



# THE SOURCE

## ***The Common Core: Literacy in History***



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## 2012 Spring Calendar of Open Programs

### APRIL

April 19, "Comparing Democratic Revolutions," Broadcast from UC Davis  
April 19, Underground Tour of Old Sacramento, Old Sacramento  
April 25, "Food for Thought: Spice," CSU Long Beach  
April 25, Best of Solano County Lesson Showcase, Solano COE  
April 25, "What did the Constitution Really Mean?" Teaching Democracy Webinar Series, Broadcast from Statewide Office  
April 26, "Popular Uprisings in Latin America," LAUSD  
April 28, Saturdays at the Marchand Room, UC Davis  
April 28, Teaching with Primary Sources Level 1 workshop, CSU Fresno  
April 28, Library of Congress, Teaching with Primary Sources, LAUSD

### MAY

May 2, India Book Club: *Inheritance of Loss*, CSU Long Beach  
May 9, America on the World Stage Lesson Showcase, Solano COE  
May 15, "Cities in World History: Tenochtitlan/Mexico City," Natomas High School  
May 16, "The Power of the Presidency" Teaching Democracy Webinar Series, Broadcast from Statewide Office  
May 17, "Tour of the Sacred Gold: Pre-Hispanic Art of Columbia," Bowers Educator Evening, UCI & CSU Long Beach/Dominguez Hills  
May 17, "Democratization in China," UCLA  
May 17, "Food for Thought: Globalization of Food," CSU Long Beach  
May 17, Gold Exhibition workshop for 7th grade teachers, Bowers Museum of Cultural Art

### JUNE

June 12, Teaching with Primary Sources, Level 1, Yolo COE  
June 19-22, Technology in the History Classroom, UC Davis  
June 20, "Should America Have a King?" Teaching Democracy Webinar Series, Broadcast from Statewide Office  
June 25-29, Summer Institute - Ancient Civilizations in the 6th grade curriculum, UC Berkeley  
June 25-29, World History Summer Institute - Sites of Encounter, UC Irvine/CSU Long Beach

**For information about any of these programs and events, please contact:  
The California History-Social Science Project 530.752.0572 or  
[chssp@ucdavis.edu](mailto:chssp@ucdavis.edu)**

Cover image from Library of Congress: [http://memory.loc.gov/cgi-bin/ampage?collId=amcune&fileName=cf0027/amcunecf0027.db&recNum=0&itemLink=S?intldl/cunei:@field\(TITLE+@od1\(Receipt+of+livestock\)\)](http://memory.loc.gov/cgi-bin/ampage?collId=amcune&fileName=cf0027/amcunecf0027.db&recNum=0&itemLink=S?intldl/cunei:@field(TITLE+@od1(Receipt+of+livestock)))

## We're Number 3!

by Nancy McTygue, Executive Director



For years I have railed against the marginalization of history and the related social sciences, in this column, in formal presentations, and basically, to anyone who would listen. (My apologies to those of you I've cornered more than once on this topic, especially the woman who cuts my hair and my mom, who really couldn't find an easy way out of earshot). Although the context for each harangue changed, my central questions did not: How did the study of history become so unimportant as to be dropped from the public school curriculum? Why would American schools suddenly stop teaching students how to think critically, argue persuasively, and analyze competing points of view? And why on earth would school leaders reduce instructional time for history, a text-dependent discipline, if they wanted to improve student literacy? Finally, given the fact that this marginalization is most pronounced in schools of color and poverty, what will be the impact on a democratic system dependent upon informed citizenry?

*Why would American schools suddenly stop teaching students how to think critically, argue persuasively, and analyze competing points of view?*

We began to see this marginalization really take hold in California schools halfway through the last decade. This was a result of the increasingly harsh accountability measures based upon student performance on standardized tests in English and mathematics. By 2008 when we hosted "The History Summit," a series of public conversations on the topic, hundreds of schools across the state had instituted daily calendars that reduced or eliminated history instruction all together for some or all of their students - primarily those in the elementary and middle school grades in economically-challenged communities. Teachers reported that their administrators forbade the instruction of American and world history (as well as other non-tested and therefore of "questionable value" disciplines, like the

arts and foreign language). Horror stories began to emerge from the ranks of our elementary teacher leaders, who were now required to divide their day into two and one-half hours of English language arts (mainly scripted lessons centered on simple narrative or fiction, interspersed with out-of-context vocabulary drills), two hours of mathematics, and an hour of physical education. The monotony of this approach drove the most determined teachers to subvert the process in the most creative of methods: carving out weekly history sessions in their calendars by hanging a "testing - do not disturb" sign on their classroom doors.

That really was the low point, in my mind, of a system gone horribly wrong. I'm not trying to place the blame for the marginalization on any particular legislation, policy, or educational leader. I still agree with the broad goals of the standards and assessment

school reform movement - providing equal access to students at every school and holding us all (teachers, administrators, parents, and community members) responsible for their learning. But in the zealous pursuit of that goal (and in a bid to avoid increasingly unpleasant accountability measures), school leaders made what is clear now to be

terrible decisions. By focusing on the

relatively narrow short-term goal of increased test scores in English language arts and mathematics, these leaders sacrificed some extremely important long-term benefits, namely, the ability of their students to think critically, evaluate an argument, understand the history of our country, and participate as a citizen of our global community.

I've been thinking about this a lot lately as we prepared this issue of *The Source*, focused on the new Common Core Standards that 46 states have already adopted, including California. As many teachers have already noted, the Common Core's emphasis on expository text, its mention of specific historical documents, and the specific inclusion of a section dedicated to developing literacy in history or social studies, increases the importance of history in the

public school curriculum. Clearly, this document still privileges the teaching of mathematics and English, but I can't help but wonder if our discipline's new tagline should become, "We're number 3!" given the attention given to history. Obviously, I'm not so naïve to believe that the publication of this one document, even with its official stamps of approval from a variety of state and federal leaders, can completely reverse the practice of marginalizing history. But I'm optimistic. It seems like people are finally listening and understanding that the answer to low test scores in English is not to abandon a literate discipline like history. National leaders, including President Obama, are decrying the narrow curriculum. And former Secretary of State Condoleezza Rice even drew a correlation between

*It seems like people are finally listening and understanding that the answer to low test scores in English is not to abandon a literate discipline like history.*

declining educational performance and our national security. Rice and former NY schools chief Joel Klein co-chaired a report organized by the Council on

Foreign Relations in which they recommended that our schools need greater curricular diversity.

The California History-Social Science Project supports the lofty goals outlined in the Common Core standards. We fully understand that there will be many barriers to its implementation in American schools, especially here in California given our

ongoing budget crisis. We can't help but be hopeful, however, that by bringing attention to the very skills that were lost in our recent national obsession with standardized tests of limited value, we can make things just a little better for all of our kids.

## ***Together, Toward the Common Core in History-Social Science***

by Letty Kraus, Program Coordinator, The History Project at UC Davis

In recent discussions with history-social science teachers about implementing the Common Core State Standards (CCSS), the History Project at UC Davis (HP) has found a variety of reactions. Many teachers concur with Susan Giunta and have expressed enthusiasm for the guidelines CCSS provides that support historical reading, thinking, and writing skills. Many, such as Pam Williamson and Betsy Hall-Wight from Angelo Rodriguez High School in Fairfield, appreciate the increased emphasis on writing and hope to collaborate with their department to further develop those skills in their classrooms. Some believe they already have found support for beginning to implement the standards. Heidi Page, an 8<sup>th</sup>-grade teacher in Benicia Unified School District notes, "I feel my work with the HP-led Teaching American History grant has prepared me very well for integrating the Common Core. In the lessons I have designed for the project, I already incorporate a

*"I feel I am teaching to a deeper, more meaningful level. We are writing more in the classroom and our work is at a higher thinking level. I still have to teach the California [Content] Standards, of course...but when I am teaching with the Common Core Standards in mind, I don't feel like I am "teaching to the test." In fact, I enjoy teaching to these standards!"*

-Susan Giunta, 4th grade teacher,  
Sacramento City USD

great deal of critical thinking skills that are a focal point of the CCSS."

At the same time, teachers express concerns. How will schools and districts implement the standards? What will the state assessments expect? Will history-social science teachers and experts have sufficient impact on decisions related to implementing the CCSS in their subject area classrooms? Amid feelings of cautious optimism, teachers confirm what we suspected—local districts are focusing almost exclusively on the ELA and math standards and providing little, if any, discipline-specific support for the CCSS in history-social science, science, and technical subjects. Like CHSSP sites across the state and other like-minded professional development organizations across the

nation, the History Project at UC Davis offers support to teachers, schools and districts as they begin the transition to the Common Core State Standards.

While the CCSS may be new, the skills that they promote align well with the CHSSP's established vision of high quality history instruction, which includes specific attention to developing student literacy. Our experience with teachers illustrates that literacy skills are best taught while actively reading, analyzing, and interacting with engaging and content-rich text. The CCSS seems to endorse this position, bringing hope that history and social science instruction—once marginalized as an unintended consequence of NCLB's focus on English and math—will reclaim an important place in the classroom.

The History Project at UC Davis recently assembled a study group of teacher leaders from grades 3-12 to help us consider how best to support teachers with implementation. In doing so, we hoped to nurture the grassroots efforts of teachers and provide a model of what productive interdepartmental and cross-grade partnerships could look like. Together we engaged in a close analysis of the skills described in the CCSS. Next, we shared how to align existing discipline-specific, academic literacy-focused lessons with the CCSS. Finally, we analyzed the draft assessments recently made available on-line by the Smarter Balanced Assessment Consortium, the group charged with developing assessments aligned with Common Core for California.

The outcomes of the HP study group have helped us assess teacher, school, and district needs. Our leadership group helped us evaluate our existing literacy "toolbox," and helped shape a summer "train the trainers" style workshop. The upcoming 3 - day institute (July 9 - 11 at UCD) will engage participants in activities designed to develop understanding of the standards and to practice integrating them in high-quality history-social science instruction. We will provide discipline-specific teaching tools and guidelines for implementation while supporting participants as they design a plan for their site, customized with local benchmarks and other site

initiatives in mind. This summer's "train the trainers" event will be the basis for more in-depth work to continue to align tried and true discipline-specific literacy strategies and design, pilot, and assess new



*Heidi Page from Benicia Unified School District from 2011 Summer Institute "America on the World Stage" Teaching American History Grant in Solano County.*

strategies throughout the next school year and in subsequent years. By partnering with teachers to strengthen existing strategies and develop new ones, we can identify and capitalize on emerging best practices.

Of course, any new mandate or initiative causes anxiety because it initially feels foreign. From our perspective, however, the CCSS simply institutionalizes the academic literacy skills already taught in the history-social science classrooms of the K-12 teachers with whom we work. These teachers—practitioners of discipline-specific literacy—are vital and must be equal partners in formulating, testing, and disseminating an approach that can be customized to school, department, and individual classroom needs in order to raise student achievement over the decades to come.





*A Reprint from the History Blueprint Blog:*

## **The Common Core for History - No Fear!**

by Shennan Hutton, CHSSP Program Coordinator

Since the mid-1990s, young snowboarders have often worn tee-shirts bearing the lifestyle clothing brand name No Fear. The slogan expressed the enthusiasm (and perhaps recklessness) with which they tackled the physically challenging aspects of their sport. Contemplating teaching the new Common Core State Standards in history and social science classes is a little like standing atop a thin piece of fiberglass and gazing down a steep snow-covered slope. The Common Core Reading and Writing Standards for Literacy in History-Social Studies are challenging, even more so because they emphasize skills that haven't been required or emphasized since the beginning of standardized testing in the 1990s. Many, if not most, of our students struggle with reading. Given the financial situation of our schools, we know that there will be little money for books, materials, and professional development. This is a steep, steep slope indeed.

But I say – nay, I shout – NO FEAR!

At the risk of being overly dramatic, let me express my enthusiasm for implementing new Common Core State Standards in history and social science classes. I think the Common Core Reading and Writing Standards for Literacy in History-Social Studies might give us history teachers not only what we need but what we want as well. Let me tell you why.

The Common Core standards for our subject emphasize thinking skills, primary sources, evidence, analysis, point of view or perspective, and argument. These are not merely, or even primarily, English / Language Arts skills. They are closely related to historical inquiry, a process of helping students to do history or act as historians. Under pressure to cover the content standards and raise student test scores, history teachers have had little time to devote to historical inquiry. Now when we take the time to

have students analyze a primary source, we can say that we are teaching the Common Core Reading Standards for Literacy in History-Social Studies RH1, RH2, RH4, RH8, and RH9. We can proudly write the standards on the board for our principals and the whole world to see. We can teach history in a more exciting, engaging, and thoughtful way.

Eventually the standardized tests that dominate our planning and efforts will be revised to include the Common Core standards. This means that the history tests will not only test memorization of historical content but also mastery of historical thinking skills. We will no longer be measured solely by how much information we can get our students to memorize. Even though it is quite tricky to measure historical thinking skills on standardized tests, a number of groups, including the History Project, are working on writing these new assessments.

Few of us truly believe that history is about memorization of facts to be regurgitated on a multiple-choice exam. We know that history textbooks aren't very interesting, and lecture isn't a very effective method of instruction. However, stepping away from the tried-and-true plateau of telling students the facts to venture down the steep slope of the Common Core standards and historical inquiry is daunting. That's why I say, No Fear!

The Blueprint for History Blog is written by CHSSP's Program Coordinator, Shennan Hutton. Shennan serves as an instructor for world and Medieval history courses at several northern California colleges and universities. Prior to earning her Ph.D. in Medieval History from UC Davis, she taught high school world history for 15 years in Vallejo, CA. This post appeared on March 1, 2012. Visit her blog at <http://blueprintforhistory.wordpress.com/>

## Reading the Common Core State Standards

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

The emergence of the Common Core Standards confronts teachers with a new text that they will soon begin poring over with the same care as the Standards. With that realization in mind, it seems appropriate to step back from this crucial primary source document and engage in the kind of heuristic task proposed by Sam Wineburg, author of *Historical Thinking and Other Unnatural Acts* and advocate for students' reading of primary sources. The essential question for this lesson, or article, is this: How do sourcing, contextualization, and corroboration help us to better understand the Common Core Standards? A deeper understanding of this broader context might help us appreciate how remarkable this document is as a national standard in education, and to be thoughtful about how to interpret it.

We'll begin our investigation of the Common Core Standards by sourcing the document: who is the author? The actual wordsmiths are not as interesting as the official sponsor, the National Governors Association. Most Americans had probably never heard of the NGA before the arrival of Common Core. Even those who routinely teach about the history and structure of American government might be surprised to learn that this organization of all American governors has existed for over a century, meeting annually to address common problems. The leadership of a Progressive-era organization in this endeavor reminds us that Common Core represents but the most recent in a long line of educational reforms. Furthermore, the fact that an unexpected organization has become the lead voice in educational reform indicates the leadership vacuum with regard to our country's woeful academic performance compared with industrial counterparts worldwide. As Linda Darling-Hammond warns in *The Flat World, Educational Inequality, and America's Future*, "the United States is standing still while more focused nations move rapidly ahead."<sup>1</sup> Our country is stymied by a federalist system where responsibility for education is shared between the state and the federal government, so perhaps it is not a surprise that a

group of state executives would have the responsibility and authority to write national standards.

Next, we need to contextualize the Common Core by placing the document into its broader historical framework. While it fits within the larger flow of educational reform, the Common Core initiative is best understood in light of three trends in the last generation. First, the 1983 report "A Nation at Risk," drafted by a federal commission sponsored by Ronald Reagan's Secretary of Education, raised the alarm about declining educational achievement (as measured by SAT scores). These declines came in the wake of the 1970s, which Diane Ravitch describes as an era with "reformers, radicals, and revolutionaries competing to outdo one another" in educational experimentation.<sup>2</sup> The report launched the accountability movement in its call for rigorous content-based standards in all subject areas. The effort to create voluntary National Standards in the core subject areas resulted from this call. Controversy about a purported left-wing agenda by the authors of the American History standards led to the demise of this project.<sup>3</sup> That this effort foundered on controversies about history seems quaint now, given the current marginalization of this subject. Second, the failure of a national standards movement ushered in the era of state standards, which has fundamentally shaped day-to-day classroom dynamics for millions of students and their teachers. Third, of course, the No Child Left Behind juggernaut arrived in 2002. With this reauthorization of the 1965 Elementary and Secondary Education Act, the national government "changed the nature of public schooling across the nation by making standardized test scores the primary measure of school quality"<sup>4</sup> while leaving to the states the content of instruction measured by test scores.

Finally, the veracity of the Common Core's definition of educational rigor must be corroborated through comparison with other documents. To begin with, the

skills described in the Common Core English Language Arts Standards match well with the conclusions of the report by The Carnegie Council for Advancing Adolescent Literacy's "A Time to Act," chaired by Catherine Snow, Professor in the Harvard's Graduate School of Education: "adolescent learners in our schools must decipher more complex passages, synthesize information at a higher level, and learn to form independent conclusions based on evidence. They must also develop special skills and strategies for reading text in each of the differing content areas," including history.<sup>5</sup> In addition, the specific criteria delineated in Reading Standards for Literacy in History/Social Studies 6–12 jibe with calls for historical thinking issued by education scholars Wineburg, Bob Bain, Peter Lee, and others. Corroboration also provides evidence for some challenges in the implementation of Common Core. Unable to resist providing detailed guidelines, the authors of Common Core list specific exemplars of historical texts which don't necessarily match well with grade-level history standards, such as Patrick Henry's "Speech to the Second Virginia Convention" or "Letter from Birmingham Jail" for Grades 9-10 or Walden for Grades 11-12. Given the way illustrative examples in Standards easily become part of the canon, it seems likely that the exemplars in Common Core will quickly become fundamental to instruction, because teachers will expect them to appear in the

exam. Instead, teachers should concentrate only the texts that fit the standards in their grade level, but, more importantly on the skills necessary to comprehend the texts, rather than the content of the texts.

We can enthusiastically embrace the Common Core Standards document's call for a national standard for rigorous literacy skills in history-social science, while helping teachers read the text more in the spirit than in the letter of the law. While the document is poised to become the new reality for teachers for many years to come, the history of American education also suggests that it will not be the final word.

### Notes

<sup>1</sup> *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* (New York: Teachers College Press, 2010), 9.

<sup>2</sup> Diane Ravitch, *The Death and Life of the Great American School System: How Testing and Choice are Undermining Education* (New York: Basic Books, 2010), 23.

<sup>3</sup> Gary Nash, Charlotte Crabtree, and Ross Dunn, *History on Trial: Culture Wars and the Teaching of the Past* (New York: Vintage Books, 2000).

<sup>4</sup> Ravitch, 15.

<sup>5</sup> Carnegie Council on Advancing Adolescent Literacy, *Time to Act: An Agenda for Advancing Adolescent Literacy for College and Career Success* (New York: Carnegie Corporation of New York, 2010), x.

## Rewriting History: How Common Core Builds on Existing Standards

by Emily Markussen Sorsher, Integrating Academic Literacy ITQ Grant Coordinator, UC Irvine History Project

The students in today's classrooms will face new challenges when they graduate. Jobs have changed, as have the skills they require. In an effort to secure our economic success in the next generation, political and educational leaders came together to create the Common Core State Standards (CCSS). Though California did not adopt the College and Career Readiness Anchor Standards, these skill-based standards influenced the creation of the CCSS. With all signs pointing to an economic future focused on the science, technology, engineering, and mathematics fields, history must find a new way to

contribute to our students' futures. For over two decades, the California History-Social Science Project has emphasized the critical thinking skills that are crucial to success in the modern workforce – research, analysis, and synthesis. These skills are reflected in literacy goals shared across the curriculum, and are closely tied to the English Language Arts standards.

The CCSS focus on three types of writing – argumentative, informative/explanatory, and narrative. Students should demonstrate their understanding through writing that conveys



complexity of ideas, the synthesis of research, and well-honed language techniques. For students in the 8<sup>th</sup> grade, these three types of writing should be equally balanced; by the 12<sup>th</sup> grade, argumentative and explanatory assignments should account for 40% each of a student's work, while narrative is relegated to 20% (a reflection of the modern workforce needs). These categories present opportunities for history teachers to focus on literacy and give students practice for CCSS assessments. The new computer-adaptive testing will involve increased short answer, essay, and "performance task" items. The latter will ask students to apply their analytical reading and writing skills to real-world problems.

Many of the new standards capitalize on the current HSS Analysis Skills outlined in the California State Standards. Research, interpretation, evaluation, and explanation of connections is crucial to success on CCSS writing assignments. The new standards take these prioritized skills one step further and organize them into specific essay categories:

**Argumentative** – emphasizes an ability to interpret complex events and make connections between historical moments and larger trends in politics, economics, and social phenomena. In these assignments, the focus is on the use of evidence to support a claim. Students gather, evaluate, and use information from a variety of primary and secondary sources including graphs, tables, literature, and narratives, with special attention to point of view. Useful activities include Document Based Questions, wherein students answer text-dependent questions from given excerpts of primary sources. Appendix B

of the CCSS includes suggested sources for students.

**Informative or Explanatory** – captures the standards in Chronological and Spatial Thinking, with exercises in sequencing, cause and effect, and comparison. Current CHSSP practices on summary writing will be beneficial to teachers adopting the Common Core. As students matriculate, summaries are to include a carefully balanced body of research, with a final product that presents a synthesis of information that has been carefully selected and organized to provide insightful analysis of difficult concepts. This writing exercise prepares students to produce a succinct summary from a wide-ranging body of research, a skill necessary in college and career readiness.



Walter R. Dolan Junior High School, Tom's Rd., Stamford, Connecticut.

From the Library of Congress website: <http://www.loc.gov/pictures/item/gsc1994002812/PP/resource/>

**Narrative** – encourages the use of narrative devices (rhetoric, figurative and sensory language) to weave historical narratives into an argumentative or explanatory essay. Students use the same Research, Evidence, and Point of View California standards to examine bias in narratives and the value of narratives as evidence. With this new twist, perspective becomes a tool students use to drive home their point in a speech, dissertation, or job application.

In short, the Common Core expands upon the skills that teachers already knew were most effective for our students. Teachers should ensure that writing assignments become a regular routine, scaffolding students through the research, analysis, and synthesis skills that prepare them for rigorous college courses, expanding career options, or whatever their future may hold.



## A Collaborative Vocabulary Review Lesson

by Lisa Meyers,  
Rancho Santa Margarita Intermediate School

*Lisa Meyers teaches 7th grade World History in Rancho Santa Margarita. Meyers is a fellow of the UC Irvine Writing Project and enjoys developing new reading and writing strategies for the history curriculum. She won the CHSSP's teacher writing contest for this issue of The Source. Forthcoming issues will include a writing contest on the given theme; look for more information via email and Facebook.*

In reviewing the Common Core Reading Standard 4 for Literacy in History/Social Studies in grades 6-12, I have tried a variety of activities to review or reinforce concepts before a unit assessment and find that the lesson below engages students in ways others do not. I walk the rows and I see 32-36 students working diligently, with pencils gripped and academic vocabulary incorporated into their work. There is an element of competition in the activity that motivates each student to actively participate.

### Common Core Standards:

L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression (also standard in grade 6 and 8)

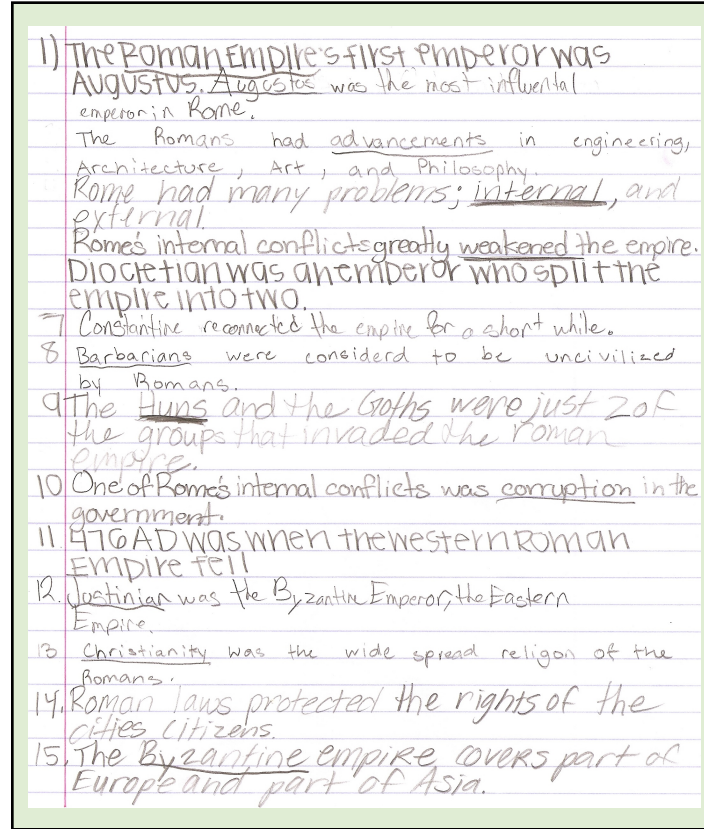
### Lesson Overview:

This is a one-class period review lesson to be done before the unit assessment. Create a list of fifteen key terms from the unit. These terms should include general academic and unit-specific words or phrases. I compose a general overview of the unit (from beginning of empire to fall of empire, for example) and then from those sentences, choose the fifteen I want to include in the activity.

1. The students should be in groups.
2. Announce that we are retelling the story of the "Roman Empire" for example.
3. Then, one word is revealed. (I use a PowerPoint slide.) Students are instructed to write, from recall, an introductory sentence to the "story" of the Roman Empire correctly using that word. I give them one minute to write (more time could be given or notes could be used to differentiate the lesson). The student then passes his/her paper to the next student.
4. Then, the second word is revealed. The students read the previous sentence and write a second sentence with the second word.
5. The students then pass the papers and a third word is revealed and so on.
6. After approximately five sentences, a break is called. Students are instructed to read everything on their paper and ask themselves if all words are used correctly. They are encouraged to edit any incorrect sentences. After these corrections the next word is revealed and the activity proceeds.
7. When the last word is revealed students write the concluding sentence to the story. As a group they again review the story for accuracy. (One bonus feature is that students have now re-read these vocabulary words three or four times.)

The sample student work below uses a vocabulary list based on history standards covered in unit 7.1 “Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.” Vocabulary words are underlined in each sentence.

1. The Roman Empire’s first emperor was Augustus.
2. Augustus was the most influential emperor in Rome.
3. The Romans had advancements in engineering, architecture, art and philosophy.
4. Rome had many problems: external and internal.
5. Rome’s internal conflicts greatly weakened the empire.
6. Diocletian was an emperor who split the empire in two.
7. Constantine reconnected the empire for a short while.
8. Barbarians were considered uncivilized by the Romans.
9. The Huns and the Goths were just two of the groups that invaded the Roman empire.
10. One of Rome’s internal problems was corruption in the government.
11. 476 AD was when the Western Roman Empire fell.
12. Justinian was the Byzantine Emperor, the Eastern Empire.
13. Christianity was the wide-spread religion of the Romans.
14. Roman laws protected the rights of the citizens.
15. The Byzantine Empire covered part of Europe and part of Asia.



## Common Core Resources

The California Board of Education adopted the Common Core State Standards on August 2, 2010. See below for links to relevant information regarding these standards.

California Department of Education, Common Core State Standards Resources:

<http://www.cde.ca.gov/ci/cc/>

Includes California’s Common Core State Standards for English Language Arts and Literacy in History/Social Studies; Common Core State Standards Initiative, and Common Core State Standards Systems Implementation Plan for California.

Common Core State Standards Initiative Homepage:

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

Lists which states have adopted the Common Core State Standards, and gives background information on the national initiative.

Frequently asked questions about the Common Core State Standards:

<http://www.cde.ca.gov/ci/cc/ccssfaqs2010.asp>



## Passage Organization Reading Strategies Support the Common Core Standards

by Donna Leary, Site Director, UC Berkeley History-Social Science Project

As stated throughout this issue, history is an especially appropriate discipline in which to teach the reading, writing and critical thinking skills called for in the Common Core State Standards. Our discipline requires students to read primary and secondary sources, synthesize language, gather and organize evidence to support a claim, and then incorporate that analysis into a written explanation, argument, or justification. UC Berkeley History-Social Science Project teachers have found that the academic literacy strategies presented during the Building Academic Literacy Through History summer institute gives them a toolbox for teaching the Common Core State Standards.

A large part of acquiring the skills necessary to understand history is learning to recognize how text passages are organized. According to the Common Core State Standards, 6<sup>th</sup> to 8<sup>th</sup> grade history students should “Describe how a text presents information (e.g. sequentially, comparatively, causally).” Passage organization is a close reading strategy that aids students in understanding relationships between evidence. Some of the patterns found in historical writing are: chronology, cause and effect, compare/contrast, debate, point of view, description, and thesis supported by evidence. These patterns have distinct linguistic features, such as verbs and conjunctions, which organize evidence.<sup>1</sup> Our approach teaches students how to use linguistic features to recognize these organizational patterns and understand how they impart historical meaning. One of the predominant patterns in historical writing is cause and effect. Without recognizing this pattern, students may see history as just a sequence of events, rather than understanding the relationships among a network of events, people, ideas, and processes. When students recognize those relationships they learn to think historically.

To expose causal relationships within text, teachers can introduce frequently used cause and effect sentence patterns, such as “When \_\_, then \_\_.” Or “If \_\_, then \_\_.” as well as verbs like “led,” “enabled,”

“caused,” and “made.” Students should also be taught to recognize signal words used to explain cause and effect, such as, “thus,” “so that,” “since,” “therefore,” “then,” “consequently,” “as a result,” “due to,” and “because of.” After teachers highlight the types of words and phrases that denote causality, students can work in groups to discuss, record, and question the text for an explicit understanding of a text’s cause and effect relationship. The lesson strategy below illustrates how history teachers can seamlessly include Common Core State Standards into their classroom instruction by explicitly instructing students in the recognition and use of cause and effect passage organization.

Consider the following excerpt from United States History: Independence to 1914, which includes a number of causal links that may not be readily apparent to students:

*The Cotton Boom: Whitney’s invention of the cotton gin made cotton so profitable that southern farmers abandoned other crops in favor of growing cotton. The removal of Native Americans opened up more land for cotton farmers in the Southeast. Meanwhile, the development of new types of cotton plants helped spread cotton production throughout the South as far west as Texas.*<sup>2</sup>

To highlight those relationships it is helpful to break apart the individual sentences into “cause” and “effect” columns that provide a graphic flow chart detailing the relationships between actions and events. This deconstruction, when combined with questions of historical significance, can both increase reading comprehension and clarify causality.

The teacher begins by asking “What caused the cotton boom in the South?” This question provides a focus for the lesson. The teacher models the first cause and effect relationship on the chart for students. Working in pairs, students then practice finding the second effect. After an initial discussion, student pairs are directed to find and record the remaining two effects on the chart. As they fill in these columns, students are encouraged to also write down relevant questions or conclusions in the third column.

## Student Worksheet

What caused the cotton boom in the South?

Cause Because...	Effect As a result.....	Questions/ Conclusions
Whitney's invention of the cotton gin	made cotton so profitable	
cotton became so profitable	southern farmers abandoned other crops in favor of growing cotton	
[Government] opened up more land for cotton farmers in the Southeast		
development of new types of cotton plants		

## Teacher Key

What caused the cotton boom in the South?

Cause Because...	Effect As a result.....	Questions/ Conclusions (sample questions)
Whitney's invention of the cotton gin	made cotton so profitable	Why wasn't cotton profitable before?
cotton became so profitable	southern farmers abandoned other crops in favor of growing cotton	What other crops were grown?
[Government] opened up more land for cotton farmers in the Southeast	The removal of Native Americans	What happened to the Native Americans? How could the government remove them?
development of new types of cotton plants	helped spread cotton production throughout the South as far West as Texas	Why was cotton so important? (New types of cotton plants allowed planters to grow in different/drier climates than the original southern cotton states – editor's note).

Image: Eli Whitney's Cotton Gin, from the Library of Congress: <http://www.loc.gov/pictures/item/npc2008000903/>

see page 14 for the rest of this article

*Passage Organization continued*

After completing the chart, the class turns again to the initial question: “What caused the cotton boom in the South?” Using their completed chart and the paragraph frame provided below, students can then write a short, one-paragraph response to the question.

### Student Paragraph Frame

What caused the cotton boom in the South?

Topic sentence: \_\_\_\_\_

Due to the invention of the cotton gin \_\_\_\_\_

In response, \_\_\_\_\_

Additionally, \_\_\_\_\_

As a result, \_\_\_\_\_

### Teacher Key

What caused the cotton boom in the South?

The cotton gin caused the cotton boom in the south. Due to the invention of the cotton gin, cotton became much more profitable. In response, Southern farmers abandoned growing other crops and grew more cotton. Additionally, the United States Government removed Native Americans so there would be more land to grow cotton. New kinds of cotton plants were also developed. As a result, people grew cotton all throughout the south and as far west as Texas.

Possible Inference Question: How did the invention of the cotton gin impact the spread of slavery?

Notes

<sup>1</sup> Mary J. Schleppegrell, *The Language of Schooling* (New Jersey: Lawrence Erlbaum Associates, 2004).

<sup>2</sup> *United States History: Independence to 1914* (Austin, Texas: Holt, Rinehart and Winston, 2006), 378.

## ***Bridging the Gap between History-Social Science and the Common Core State Standards***

by Marsha Ingrao, Instructional Consultant, History-Social Science, Tulare County Office of Education

The Common Core State Standards (CCSS) for English Language Arts (ELA) open the door for integration of academic content at an all new level of rigor. The Standards suggest six shifts from the traditional state standards that will bridge the gap between language arts and history-social science in elementary, middle and high school grades. These six shifts in language arts are:

- ***An increase in reading non-fiction text*** from the current level of 20% to the desired level of 70% in high school
- ***A Substantive Focus on Content Area Literacy*** by increasing primary source reading
- ***An increase in Complexity of Texts*** measured in four qualitative areas: levels of meaning, structure, language clarity, and knowledge demands
- ***A Focus on Text-Based Questions*** including the ability to cite portions of text to support answers
- ***A Focus on Writing Arguments*** not just for the purpose of persuading, but to offer a reasoned proof of a position
- ***A Focus on Academic Vocabulary*** to teach multiple meaning words which cross into more than one core subject area





These shifts break down the walls between language arts and content area reading and writing, freeing up time for teachers to teach students how to understand complex primary and secondary sources. In addition, the shifts provide more opportunities for students to learn how to write expository text, such as explanation or argument.

For nearly two years I worked on a toolkit to align the Common Core Standards and the HSS Analysis Skills. The *California Common Core Language Arts/History Social Science Implementation Toolkit: A Correlation of the History-Social Science Framework – Analysis Skills and Standards* aligns these two core discipline skill sets, and addresses all six learning shifts. At the middle and high school level the *Toolkit* will be useful as teachers collaborate to choose primary source documents and historical literature that can be read in either the language arts or the history classroom. It will also assist teachers in creating quality writing performance tasks aligned specifically to California history-social science standards. These performance tasks can be useful in assessing both language arts skills and history-social science content. At all grade levels, the *Toolkit* will assist teachers in developing comprehension and discussion questions using the rigor of the California HSS Analysis Skills: *Chronological and Spatial Thinking, Research, Evidence and Point of View, and Historical Interpretation*.

The key to teaching history is using questions to investigate the past. Integrating ELA and history-social science can be as easy as altering the kinds of questions teachers ask their students. This spring I began making presentations at ELA/ Common Core awareness workshops. As part of my presentations, I would ask teachers to notice the relatively simple recall questions that are typically found in their ELA textbooks. “What did Sara’s family like to do on their vacation?” Next I asked teachers to substitute more complex questions that required students to make an

argument or interpretation. “Looking at the picture of Sarah and her family living in the mountains in Alaska, what do you think is the significance of living in that place? What do you see, and what don’t you see that would affect Sarah’s life?” It was impressive to observe the in-depth discussions teachers had when they replaced the simple recall questions with a more substantive prompt.

As a result of one of my presentations, a principal in a small, rural elementary school in Tulare County asked me to start working with his fourth through sixth grade teachers to help them integrate HSS into the ELA curriculum, using some of the two and a half hours of language arts instructional time to practice

language arts skills in the content area. The principal felt that his students, nearly all of whom are on free and reduced lunch, were missing out on a well rounded education because there was so little time for learning science and history-social science. The eight teachers at this small school embraced this approach.

In one classroom I drew the students into a role-play activity as I modeled the “think aloud” strategy for the first question based on the Analysis Skill of Historical Interpretation, “How did Hammurabi maintain control over his entire empire?” Thinking together, using our collective knowledge of how the American government manages this country, students determined that Hammurabi might have appointed a governor and an attorney in each county to manage problems while he was away. By the end of the activity the students had made conjectures about the answers to the rest of the questions – an Anticipation Guide practice – and were ready to engage with the text. The rigorous analysis questions presented to the students before they read encouraged them to use their imaginations and what they already knew, helped them to organize their learning around a thesis question, and increased their motivation for reading.



In another class the teacher decided to adapt the History Project strategy of Sentence Chunking because it reminded her of the Thinking Maps organizer (the tree map) with which her students were already familiar. After she modeled chunking the sentence into the basic parts of participants, action, and receivers of the action, she modeled a “think aloud” by asking an analysis question about the text. The students followed her example and chunked sentences into categories, and then wrote a question of their own. The students remained engaged throughout the lesson, and asked many thoughtful questions that demonstrated their understanding of the text.

Using the Historical Analysis Skills to augment the Common Core Standards will raise the level of rigor at all grade levels in both language arts and history-social science classrooms. The primary purpose for the *Toolkit* is to assist teachers as they carefully choose and craft the questions they ask students. Teachers may use many instructional strategies, but the key to

unlocking the mystery of history is in asking questions about *Chronological and Spatial Thinking; Research, Evidence and Point of View; and Historical Interpretation*. Quality, open-ended, historical questions encourage high-level thinking skills, and helps motivate students to increase their content knowledge.

Marsha Ingrao is the History-Social Science consultant at the Tulare County of Education and has been nominated as President-Elect of the California Council for the Social Studies. Marsha has worked closely with the CHSSP for many years, co-sponsoring numerous workshops and institutes in both American and world history for teachers throughout the San Joaquin Valley. The Tulare County Office of Education will publish *The California Common Core Language Arts/History Social Science Implementation Toolkit: A Correlation of the History-Social Science Framework – Analysis Skills and Standards* in the coming months. To learn more, visit: <http://www.erslibrary.org/ersconsultants.aspx>



## Teaching Democracy Webinar Series

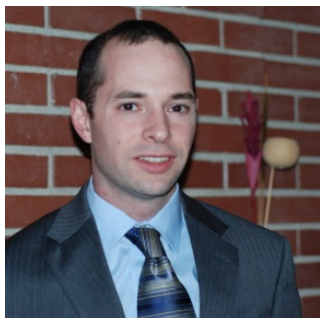
In partnership with CalHumanities, the California History-Social Science Project is holding a webinar series this spring and summer. Each live online webinar will include a forty-five minute scholar lecture followed by thirty minutes of moderated discussion with the online audience. Afterwards, CHSSP teacher leaders will present a lesson demonstration using primary sources from the scholar's lecture for thirty minutes; this is followed by fifteen minutes of Q&A.

Webinars held on Wednesdays, from 4-6 p.m. Contact [chssp@ucdavis.edu](mailto:chssp@ucdavis.edu) to register for one or all webinars.

April 25, 2012

*The Power of the Presidency*

**Daniel Sargent**, Assistant Professor of History, UC Berkeley

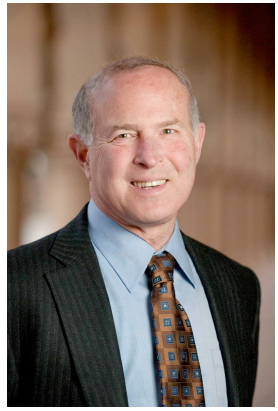


Professor Sargent is a historian of twentieth-century America specializing in international affairs. His books include *A Superpower Transformed*, a forthcoming Oxford University Press publication, and the co-edited *The Shock of the Global: The International History of the 1970*. In addition to his scholarly research, Professor Sargent's support of teacher professional development has earned him a loyal following among Bay Area history educators.

May 16, 2012

*What Did the Constitution Originally Mean?*

**Jack Rakove**, William Robertson Coe Professor of History and American Studies/Professor of Political Science and of Law, Stanford University



Professor Rakove is an award-winning author and distinguished scholar of Early America. He teaches courses in history, political science, and law. Professor Rakove's research has defined what we know about the people and the ideas that made the Constitution possible. He received a Pulitzer in History in 1997 for his book, *Original Meanings: Politics and Ideas in the Making of the Constitution*, which is also the subject of our Teaching Democracy webinar.

June 20, 2012

*Should America Have a King?*

**Caroline Winterer**, Professor of History, Stanford University



Professor Winterer is a scholar of Early America specializing in intellectual and cultural history. She will provide a provocative lecture on an important eighteenth-century question, "Should America Have a King?" Professor Winterer is the author of three books: *The American Enlightenment*; *The Mirror of Antiquity: American Women and the Classical Tradition, 1750-1900*; and *The Culture of Classicism: Ancient Greece and Rome in American Intellectual Life, 1780-1910*.

July 18, 2012

*Who is a Citizen?*

**Clarence Walker**, Professor of History, UC Davis



Professor Walker is a scholar of nineteenth-century America. He specializes in African American, social, and political history. Professor Walker is the author of *Mongrel Nation: The America Begotten by Thomas Jefferson and Sally Hemings* and *We Can't Go Home Again: An Argument about Afrocentrism*. Professor Walker enthusiastically provides thought-provoking lectures for the CHSSP's professional development events throughout Northern California.

August 15, 2012

*No Taxation Without Representation?*

**Alan Taylor**, Professor of History, UC Davis



Professor Taylor is the author of six books: *The Civil War of 1812*; *Liberty Men and Great Proprietors: The Revolutionary Settlement on the Maine Frontier, 1760-1820*; *William Cooper's Town: Power and Persuasion on the Frontier of the Early Republic*; *American Colonies*; *Writing Early American History*, and *The Divided Ground*. *William Cooper's Town* won the 1996 Pulitzer, Beveridge, and Bancroft Prizes. Professor Taylor teaches courses in early American history, the American West, and the history of Canada.

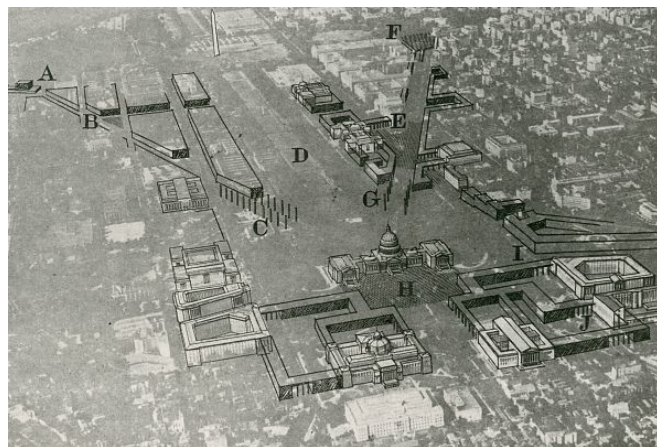


## *Cities in World History: Summer Institutes with the UCLA History-Geography Project*

This summer the UCLA History-Geography Project has added a new program to our summer schedule – “**Cities in World History**” – aimed at seventh grade teachers, which will include talks on Rome, Constantinople, Tenochtitlan, and Chinese Imperial cities. Urbanization is a wide-ranging and important topic, one with extensive academic literature and one which addresses multiple Analysis Skills in the California State Standards and Common Core State Standards, including using maps and documents to identify physical and cultural features of cities and states, assessing information in primary and secondary sources, and understanding continuity and change.

Examples of questions we will investigate:

- **Location** - Is the city favored by a physical resource such as a natural harbor or fertile land that allows intensive agriculture?
- **Form** - Did the city grow organically or was it carefully planned? If planned, what were the designers' goals? Is there a central structure meant to display sacred or political power? Are there broad avenues that facilitate movement and provide light and air to residents?
- **Purpose** - Is the city organized as an industrial center? a trade center?
- **Infrastructure** - What form does the built environment take? How are basic needs such as water, sanitation, and movement of goods and people met? What recreation is available?
- **Lifestyles** - How do people live in the city and how do their activities modify their home?



Urban planning proposals for Capitol Hill in Washington, D.C. Image from Library of Congress: <http://www.loc.gov/pictures/resource/ppmsca.30552/>

Clearly, there is no single explanation for any of these and other urban elements so the theme of the city offers rich opportunities for our investigations this year. We are fortunate to partner with the Center for European and Eurasian Studies, the Latin America Institute, and the Asia Institute to develop stimulating lectures and lesson models and resource materials for participants. We are looking forward to an enthusiastic group joining us at UCLA from July 17-19.



Los Angeles City Hall. Image from Library of Congress: <http://www.loc.gov/pictures/resource/hhh.ca1261.photos.322282p/>

UCLA will once again offer the “**Places and Time: Los Angeles History and Geography**” institute at the Automobile Club of Southern California on July 9-13. Participants will have access to the Club’s 100 years of archived maps, photos, and articles.

Both institutes are aimed at our core goal of helping teachers assist their students to interpret history by “placing people in a matrix of time and place.”

Go to <http://centerx.gseis.ucla.edu/history-geography> for additional details and an application for these and other programs.

*Suggestions for valuable resources on urban history:***Websites:**

Demography-Largest Cities through History-<http://geography.about.com/library/weekly/aa011201a.htm>

**Maps:** The Perry-Castañeda site at the University of Texas [http://www.lib.utexas.edu/maps/map\\_sites/hist\\_sites.html](http://www.lib.utexas.edu/maps/map_sites/hist_sites.html) is extraordinarily rich in all kinds of maps; in fact, it's so massive that finding what you need can be daunting, but there's no doubt it is worth the effort.

The Historic Cities site at <http://historic-cities.huji.ac.il/> has many maps, primarily for the Near East and Europe.

**Books:**

*Cities Then & Now*, Jim Antoniou - a book that students will enjoy with photos of modern cities and clear overlays of their past appearance.

*The City: A Global History*, Joel Kotkin - a recent book that looks at the spiritual, political, and economic purposes of world cities through history.

*The City in History*, Lewis Mumford - a classic that covers cities from earliest times to the twentieth century; also has a huge bibliography

*The City Shaped: Urban Patterns and Meanings through History*, Spiro Kostoff - a wonderful, heavily illustrated volume about varied city forms, including many of the concepts listed above.

### *Technology Bootcamp with The History Project at UC Davis, June 18-22*



New technology advances only to the extent that it improves something. Every year, executives from Apple or Amazon stand on a stage and tell us that the latest version of the product of the hour ships with the latest, most cutting-edge technology. A radical idea suggests that any advance should be measured by how much version 2.0 improves your life and not just a screen's visual display.

For a week this summer, The History Project at UC Davis will host technology workshops designed to advance teachers' classroom relationships with technology, with the goal of keeping teachers' mastery of subject matter and mastery of digital tools in sync.

**Day 1** revolves around using technology to increase efficiency and organization in the classroom. We will go over such concepts as "cloud computing" and learn how to stay connected to our documents, photos, and even music from anywhere in the world.

**Day 2** covers teaching with multi-media. Sessions will take us from basic to innovative uses of PowerPoint, from beginner to sophisticated techniques in Word, and from importing photos to editing them.

**On days 3 and 4**, we will learn to build websites using WordPress. WordPress is an open-source, free website management system offering the greenest users powerful ways of using the Internet to share lessons, update student assignments, and communicate with parents. No previous knowledge of HTML needed.

**Day 5** is dedicated to sharing resources and strategies for finding reliable information on the web. Each day, the world wide web grows more crowded, and searching for trustworthy information or authentic documents can be a chore. History Project staff and teacher leaders will take us on a guided tour of some of the web's best repositories of lessons, tips, and strategies for teachers. We will then learn how to find even more through instruction on using the "advanced" options in Google.

Teachers can register for any of the days or the entire week. The History Project will provide WiFi access, but the week is BYOL: Bring Your Own Laptop.

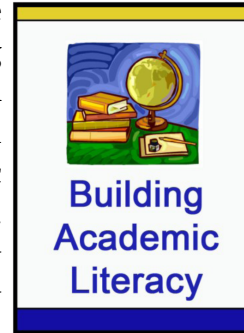
Register online at <http://bit.ly/HistoryProjectTechInstitute> or contact Jessica Williams at 530-341-3129. \$25 per day, or \$100 for the entire week. Special conditions apply for Solano County teachers.

## *Summer Institutes from the UC Berkeley History-Social Science Project*

In the summer of 2012, the UC Berkeley History-Social Science Project will offer five summer institutes open for registration, including a literacy institute, three world history institutes, and an American history institute. Registration for all of our institutes is available on our website: <http://ucbhssp.berkeley.edu/events.html>

### Building Academic Literacy through History: July 16-20, 2012

The UCBHSSP has offered the Building Academic Literacy through History summer institute for eleven years. It is by far one of our most popular programs. Focused entirely on increasing students' skills for learning history content, this intensive institute includes workshops such as backwards planning, close reading of historical texts, analyzing evidence and analytical writing. While the institute's focus is on academic literacy strategies, rather than specific historical content, the UCBHSSP Faculty Advisor, Carlos Noreña, Professor of Roman History, and Robert Lee, a graduate student American History specialist, work with teachers as they design their lessons. In 2011, a cohort of science teachers attended and found that the literacy strategies, with discipline adaptations, were highly applicable to science as well.



Teacher feedback has included:

- "I most appreciate the multitude of truly useful graphic organizers and thinking tools for students. I am planning my year using a progression of strategies and building in systematic, sequential and spiraled use of these tools. Also, greatly appreciated the lecture by Carlos Noreña – it will help me present the big picture view to students."
- "I feel more confident doing grade-level expository text with my students (rather than "dumbing it down"). The strategies we learned are great building blocks for helping students read, analyze, and respond to text. I also plan to use the theses-drafting strategies."
- "I really saw the connection between teaching English and history – how to teach English concepts using content. I hope to share this with the English teacher that I team teach with so we can both use these strategies."

Participants design lessons during the institute that are grounded in the California History Standards and Common Core Standards. Teachers bring their lessons back to their classrooms and then meet in the fall and spring to share student work and discuss revisions with their fellow institute participants. The institute design focuses on a cycle of inquiry. Registration fees: \$400 before May 31, \$450 after.

### History Content Institutes

Our four history content institutes feature lectures by UC history professors and academic literacy strategy workshops to increase students' historical thinking, reading and writing skills. Teacher participants in each institute will receive California Standards and Common Core based lesson applications and develop their own lessons to teach in their classrooms.

### Ancient Civilizations for the Sixth Grade Curriculum: June 25-27, 2012



In partnership with the de Young and Legion of Honor Museums of San Francisco and co-sponsored by the Townsend Center for the Humanities, this institute will feature professor presentations for the 6th grade curriculum, including Mesopotamia, Egypt, Greece, and Rome, educator resources from the museum collections, and literacy strategies workshops. This institute will be held at the Legion of Honor on June 25 and on the UC Berkeley campus on June 26-27. No charge to attend.



## Cultural History of Judaism: July 9-13, 2012

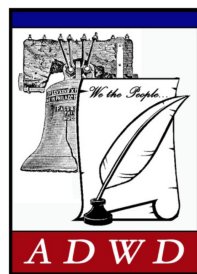


The UCB History-Social Science Project and UC Davis Jewish Studies Program are partnering to offer a teacher institute on cultural history of the Hebrew Bible for the world history curriculum. The aims of the institute are to enhance teachers' content knowledge of Judaism, give them teaching tools to incorporate into their classroom instruction, and thus improve students' understanding of Judaism's historical and cultural significance in Western Civilization. This institute will be held at UC Berkeley. Teacher stipend given.

## Medieval Japan for the Seventh Grade Curriculum: July 23-27, 2012

In partnership with Asian Art Museum, and inspired by content presentations by UC Berkeley History professors and Asian Art Museum curators, participants in this institute will develop their own lessons incorporating primary and secondary sources and academic literacy strategies. Participants will receive history content, academic literacy strategies and standards-based applications for the classroom, a disk of Asian Art Museum collection images, and priority registration for museum school programs. Held at the Asian Art Museum. No charge to attend.

## American Democracy in Word and Deed: August 20-24, 2012

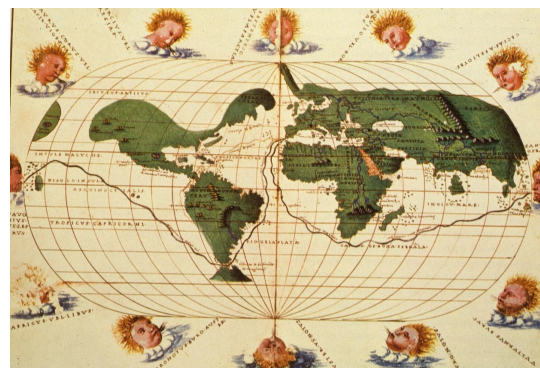


This institute focuses on the theme of American Democracy in Word and Deed for 4th, 5th, 8th, and 11th grade teachers of U.S. History and English Language Arts. Participants will receive professor lectures in United States History and learn how to incorporate reading, writing, and thinking strategies into History-Social Science and Common Core standards-based classroom lesson applications. This institute will be held at the Willow Creek Center, Concord, CA. Registration fees: \$400 before May 31, \$450 after.

## *Summer Highlights from CSU Long Beach and UC Irvine:*

**The History Project at CSU Long Beach & Dominguez Hills** will sponsor its third annual Teacher Workshop on the Holocaust, August 6-10, 2012. The focus this year is: "Human Responses to the Holocaust: Victims, Perpetrators, Bystanders, and Deniers." Participants will hear presentations by scholars specializing on the Holocaust, participate in lesson presentations by teacher leaders, and receive many high-quality classroom resources focused on the history of the Holocaust. The institute will provide teachers with information about the historical context and the major events of the Holocaust, as well as more detailed examination of roles different groups of people played during the Holocaust. Continuing education credit is available. The institute is free to all participants.

**The UC Irvine History Project**, in conjunction with CSULB & DH, will hold "Sites of Encounter in World History: Empires" from June 25-28. This institute will focus on world empires, including the U.S. Participants will examine the expansion of empires and the interactions of peoples and groups within the imperial boundaries. Teachers will visit the Bowers Museum and receive standards-aligned lessons and readings.



For more information on these programs, write to [chssp@ucdavis.edu](mailto:chssp@ucdavis.edu).

Image: Map of Magellan's Route, c. 1544, from the Marchand Collection, The History Project at UC Davis



# The Civil War

## A Common Core Program

*Curriculum, Assessments, Student Literacy  
& Teacher Professional Development*



# Was the Civil War a War for Freedom?



## A COMMON CORE PROGRAM

To commemorate the sesquicentennial of the Civil War, the California History-Social Science Project (CHSSP) designed a comprehensive unit of study that combines primary and secondary sources to engage students in historical investigation, literacy development, and critical thinking.

### The History Blueprint:

- ✓ Aligns with both the Common Core Standards for ELA and History, as well as the California Content Standards for History-Social Science
- ✓ Builds student literacy and critical thinking
- ✓ Includes a variety of formative and summative assessments to inform classroom instruction.
- ✓ Is research-based and classroom-tested

## COMMON CORE ALIGNMENT

Strategies to improve student ability to:

- ✓ Cite specific textual evidence to support analysis
- ✓ Determine the central ideas or information of a source
- ✓ Determine the meaning of words as they are used in a text
- ✓ Describe how a text presents information
- ✓ Identify aspects of a text that reveal an author's point of view
- ✓ Integrate visual information
- ✓ Analyze the relationship between primary and secondary sources
- ✓ Write arguments focused on discipline-specific content
- ✓ Produce clear and coherent writing

## PROFESSIONAL DEVELOPMENT

Workshops for teachers & administrators that provide an introduction to Blueprint materials, presentations by leading historians, and practical guidance by experienced teacher leaders to improve student thinking, disciplinary understanding, expository reading & writing ability, and historical content knowledge.

## DATES & REGISTRATION

**UC Berkeley:** February 1 & 2, 2013

**UC Davis:** January 26, 2013

**UC Irvine:** January 23, February 6 & 13, 2013

**UCLA:** February 2, 2013

To register please visit:

<http://chssp.ucdavis.edu/programs/historyblueprint/history-blueprint-registration>

To find out how your district can host a workshop customized for your school, contact us!

## FOR MORE INFORMATION OR TO VIEW CURRICULUM

Web: <http://historyblueprint.org>

Email: [chssp@ucdavis.edu](mailto:chssp@ucdavis.edu)

Phone: 530-752-0572



# Statewide Summer Institutes

## June

June 6-8, Capuchino High School mini-institute, UCB  
June 11-15, San Bernadino Teaching American History Grant summer institute, UCB  
June 12, Teaching with Primary Sources, Level I, Yolo COE, UCD  
June 18-22, CLASS ITQ Second Summer Institute, CSULB  
June 18-22, CLASS ITQ First Summer Institute, CSULB  
June 18-22, Berryessa/Oak Grove/Evergreen Teaching American History Grant summer institute, UCB  
June 18-22, "Technology in the History Classroom," UCD  
June 18-22, Glendale Teaching American History Grant summer institute, UCLA  
June 25-27, "Ancient Civilizations in the 6<sup>th</sup> grade curriculum," UCB  
June 25-29, Teaching American History Field Study in New York, UCD  
June 25-29, "Sites of Encounter" World History Institute, UCI & CSULB  
June 25-29, Tulare COE Teaching American History Grant summer institute, CHSSP SO

## July

July 9-13, "Cultural History of Judaism," UCB  
July 9-13, Library of Congress Teaching with Primary Sources Level I/II with San Diego COE, CSULB  
July 9-13, "Places and Time: L.A. History and Geography," Auto Club of Southern California, UCLA  
July 9-11, "Meeting Common Core Standards with History Instruction: A Train the Trainers Institute," Level 1, UCD  
July 16-20, "Building Academic Literacy through History," UCB  
July 17-20, Teaching with Primary Sources, Level II, American River College, UCD  
July 17-19, "Cities in World History," UCLA  
July 23-27, Library of Congress Teaching with Primary Sources Level I/II, UCLA  
July 23-27, "Medieval Japan in the 7<sup>th</sup> grade curriculum," UCB  
July 30-August 3, "Teach India" workshop, CSULB  
July 30-August 3, "America on the World Stage," UCD

## August

August 2-3, Teaching American History Field Study in San Francisco, UCD  
August 6-10, Teacher Workshop on the Holocaust, CSULB  
August 6-10, Alameda COE Teaching American History Grant summer institute, UCB  
August 13-17, "Building Literacy through History," UCD  
August 20-24, Mt. Diablo Teaching American History Grant summer institute, UCB

**For information about any of these programs and events, please contact:**

**The California History-Social Science Project 530.752.0572 or [chssp@ucdavis.edu](mailto:chssp@ucdavis.edu)**



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-Shelley Brooks,  
Editor