), what does technological progress look like in the history classroom? The most obvious benefit is the increased access to information. Teachers and their students no longer have to complete all their research in the library – scores of libraries, archives, and digital repositories are simply a click away. There is something undeniably democratic in this advance – no longer is information confined to those lucky enough to live near a major library (and who have the capacity to navigate its hallways and bureaucracy) – anyone with access to the internet can explore the wonders of the Library of Congress, the National Archive, or a university library. Reputable institutions, of course, are not the only groups who have websites. As the Henry Drummond character predicted, for every reputable site, there are scores of biased and inaccurate websites seeking to spread their particular perspective, argument, or often, blatant lies.

In addition to access to information, the internet provides a unique and powerful space for public discourse. One only needs to consider the recent upheavals in Egypt, for example, to understand the potential for social media to promote free speech, assembly,

and self-government. Free speech, of course, is not always limited to the public good. Sites devoted to adult-only content, hate, or deviant behavior litter the information highway and offer these groups unprecedented access to our children. Our schools have rightly tried to limit their students' access to these dangers, often with limited success, given their relatively unsophisticated firewalls that often block reputable and important websites along with the dangerous ones.

Given progress' double-edged sword, then, what is the appropriate role of technology in the history classroom? To paraphrase yet another Henry Drummond description of the Bible, I think it is a tool, a good tool, but not the only tool. Technology in and of itself is not going to improve student learning. On its own, it can lead to a deeply flawed understanding of our past and do little to improve student critical thinking. In the hands of an effective teacher, however, it can provide unprecedented access to rich historical content, provide an engaging and thoughtful space for students to learn from each other, deepen student engagement, and provide a unique opportunity to both develop and share new historical interpretations. In this issue of *The Source* we begin to consider the opportunities for this tool. We fully realize that our articles don't tell the whole story, however. As you read, think about what it means in your classroom and let us know your experience – we look forward to hearing from you!

History and Blogging

By **Shelley Brooks**, Communications Coordinator, CHSSP

Many historians and history buffs have used blogging as a way to share their passion for the subject. An online search for history blogs finds pages focused on a diverse number of historical periods and themes – WWII, Women’s History, the Victorian Era – with a deep archive of posts and comments. Many of these engage with the given history within its context, with little or no connection to the present day. Other history blogs focus less on a particular historical period and instead use history as a guide for a discussion on current events. One such blog, “The Edge of the American West” was developed by two U.S. History professors at UC Davis, Eric Rauchway and Ari Kelman, both History Project regulars.

On the web for a little over three years, “The Edge of the American West” won the 2008 Cliopatria Award for the best group blog, and was the semifinalist for another award. At its high water mark, the site received about 5,000 hits a day. Launched in September of 2007, the blog initially resembled “notes” between the two professors, Kelman recalls, attracting only a small number of readers. Before long, however, word spread, and a post from December 2007 drew over 10,000 hits. Professor Kelman responded to a *Meet the Press* program in which Republican Congressman and presidential candidate Ron Paul suggested that Lincoln was wrong to go to war in 1861. Kelman’s historical knowledge helped inform his politics – something his readers clearly found compelling. Kelman and Rauchway critiqued politicians and commentators on both ends of the political spectrum. In a 2010 post Rauchway highlighted the shortcomings of *New York Times* columnist David Brooks’ comparison of current and Progressive Era government regulations. By providing a condensed lesson on the challenges and purposes of business and bank reform of the era, Rauchway clarified the current discussion on government regulation.



The Edge of the American West

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RECENT COMMENTS

Sarah on Don't hiate the player, hiate the game.

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On the Hiatius Post, in Which is Illustrated.

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Make a joke about Nietzsche and the eternal recurrence done before.

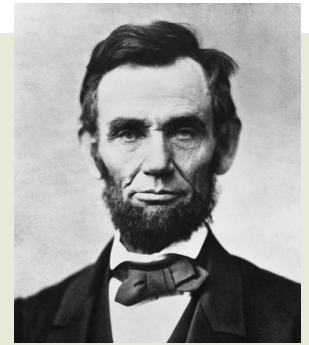
II.

Make list of possible farewell sayings. “Better to bur- long, and thanks for all the fish.” “Here’s looking at emotional.” “Thumpity thump thump look at Frosty g

Blog Posts can be found to the right on Page 5

“Just to be clear: Lincoln went to war to preserve the Union. That’s it. End of story. Full stop.”

-Ari Kelman



As historians with research interests in these respective fields, Kelman and Rauchway’s posts provide a depth of knowledge not always found on the web. At another level, “The Edge of the American West” was a forum for political debate where readers of all political persuasions commented on this and other posts. But the blog provided more than this – it was a place where diverse perspectives and well-researched information informed any discussion of history, and of the discipline itself. It enabled readers to share opinions, receive feedback, and perhaps expand their views.

Blogging allowed Rauchway and Kelman to share their historical insights and personal opinions in a manner distinct from scholarly publications. The blog also placed Kelman and Rauchway in a virtual community of scholars around the country and beyond. These peers provided new ideas and offered advice and criticism that was not inhibited by a personal relationship with these two professors. The practical application of this blog extended to include the sharing of pedagogy, and at its most basic, it was a writing exercise for these professors. For readers, it provided a professional source for historical information, sometimes funny, sometimes caustic, and compelling enough to hold the attention of a vast number of readers used to the high entertainment value of the web.

Rauchway and Kelman plan to begin another blog this fall - just in time for the next presidential election. To visit “The Edge of the American West” see <http://edgeofthewest.wordpress.com/>

Excerpts from Kelman's December 23, 2007 post:

In a *Meet the Press* program, Rep. Ron Paul asserted: "Six hundred thousand Americans died in a senseless civil war. No, [Lincoln] shouldn't have gone, gone to war. He did this just to enhance and get rid of the original intent of the republic. I mean, it was the—that iron, iron fist."

...Let's begin with: Lincoln didn't go to war to "get rid of the original intent of the republic." You have to know even less about history than Tim Russert — I wouldn't have thought it possible — to say such a ridiculous thing. Or you have to be a bit too willing, eager even, to marry libertarian political ideology with neo-Confederate historical revisionism. Just to be clear: Lincoln went to war to preserve the Union. That's it. End of story. Full stop.



Also: **Lincoln didn't start the Civil War.** To clarify his position throughout the 1860 campaign and well into 1861, long after he was elected president without his name having appeared on a single Southern ballot, Lincoln said that slavery shouldn't be allowed to expand into the West — a position that was part of the Republican Party (Paul's party) platform.

Because of his incredibly lukewarm stance — again, not for emancipation and certainly not for immediate abolition but only against the further expansion of slavery — South Carolina seceded after the 1860 election results became clear. Six other Confederate States soon followed. This was still prior to Lincoln's inauguration, mind you, and the president-elect needed to try to persuade the Border States to reject rebellion. So he kept promising, as he had throughout the electoral season, not to prune back the peculiar institution where it already had taken root, but only to insure that it would spread no further.

Which compromised position, by the way, wasn't good enough for many loyal Republicans (the Ron Pauls of their era, I suppose), who asked that Lincoln forestall war by allowing slavery unfettered access to Western soil. Lincoln, to his credit, replied that such a move would have rendered the Republican Party and his administration a "mere sucked egg, all shell and no principle in it."

And then, to reiterate, South Carolina seceded. Still, the war didn't actually start until Confederate artillery began bombarding Fort Sumter in Charleston harbor on April 12, 1861. Then and only then did Lincoln call for troops.

...here are my questions for Paul: given that Lincoln didn't start the war, what should he have done? Allowed the Union to blow apart to avoid bloodshed? And for how much longer, Dr. Paul, you exquisite champion of freedom, would it have been okay to enslave African-Americans in the United States? Another generation? Two? More than that?

Excerpts from Rauchway's July 20, 2010 post:

Today's David Brooks http://www.nytimes.com/2010/07/20/opinion/20brooks.html?_r=1&ref=davidbrooks&pagewanted=print column is terrible as history or political semantics, but it nearly makes a minimally sensible point. First the terrible part.



Brooks: "When historians look back on this period, they will see it as another progressive era. It is not a liberal era—when government intervenes to seize wealth and power and distribute to the have-nots.... It's a progressive era, based on the faith in government experts and their ability to use social science analysis to manage complex systems."

So to be clear, according to Brooks, the progressive era, which saw Congress and the state legislatures adopt constitutional amendments for the direct election of senators, an income tax, and the enfranchisement of women, wasn't a time when government redistributed wealth and power to the have-nots. This seems obviously wrong... The less terrible point here is whether we should trust expert panels to regulate complex phenomena.

Brooks: "This progressive era amounts to a high-stakes test. If the country remains safe and the health care and financial reforms work, then we will have witnessed a life-altering event. We'll have received powerful evidence that central regulations can successfully organize fast-moving information-age societies."

...Central regulatory agencies can become insensitive to the broader public, instead getting cozy with the industries they're meant to supervise. Consider for example the Federal Reserve, which owes its decentralized structure to a progressive-era impulse to create a system responsive to local interests. But there's little evidence that the Minneapolis Fed better represents the little guys, the debtors of the Midwest, than say the New York Fed or the central Federal Reserve Board.

What seems to have worked better in American history... is regulation by rule rather than regulation by expert discretion. If you could craft a clear and specific law that applied to a clearly defined, specific constituency, you could avert specific wrongdoing, or so the argument went. And so the highly specific Clayton Antitrust Act turned the Sherman Antitrust Act into a more useful tool to prevent business monopoly and anticompetitive practices. (Not a perfect, or even necessarily a good tool, but a more useful one.) And so, for example, the regulations in the Banking Act of 1933 generally referred to as Glass-Steagall laid out clearly what commercial banks could and could not do, making banking a dependable public utility for the next sixty or so years. Thus the story of progressive regulation seems to be that it works better when Congress gives regulators clear rules to enforce. There is at least some evidence (see http://www.newyorker.com/reporting/2010/07/26/100726fa_fact_cassidy) the Volcker rule) that elements of the current progressive coalition understand this history.

Is Technology Helping?

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

If you are a “techie”—stop reading now. This is an article for and about those of us who feel a bit wistful about the ease of using our first technology—ditto masters, though no one misses having purple hands. We recognize the pleasures of instantly correcting our typing, can create the occasional PowerPoint, and envy those who have quickly mastered clever new techniques, but we are not sure those techniques actually improve student learning, and we know we will have to struggle before we can use them. So what should “digital immigrants” tackle first?

After interviewing colleagues, both skilled and less so, and reading the “Teaching Screenagers” edition of *Educational Leadership* (Association for Curriculum and Supervision Development, Feb. 2011), I have decided that the guiding question for me are:

Is the technology worth the cost in both money and preparation time?

Can it be used in a way that encourages student interaction rather than isolated tapping at a keyboard?

And most important, does the technology actually enhance learning and thinking in some way, or is it just eye-catching?

The benefits of some technologies are clear—online resources available at anytime, and PowerPoint, for example—but even these uses have caveats. Students are particularly prone to believing that if information is online, it must be true. We all know that irrelevant posts can be made by anyone, sometimes with hidden agendas. In one of my recent searches for images of geographical features in Asia, I had to wade through photos of someone’s

eight-year old and a picture of an elk in Ohio; that would not happen in a book. Worse, of course, is encountering blatantly false information: when *National Geographic’s* image of the Tibetan Plateau appears elsewhere labeled as the Taklamakan Desert, that is a problem, and misleading for readers.

It is vital that students be trained to identify reliable sources and to cross-reference. As Adrian Johns of the University of Chicago noted in a recent talk at The Huntington, crowd-sourcing (like Wikipedia) puts the responsibility for editorial checking on the user, not the producer. PowerPoint has saved me time spent wandering up and down the aisles of my class so every student could get a good look at an image, but I have also sat in front of screens dense with bullets as I madly scribbled notes. Such information would come across better in a handout, with the speaker enriching the key points or using them as a springboard for discussion. These problems are not insurmountable, nor serious enough to warrant disregarding such relatively simple technologies.

At a somewhat more sophisticated level are interactive whiteboards and student response devices, from dedicated clickers to the ubiquitous cellphone. I remain a skeptic about the whiteboards, though I have been trained in their use. They strike me as offering bells and whistles but not always deeper learning. On the other hand, I am eager to try using them to display student responses sent from cellphones. One *Education Leadership* article describes a teacher who used Poll Everywhere in a warm-up activity. The students sent opinions on the most important cause of the Civil War, a bar graph was

steadily updated on the whiteboard, and posted comments sparked discussion.

I also think it is worth mastering easier ways to do the kinds of activities I regularly assigned in the past—photo documentation of geographic and cultural features posted and shared on Flickr, YouTube clips of lectures by renowned professors whose words were previously available mainly in books, and HyperCities, which allows a 360° view of the Roman Forum now and then by simply dragging the mouse. HyperCities has another intriguing feature—layered historical maps available for display without the hassle of trying to resize multiple images, then print them on transparencies.

My enthusiasm for some new technologies should not mask my greatest fear—that students are missing training in the analysis of dense text that requires nothing more than dedicated time with a book. Even enthusiastic users of technology will acknowledge that multiple devices and constant access to massive amounts of information do not encourage deliberation. An article in the same *Educational Leadership* issue features a highly-regarded, advanced technological high school that has phased out textbooks “except in advanced placement classes.” That strikes me as just a new way to ensure unequal access to higher education.

I will close by trying to convince you that I am not a complete Luddite. I recently heard about the virtual reality site, Second Life, which allows students to interact with historical figures—sounds fabulous. Maybe I’d better learn to text first.

Courtney Amaya

By Catherine Christensen,
UCI History Project



Courtney Amaya of Canyon High School in Anaheim California has developed an accessible model of incorporating technology in the classroom to engage

students in the study of history. Beyond teaching classes in 10th grade Laptop World History, 11th grade Laptop United States History and Advanced Placement European History, Courtney also serves as Canyon High's International Baccalaureate coordinator, and is a dedicated partner in the UC Irvine History Project. Courtney holds a B.A. in history from CSU Fullerton and an M.A. in Education/single-subject credential from Claremont Graduate University. Courtney's participation with the History Project began with her attendance at a World History institute, and later, a Literacy in the History Classroom institute. The experience, she insists, changed her approach to teaching and introduced her to the importance of primary source analysis. "I was an interesting teacher - but my focus was trying to figure out how to incorporate technology into my lessons. The History Project challenged me to 'rethink' my approach - meaning to actually use the tools that historians use. I gained confidence in my content knowledge which has helped me to feel confident in teaching historical analysis and historical writing."

Through presentations and curriculum, Courtney has shared with the History Project both the advantages and challenges of using technology in the history classroom. While many educators fear that integrating technology in the classroom will create barriers between students and teachers, and thus diminish comprehension, Courtney has developed web-based assignments that engage students and puts them in control of their own learning. One of her more successful Internet-based assignments is the History Website project, in which students are instructed to conduct Internet research

and develop a website on a chosen topic. In the process, Courtney encourages her students to not only learn how to research and produce an organized, historically accurate account of their respective subjects, but to develop analytical skills to evaluate the evidence used in their chosen websites to determine a site's reliability. In their websites, students need to incorporate quotes, political cartoons, a timeline, a news article and an expository essay (for the purpose of improving historical writing skills). According to Courtney, "students love this assignment - they find it relevant and interesting...and feel quite a sense of accomplishment when they've completed it and done a good job!"

However, the task is not without its challenges and does validate concerns that such technology-based work can serve to distract rather than engage students. Indeed, teaching in a technology-based environment requires constant teacher oversight. Students' attention is often diverted by online distractions such as playing games, emailing, instant messaging and surfing the Web—problems which keep Courtney busy redirecting and sometimes handing out detentions. Indeed, Courtney insists that such behavioral issues are characteristic of teaching high school and that the elimination of technologies in the classroom will hardly stop that from occurring. If anything, computers are likely the most promising and effective way to keep students interested. Moreover, many agree that technology enables teachers to better address the various learning styles by using a variety of educational platforms-- including audio, video, text, graphics, and animation. Although the temptation exists for students to momentarily digress through the Internet, games or social media, they are ultimately more captivated and present for assignments using computers.

The website assignment still presents additional difficulties in the classroom. Courtney deals commonly with the "I don't know how" excuses among students intimidated by technology. For these students, the website project takes

them out of their comfort zone and forces them to think in a different way. The majority of the assignment is completed in-class, thus Courtney is able to address any "technical" questions one-on-one with her students to ensure success. Significantly, Courtney also encounters one of the more salient critiques of integrating technology in the classroom—the fear that the students can assume passive roles in the learning process. The website project can result in plagiarized content from the Internet—and thus renders meaningless the intent of the assignment. To address these problems, Courtney has students turn in the final draft of the expository essay to SafeAssign, a program which checks student work for plagiarism from a variety of digital sources. Alternatively, there are many Internet tools and "live" word processing programs (such as Google Docs) that allow instructors to view students' progress in compiling information and editing drafts for website content. Such programs also allow for teachers to correct work and interject comments before submission of the final assignment.

Courtney incorporates technology through other means as well; her students navigate the British Internet site, ActiveHistory, where online simulations take them through an important historical event, with an emphasis on source analysis. The site likewise provides online study tools and games that students enjoy. Websites like ActiveHistory bridge the divide between K-20 education as this site is used in Courtney's 10th grade world history classroom and UCI Faculty Advisor, Robert Moeller's university-level history course. Sources like these, and teachers like Courtney Amaya, provide models for bridging technology and education that will only grow more valuable as we move deeper into the twenty-first century.

To implement the History Website project in your classroom and view student samples from Courtney's classroom, please visit the UCI History Project website at:

<http://www.humanities.uci.edu/history/ucihp/Partnershipsandpresentations/>

Using PowerPoint to Represent Complex Historical Concepts

By **Dave Neumann**, Director, The History Project at CSULB/CSUDH

Success in Advanced Placement World History hinges on students' ability to grasp challenging conceptual knowledge. Consider this introductory material from a popular AP World History text:

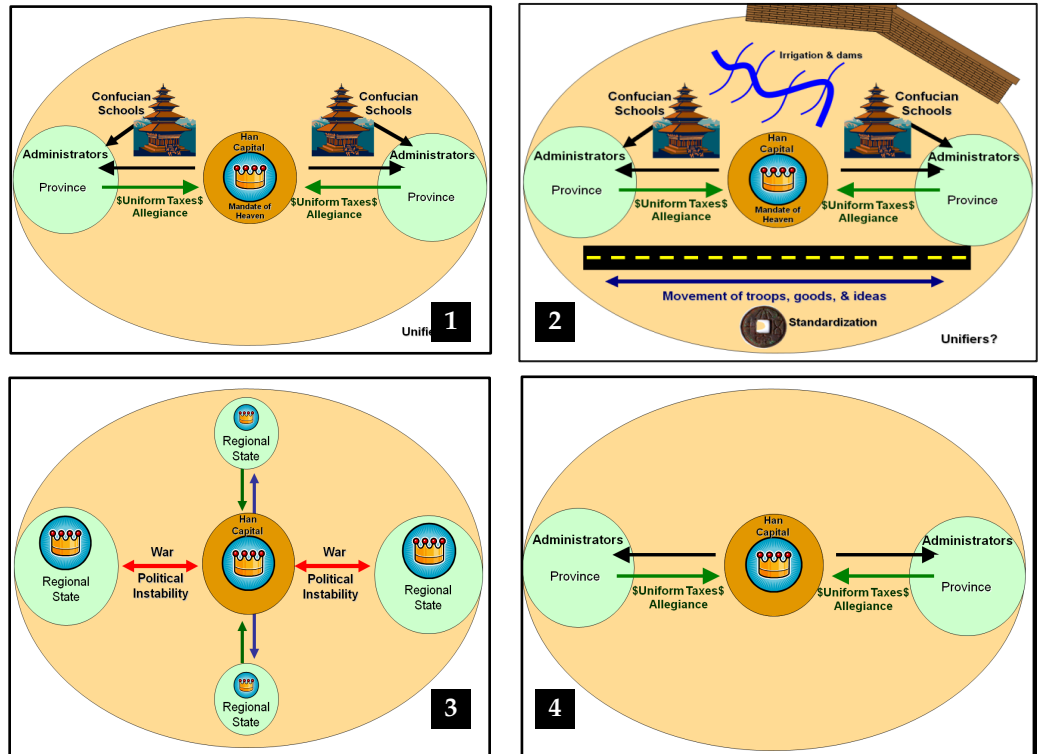
The geopolitical and ideological rivalry between the Soviet Union and the United States lasted almost five decades and affected every corner of the world. The cold war was responsible for the formation of military and political alliances, the creation of client states, and an arms race of unprecedented scope. It engendered diplomatic crises, spawned military conflicts, and at times brought the world to the brink of nuclear annihilation.

Several challenges confront students in these dense sentences. First, many abstract concepts refer to important but often intangible realities: geopolitics, ideology, arms, and diplomacy. Second, the text includes potentially puzzling analogies: a nation can have a "client" like a business and can engage in rivalries not unlike a sports team, or a sibling. Third, personification of abstract forces adds complexity to the reading: nations (not their leaders) behave stubbornly in refusing to give way, yet also prudently in avoiding direct conflict. The cold war, itself an abstract term referring to an abstract historical situation, gives birth to ("engenders" and "spawns") global problems.

This example illustrates a much larger challenge facing students in world history: studying the elements of structure and process. Historians use general frameworks to identify structures of political power, methods of meeting economic needs or wants, and varieties of social relationships. They can apply those general patterns to particular historical circumstances. AP World History students who lack these general frameworks struggle with the volume of new information, often unable to distinguish the crucial from the anecdotal.

Education scholar Bob Bain has argued that the expert knowledge of historians present in textbooks and other sources is often implicit, rather than explained, so it remains invisible to students. Teachers need to provide scaffolding to help students "see" this invisible knowledge.

One of the ways teachers can scaffold difficult concepts for AP World History students is through a visual depiction of the structure or pattern represented in the text. Because historical



patterns are often complex, the animation capabilities of PowerPoint become useful. I will provide one example of a PowerPoint depiction of a world history structure and another of a pattern that has been effective in teacher leader Anthony Arzate's classroom.

"Centralized bureaucratic empire" is one of the most important concepts about structure in AP World History, but high school sophomores—who have little direct experience with government—have little understanding of how monarchies function, how centralized and decentralized rule might be different, and what a bureaucracy does. Anthony's first illustration helps students to understand issues of control (particularly over a distance) and how a bureaucracy assists in the collection of taxes and information and in the dissemination of government messages.

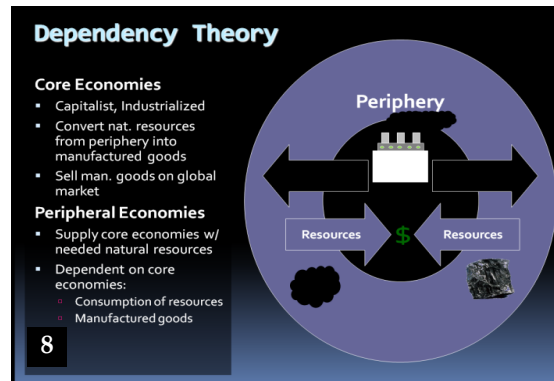
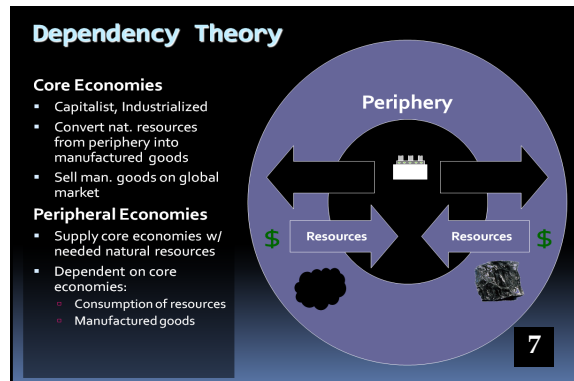
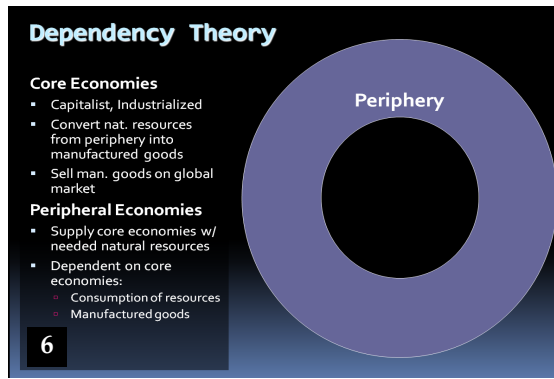
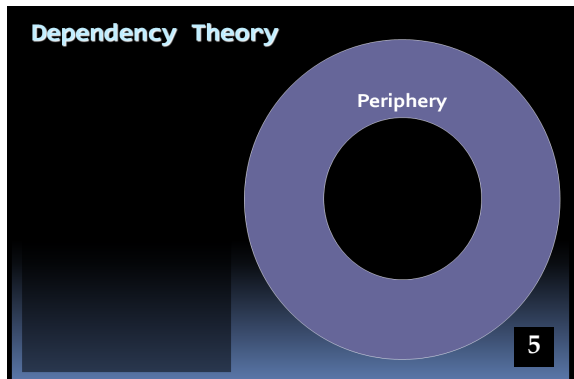
“Powerpoint” continued from Page 8

The images above represent a historical sequence in which decentralized rule is replaced by centralized rule. Image 1 depicts a decentralized state of affairs before centralization takes place: a nominal central authority (“Han Capital”) is only one of several rival states that regularly engage in conflict. This picture of the situation *before* centralization helps students appreciate the significance of the changes that come *after* centralization. Image 2 shows the beginnings of centralization. The government conquers rivals and posts local government officials in their area. Subjects are forced to confess their allegiance to the government and pay uniform,

The AP World History course also requires that student understand dynamic processes, including economic processes. The second illustration shows Anthony’s use of animated illustrations to explain the metaphors implied in “dependency theory.”

Image 5 depicts the basic elements underlying dependency theory: “core” and “periphery” regions. Drawing explicit attention to this language through simple images helps students recognize the metaphorical contrast between regions that drive economic decisions and marginal regions that can

only react to the cores in a dependent way. Image 6 provides definitions and characteristics of core and peripheral economies alongside their visual depictions. Image 7 illustrates the way that valuable raw materials like oil and coal are extracted from peripheral regions and brought to core areas to aid in manufacturing. Finally, Image 8 depicts the end products of dependency: wealth is drawn to the core, manufacturing output grows, and manufactured goods are exported to the periphery. Through this sequence of images, students develop an understanding of a complex, abstract, controversial theory and, consequently, the ability to evaluate the theory thoughtfully.



predictable taxes. Image 3 depicts the cultural tools that support loyalty. The “mandate of heaven” ideology provides legitimacy for imperial rule and Confucian schools provide a common education shared by government officials at all levels, the “bureaucrats” of the centralized bureaucratic empire. Finally, Image 4 shows the material tools of centralized bureaucratic rule: infrastructure to facilitate the movement of goods and people (including soldiers to ensure loyalty at the margins of the empire), protection against dangers (like foreign invasion and flooding), and standardized money and weights (to encourage collection of uniform taxes and for trade). Though this multiple-step process looks somewhat different in each world empire, the basic underlying patterns are remarkably similar. Once students understand this abstract pattern in Han China, they can apply it with minimal changes to Rome, the Abbasid Empire, the Mongol Empire, etc.

By the end of the year students are more comfortable with these complex concepts and processes, and indicate their ability to apply the scaffolding to other difficult concepts when they generate their own useful visual representations. The use of PowerPoint to illustrate sophisticated concepts represents an effective application of technology to provide students with tools for approaching demanding history-social science material. Anthony recognizes that successful student learning hinges on identifying what students understand—and struggle to understand—and how to creatively bridge from that knowledge to the deep disciplinary knowledge that characterizes meaningful learning in history.

Surveying Needs for the History Blueprint project

By Shennan Hutton, Program Coordinator, California History-Social Science Project

Some of you may have taken our *Blueprint* Needs survey, sent out by the CHSSP in mid-February; this article will discuss some of the results. To begin with, the survey asked about the current state of history-social science teaching in elementary and middle schools. There are a number of studies which show that elementary history instruction is being reduced or eliminated, including one co-authored by Lisa Hutton, the co-director of the History Project site at CSULB/CSUDH. This question was not designed to give us a statistically valid response, but rather a feel for the conditions in districts around the state. The provisional results of our survey show that while there is considerable variety among schools and districts, there is much less history-social science teaching in elementary schools than we would wish. Fewer than 20% of respondents rated their district's teaching of history-social science as superior, with Others commented that middle schools teach a full year of history, but little or no instruction in history-social science takes place in the elementary schools of their districts.

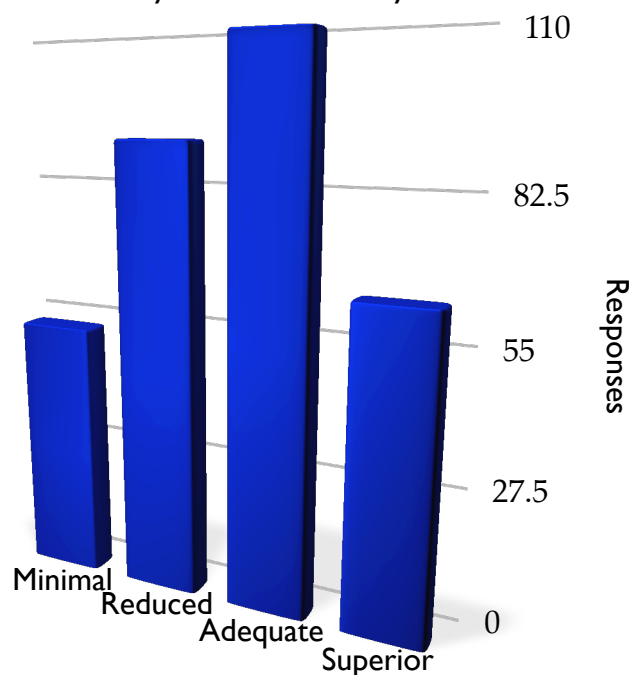
Because we intend to create a useful and user-friendly website for the *Blueprint* project, the survey also asked teachers how they search for instructional materials. Thus we asked about useful websites, search functions, and types of materials. The results show that our respondents already use extensive technology to support their instruction. Two-thirds of the respondents said that they selected supplementary materials using a variety of sources and designed their own lessons. Fifty-eight percent

said that they used some online source (either Google or other search engines, and/or teaching websites) to gather information and resources. Forty-two percent have a course website already. History teachers have clearly embraced the online age.

The survey also asked teachers which websites they turned to for online resources, and why. Although respondents gave different reasons for preferring each of the sites, common themes involved ease of use, and grade-level appropriateness. The high number of teachers who use the Library of Congress suggests that CHSSP's recent LOC workshops have produced significant results. We also learned that providing teachers with links to appropriate websites for their grade level courses will likely be valuable. More than one teacher wished for a website which had links to all the sources they would need for teaching history.

We asked teachers what they would like to see on the web to support their teaching. The top choices were interactive lessons for students on topics in the standards (71%); primary sources condensed for use at my grade level (69%); visual sources (63%); and lesson plans aligned with all the History-Social

Question 1 What situation best describes the state of history-social science in your district?



- ➔ **Minimal** less than 1 hour/week in elementary & less than 1 semester in middle school
- ➔ **Reduced** 1-2 hours/week in elementary & 1 semester-1 year in middle school
- ➔ **Adequate** 2-5 hours/week in elementary & 1 year for most in middle school
- ➔ **Superior** 5 or more hours/week in elementary & 1 year for all in middle school

Science Content Standards (60%). Our respondents also reported that "detailed content and visuals" should be the highest priority for development on the *History Blueprint* website (60%). However, the respondents seem to have viewed the web primarily as a vehicle to deliver historical resources rather than a mechanism that changes the study of history. When asked in what areas they wished to receive training, most placed

"Blueprint" continues on Page 11

“Blueprint” continued from Page 10

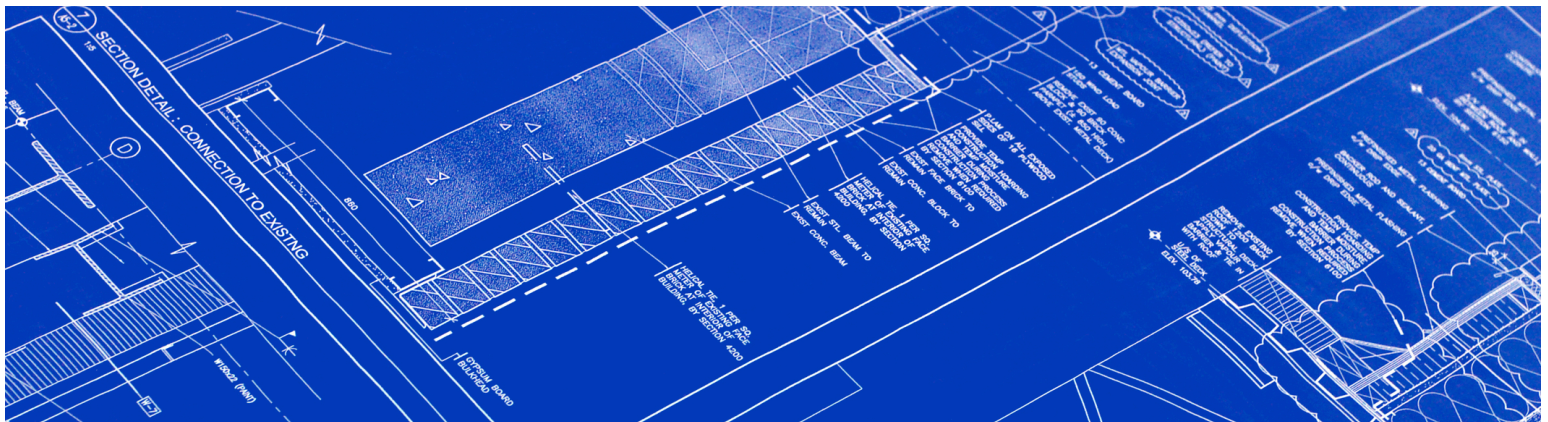
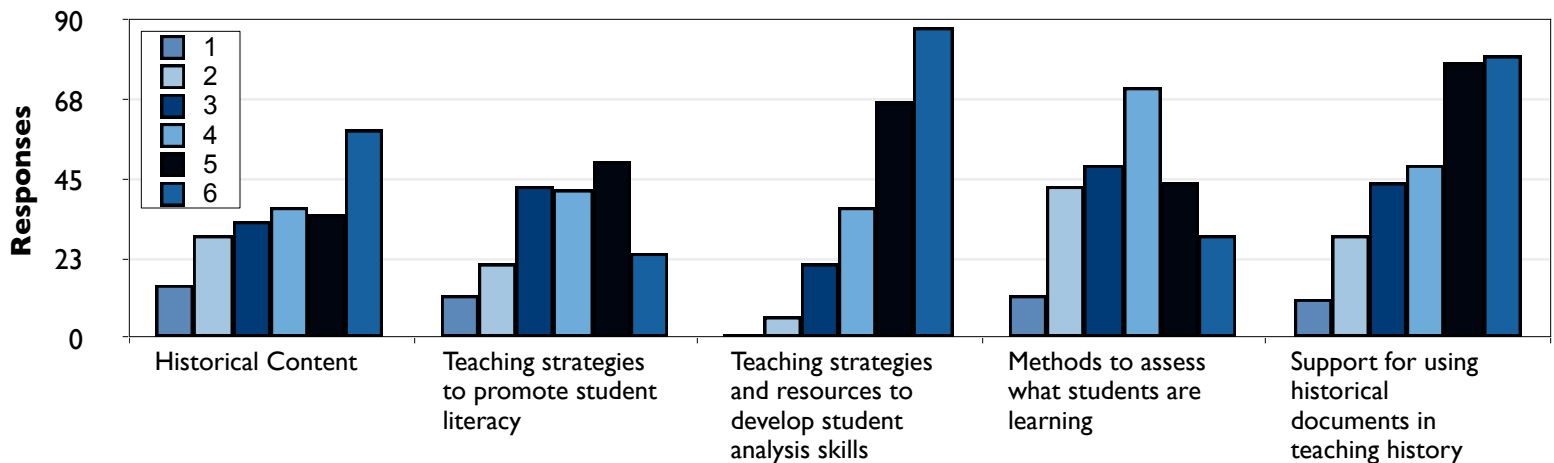
the highest priority on teaching strategies and resources to develop student analysis skills, and support for using historical documents in teaching history.

The *Blueprint* Needs Assessment survey shows that teachers and other educators believe that history education is suffering, particularly at the elementary level. History teachers already make significant use of web-based resources for teaching history, and they are strongly in support of seeing more of most of the components of the *Blueprint* plan. Meanwhile, we are developing our first complete *Blueprint* unit this year – on standard 8.10, the Civil War. This was a sesquicentennial move, and a chance to work with the excellent resources of the Library of Congress. Look for news about the Civil War unit this fall, and more news on *History Blueprint* as we move forward.

Question 5 List the website(s) you find useful when you are searching online for resources

WEBSITE	RESPONDENTS	WEBSITE	RESPONDENTS
Google	45	Colonial Williamsburg Online	6
Library of Congress	42	Teaching American History websites	6
SCORE	44	Cicero	6
Discovery Ed/United Streaming	18	Bill of Rights Institute	6
NHEC teachinghistory.org	13	BBC	5
Internet History Sourcebooks	11	TCI	5
PBS	10	History.com	4
Mr. Donn's Ancient History	9	College Board	4
Calisphere	9	AP Central	4
YouTube	7	National Geographic	3
National Archives	7	Wikipedia	3
History Channel	7	Digital History	3
Gilder-Lehrman	6	Stanford History Education	3
National Council on Economic Education	6	Brainpop	3

Question 10 In what areas would you find training most valuable? Rate how useful you would find each of the following areas, on a scale from 1 - 6 (with 1 the least valuable and 6 the most)



Classroom Clickers

"Okay, everyone...settle down and get your clickers..." These are the words that begin a typical day in Kevin Williams' Race and Social Justice Class at Davis Senior High School. Williams, a social studies teacher at Davis Senior High School and 2005 California History Teacher of the Year, teaches Race and Social Justice in US History and AP US History to 11th graders, and has used a set of Interwrite clickers in his classroom for the past three years. The program, connected to a laptop and displayed using an LCD projector, gives Williams the opportunity to engage each of his students in the lesson. Advertised as a way to capture real-time assessment data, the clickers are intended to provide teachers with the ability to instantly identify individual learning needs and alter instruction as needed. For example, in response to a question about the events leading to the decision to drop the atomic bomb, Williams would call on students with different answers asking them to defend their selections to other students. He would then follow up this discussion with a review of the events, maps and other sources to further illustrate the event in history.



Williams often uses the clickers to begin class, asking students to respond to a series of multiple-choice questions covering the previous night's reading. After each student has selected

an answer, the results are displayed as a bar graph for the whole class to see. Students can compare their response to their peers' answers, and Williams can gauge class-wide and individual knowledge. On a question with a wide variety of responses, Williams can call on individual students (identified by student number) to defend their responses, allowing for students to expand on the reading by applying prior knowledge, and keeping them accountable to their teacher and one another.

The system, purchased three years ago using a grant from the school's PTA, has its downsides. Updates to the program require additional monies and updated technology, both of which are not available to Williams. Each year, Williams needs to replace batteries for the 38 clickers from his own budget. In addition, with an older system it becomes more and more difficult for Williams to replace broken clickers, with replacements ranging from \$10 to \$80 each.

But for Williams, these drawbacks are outweighed by the positives gained from using the clicker system. Williams' students are engaged and active participants who clearly enjoy their teacher and the subject matter. One student, Israel, stated that using the clickers "makes me feel like I'm part of the lesson." And isn't that what good teaching is all about?

To find out more about the Interwrite clicker program, or other digital classroom tools, visit their website at <http://www.einstruction.com/>. To see lessons developed by Kevin Williams for his history classroom, visit his website at <http://examiningushistory.tripod.com/index.html>

Copyrights and Primary Sources

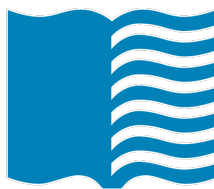
The Library of Congress website houses an online professional development module to guide teachers through evaluating primary sources in light of copyright issues. The website also provides an interactive presentation about copyrights and how they work, which is appropriate for students and teachers alike.

An easy way to use a primary source in the classroom without having to go through copyright issues is to simply show the image or document, or provide a link to it. **Copyrights only apply to reproductions of protected material.**

Items created before 1923 are not subject to copyright.

Primary sources created by the federal government and its employees are also not subject to copyright, such as Works Progress Administration (WPA) documents and photos.

When reproducing a primary source subject to copyright protection, the "fair use" principle provides exceptions to obtaining the author's permission, most notably for educational purposes. To quote from the Library of Congress website's treatment of primary sources and copyright:



LIBRARY OF
CONGRESS

"Depending on the circumstances, copying may be considered "fair" for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship or research.

To determine whether a specific use under one of these categories is "fair," courts are required to consider the following factors:

- the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- the nature of the copyrighted work;
- the amount and substantiality of the portion used in relation to the copyrighted work as a whole (is it long or short in length, that is, are you copying the entire work, as you might with an image, or just part as you might with a long novel)
- the effect of the use upon the potential market for or value of the copyrighted work."

Below is the address for the LoC online module, where you can also find links to frequently asked questions and more in depth information pertaining to copyright law.

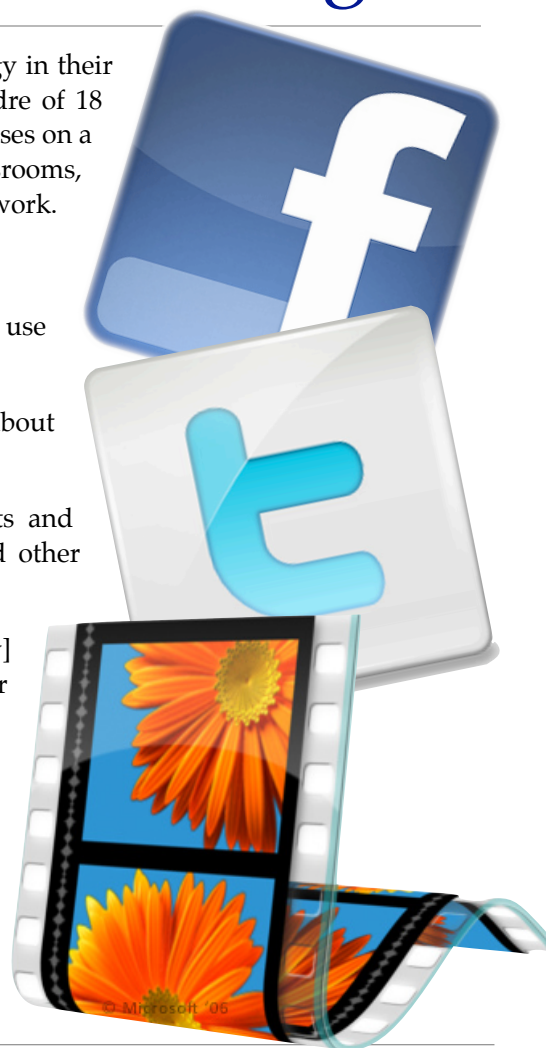
<http://www.loc.gov/teachers/professionaldevelopment/selfdirected/copyright.html>

Addressing the Technology Challenge

The UCBHSSP asked its Teacher Research Group (TRG) about how they use technology in their classrooms to increase student engagement and achievement in history. TRG is a cadre of 18 teachers who have participated in UCBHSSP professional development. The group focuses on a cycle of inquiry; they design lessons and implement academic strategies in their classrooms, and revise their lessons based on feedback from their fellow TRG teachers and student work.

Their findings:

- ➔ Besides using PowerPoint and smartboards as teaching tools, the TRG teachers also use technology in creative approaches to student assignments.
- ➔ One teacher uses Microsoft Movie Maker so that students can create movie shorts about economic disparity in their neighborhoods, and family histories.
- ➔ Teachers use social networking creatively to stay in contact with their students and parents, with regular emails to their students and parents about homework and other class activities.
- ➔ One teacher says, "Students are very 'tech savvy' these days and so it [technology] provides a way for students to express themselves using tools they are very familiar with."
- ➔ TRG teachers also report that a challenge for using websites as sources is determining accuracy and bias. While the internet houses a wealth of source material that is readily available, it requires a high level of ability to evaluate the authenticity and accuracy of source material.
- ➔ TRG teachers expressed a desire to see more professional development on how to more effectively incorporate technology into the classroom and how to help students analyze online sources.



EDSITEment: the best of the humanities on the web

By **Shelley Brooks**, Communications Coordinator, CHSSP



The NEH's "EDSITEment" archives more than **500 lesson plans** and teaching resources for history, the arts, foreign language, and literature, all culled from notable museums, libraries, cultural institutions, and universities across the world.

Teachers can find a wide array of lesson plans on United States and World History, searchable by **subject, theme, and grade level**. Each lesson is broken into number of class periods needed, and is usually accompanied by resources such as handouts and interactive, computer-based activities. A lesson on the Missouri Compromise, for instance, includes a link to an 1820 map of the United States indicating particular state or territorial laws on slavery, with detailed population data for each state. In another lesson, students can listen to a resistance song written by a Polish prisoner in a Nazi concentration camp.

The Student Resources section includes activities that can be used to support related lesson plans or as standalone activities in the classroom. These resources include interactive activities, such as a mapping tool to track the extent of the Black Death in Europe, and student LaunchPad resources. (You'll want to test all the links before your lesson, as some of the links are no longer active).

EDSITEment includes some **bilingual lesson plans**, and additional teaching resources in Spanish, with links to websites focused on teaching students at all levels of Spanish-language proficiency. <http://edsitement.neh.gov/reference-shelf/best-web-spanish-language-websites-general-sites>

In addition, EDSITEment features a monthly calendar with lesson plans and websites relating to historical events, heritage months, and notable anniversaries. The NEH has also created an extensive list of websites "**approved for use in the classroom**" and searchable by subject. EDSITEment is a good place to begin a search for quality lesson plans.

<http://edsitement.neh.gov/>

THE MARCHAND ARCHIVE

Dig into the Digital Humanities

By Phillip Barron, Digital History Developer, The History Project at UC Davis

Last month The History Project at UC Davis launched the expanded and improved Marchand Archive: a growing digital collection of images and lesson plans, freely available via the Internet to teachers, students, researchers, and professors alike. Its goal, to encourage scholarly and pedagogical practices aimed at producing and disseminating knowledge, is supported by a two-part collection: Image and Documentary Source Problems.

More than 8600 images are archived in the Image Collection—from maps to paintings to codices—contributed by faculty members of the UC Davis History Department and curated by The History Project staff. Faculty added their teaching images to the original slides donated posthumously by the family of Roland Marchand.

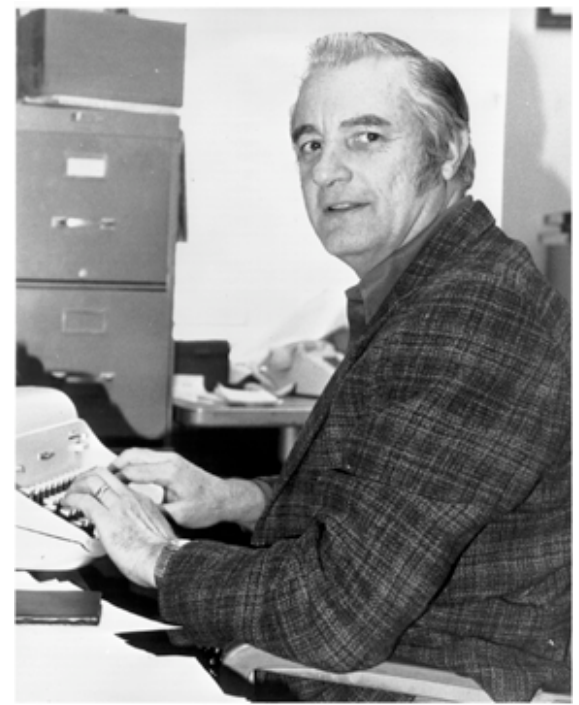
Teachers can turn to the Documentary Source Problems collection for lessons requiring students to apply analytical skills to a set of primary sources from which they can deduce and explain events from the past. “The Marchand Archive is invaluable to teachers,” says Brian Riley, a teacher at Vacaville High School. “The breadth and quality makes any stop here worthwhile. Whether I am developing a lesson or simply looking for an example, the Marchand Archive is the

first place I start. I have bookmarked this site and it is my most frequently used bookmark.”

Named for Roland Marchand—an internationally acclaimed scholar, member of the UC Davis History Department's faculty, and a co-founder of The History Project at UC Davis—the archive builds on Marchand's legacy as a devoted teacher and innovative scholar. With funding from the National Endowment for the Humanities, The History Project at UC Davis has expanded the Marchand Archive from its modest origins to the robust database it is today.

The Marchand Archive is interesting, says Letty Kraus of The History Project, “because it offers insight into the historian's thinking process, particularly in the case of Roland. By looking through the topics and the images associated with them you can see how he helped his students think about history. Because of this, I would suggest that the archive is a sort of “bridge” between the faculty who contributed and the K-12 community.”

As a digital humanities project, *it reaches across disciplinary and academic boundaries to produce a trove of wide-ranging material.* To school teachers, the Marchand Archive is a resource for



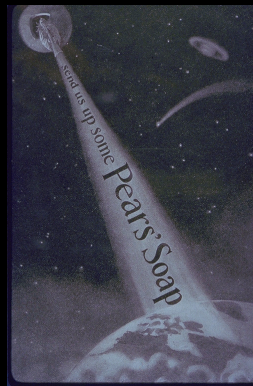
images and lesson plans aligned with California teaching standards. To researchers and graduate students, it is a collection of raw material to analyze. IT professionals see a database, employing PHP scripting to create dynamic data sets of image files and metadata. To the volunteers, teacher leaders, and professional development mentors who have nurtured the Archive since its nascence and through multiple iterations, the Marchand Archive is a path to share what is best about academia with a broader public audience.

- Visit the Marchand Archive - <http://historyproject.ucdavis.edu/marchand/>
- Take the Marchand Archive Survey - <http://historyproject.ucdavis.edu/marchand/survey/>

TOP 5 DOWNLOADED IMAGES from THE MARCHAND ARCHIVE



Left to Right: Sirens on a Greek urn, Centennial Mirror, Pears' Soap Ad, Catherine of Clèves, Codex Telleriano-Remensis



2011 Summer Programming

We are pleased to invite you to join us for one or more of our summer institutes, scheduled across the state. Join your teaching colleagues and university scholars at one of our local sites to discuss **American History**, **World History**, the development of **student literacy**, and **Geography**. Specifics for each program will vary by site, but participants can expect both scholar and teacher presentations as well as collegial discussions designed to provide you with standards-aligned, research-based, and classroom-tested materials.

If you are interested in one of the programs, please use the email link to contact the appropriate CHSSP lead. In addition, you can always contact the CHSSP Statewide Office at chssp@ucdavis.edu; 530.752.0572.

JUNE

Summer Institute - Sites of Encounter in the Pacific World

June 27-July 1, UC Irvine, contact: dneumann@csulb.edu

JULY

Places and Time: L.A. History and Geography

July 11-15, Auto Club Archives, contact: hipolito@gseis.ucla.edu

Building Academic Literacy through History for 4th-12th Grade Teachers

July 11-15, UC Berkeley, contact: ucbhssp@berkeley.edu

Teaching with Primary Sources: Using the Resources of the Library of Congress Level I

July 13-14, CSU Dominguez Hills, contact: lhutton@csudh.edu

Summer Institute for 4th and 5th Grade Teachers - "Native Americans: Historical Inquiry and Using the Resources of the Library of Congress"

July 18-22, CSU Dominguez Hills, contact: lhutton@csudh.edu

Summer Institute - "A Child's Place in Time and Space" for Kindergarten and 1st Grade Teachers

July 18-21, CSU Dominguez Hills, contact: lhutton@csudh.edu

World History Institute - Ancient Civilizations in 6th Grade Curriculum

July 18-22, San Francisco, contact: ucbhssp@berkeley.edu

Summer Workshop - "Popular Uprisings"

July 19-21, UC Los Angeles, contact: hipolito@gseis.ucla.edu

California Atlas Workshop for 4th Grade Teachers

July 22, UC Los Angeles, contact: hipolito@gseis.ucla.edu

Library of Congress Workshop Level II - "Explorers and Encounters in the Americas"

July 26-28, CSU Dominguez Hills, contact: lhutton@csudh.edu

World History Institute - "Empires in World History" for 6th, 7th, and 10th Grade Teachers

July 28-30, Sacramento, contact: historyproject@ucdavis.edu

AUGUST

Art and Power in Colonial India with the Asian Art Museum for the 10th Grade Curriculum

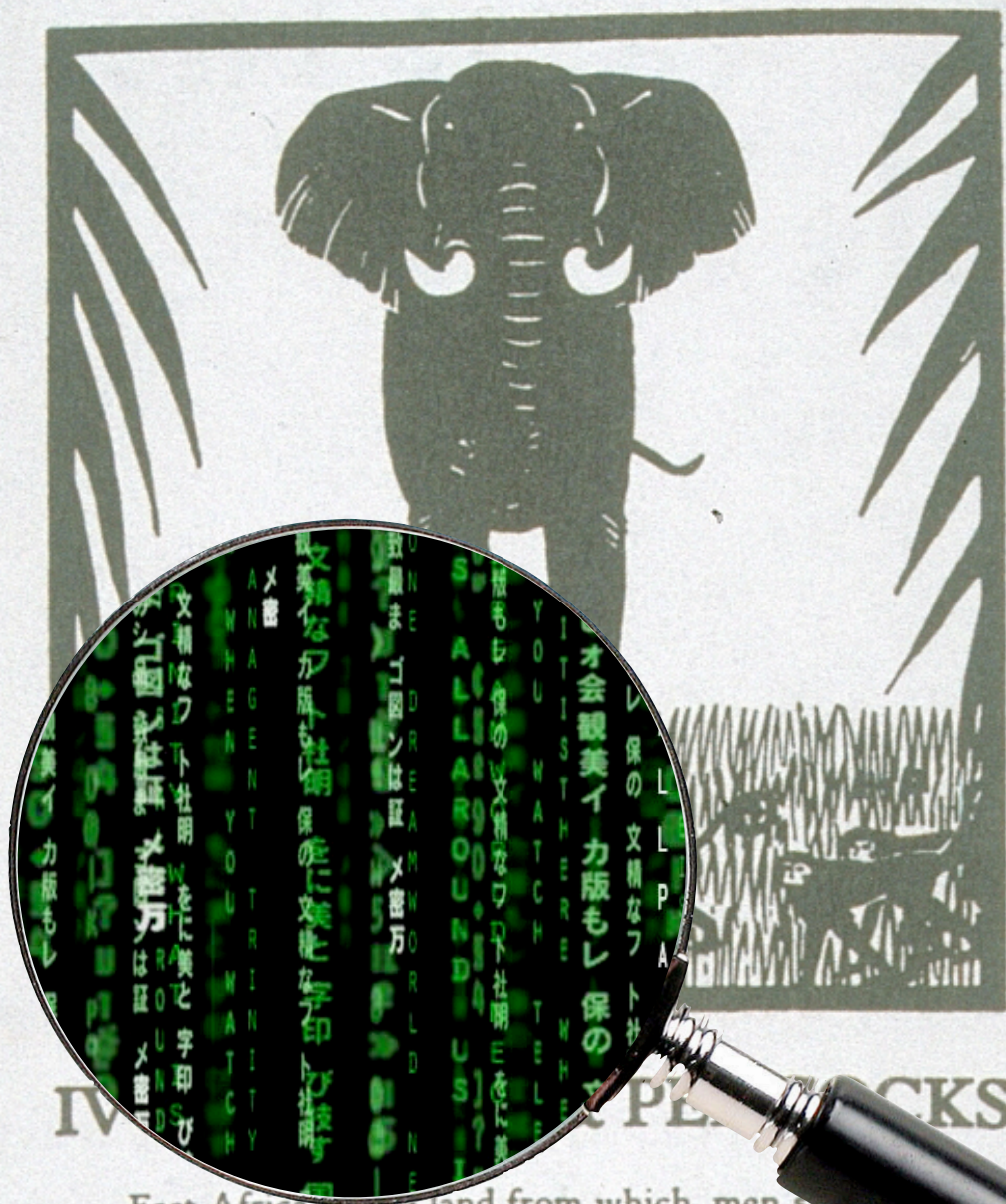
August 3-5, San Francisco, contact: ucbhssp@berkeley.edu

Holocaust Workshop

August 8-12, CSU Long Beach, contact: dneumann@csulb.edu

Summer Institute - "American Democracy in Word and Deed" for 4th, 5th, 8th, and 11th Grade Teachers

August 15-18, Concord, contact: ucbhssp@berkeley.edu



IV
East Africa. The land from which, men say, King Solomon's ships came sailing with their freight of gold and precious things, "gold and ivory, apes and peacocks."

To-day it is British—and of all the tropical domains of the Empire none is richer in promise than this vast territory twenty times the size of England. But to-day its wealth is of another kind. Coffee from the uplands

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; 530.752.6192) or visit us online at <http://csmp.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.

-Kate Bowen, Editor



Like us on Facebook! Search California History-Social Science Project