

The background of the entire page is a weathered, textured American flag. The stars are a faded yellow, and the stripes are a muted red and white. A grey silhouette of the state of California is overlaid on the star field, positioned to the right of the main title.

THE SOURCE

A publication of the California History Social Science Project
Summer 2009

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**Teaching American
History Grant**

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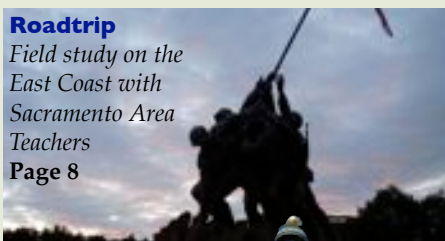
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Jennifer Brouhard Awarded Preserve America Elementary History Teacher of the Year

Glenview Elementary teacher and UC Berkeley History-Social Science Project teacher leader Jennifer Brouhard was recently awarded the prestigious 2009 Preserve America Elementary History Teacher Award for California. The award, sponsored by the Gilder Lehrman Institute of American History and the Idaho Council for History Education, recognizes outstanding teachers of American history whose efforts encourage a support the preservation of America's historic, cultural, and natural heritage. Specifically, teachers must show a deep commitment to teaching American history, show creativity and imagination in the classroom, use primary documents, artifacts, and historic sites, and demonstrate thoughtful assessment of student achievement.

Jennifer Brouhard possesses these attributes and more. In her letter of support, Donna Leary, UC Berkeley History-Social Science Project Director, wrote, "Jennifer...is devoted to providing her students the best history education possible; her passion for history and history education transcends her classroom to her school, to the San Francisco Bay Area and California history teacher colleagues. In a No Child Left Behind era where history education has been marginalized in favor of tested subjects, Ms. Brouhard has ensured that fifth graders at Glenview Elementary School in Oakland have a rich American history curriculum every day. Her work in a large, urban district is testimony that all students, including English learners and low literacy students, can think and learn about history. Moreover, those students can write expository essays using historical evidence

and analysis. These skills will ultimately help students mature into informed citizens and leaders prepared to participate fully in our democratic government."

The California History-Social Science Project congratulates Jennifer on this prestigious recognition.



Top to Bottom: Gary Nash; Jennifer Brouhard; Continental Army

Literacy Conference Announced

The UC Berkeley History-Social Science Project is excited to announce the *Building Academic Literacy in the History Classroom Conference* on October 24, 2009. This one-day conference will be hosted by Mt. Diablo Unified School District teachers from the Teaching American History for All Grant.

The keynote address will be delivered by Dr. Gary Nash. Dr. Nash is the director of the National Center for History in the Schools (NCHS) and Professor Emeritus of Early American History at UCLA. His keynote address, *Roots of Citizenship in America: The Unknown American Revolution*, will examine the many meanings the American Revolution had to its diverse participants. How did the people of that time understand what they were fighting for? What outcomes did they hope to enjoy?

The 2006-2009 Teaching American History for All Grant has focused on creating discipline-specific, rigorous American History content for the classroom that is based on the theme of *Teaching American History for All: Changing Definitions of Citizenship*. At

the conference, 5th, 8th, and 11th grade teachers will present two standards-based model lessons for each of the three grade levels. Their lessons integrate reading, writing, and thinking strategies to build students' literacy and historical thinking skills in the history classroom.

For more information or to register, please contact the *TAH for All* Grant Coordinator, Lauren Weaver, at (510) 643-0897 or at lweaver@berkeley.edu. For more information about the UC Berkeley History-Social Science Project visit: <http://history.berkeley.edu/ucbhssp>. For more information about Mt. Diablo Unified School District's TAH grant visit: www.tah4all.org.

Progress in the Face of Adversity

by Nancy McTyghe, Executive Director, California History Social Science Project

“It was the best of times, it was the worst of times; it was the age of wisdom, it was the age of foolishness; it was the epoch of belief, it was the epoch of incredulity; it was the season of Light, it was the season of Darkness; it was the spring of hope, it was the winter of despair; we had everything before us, we had nothing before us; we were all going directly to Heaven, we were all going the other way.”

~Charles Dickens, *A Tale of Two Cities*, 1859

Money. When everything is said and done, it comes down to money and California doesn't have any. This simple and undeniable fact defines public education today in our state and has effectively derailed most, if not all, reform efforts designed to improve student learning. Given the scale of the recession and its impact on our state budget, many schools across California are increasing class sizes, closing their doors to summer school, and in some cases, for good. Other schools have done away with electives, bus transport, nurses, counselors, support staff, and sports. Districts have eliminated instructional coaching positions, downsized curriculum departments, and laid off thousands of classroom teachers in order to tackle an increasingly large budget shortfall.

Even as state and local administrators struggle to piece together skeleton budgets to preserve the most basic educational program for California students, demand for rich high quality instruction grows. In case they didn't know it before, Californians now recognize the importance of human capital in today's global economy. Our children simply won't be able to compete without a rigorous and comprehensive educational system. Moreover, globalization and technological innovation have pushed back against the isolationist ethos – students need to know about and engage with their own communities, state, country, and the world around them.

It is in this moment that sit down to write this article. Context, as any good history teacher can tell you, is everything. The interesting questions that frame the discipline are all about context: Why didn't all the American colonists support the

Revolution in 1776? How could we have interned our own citizens during WWII? Why have some former colonies struggled to provide liberty for their own citizens? And so I begin this “state of history education” essay cautiously – deeply aware of my own situation in this state at this time, the challenges we as a society must face in order to provide children the skills and knowledge they'll need to be participate, lead, and thrive in the future.

Pushing Back Against the Marginalization

In the early summer of 2008, my colleagues and I at the California History-Social Science Project (CHSSP) convened a group of scholars, teachers, administrators, and policymakers to participate in the first of three History Summits to advocate for increased and improved history instruction. In order to improve student literacy, school leaders have made (and continue to make) the unfortunate decision to reduce or eliminate history instruction at elementary and middle schools. The initiative was designed to push back against this marginalization by drawing attention to it and designing tools for teachers, parents, and administrators to further this goal at the local level.

Over 100 participants joined us for the three Summits, held at CSU Dominguez Hills (May 2008), UC Davis (November 2008), and San Jose (April 2009). Joined by State Superintendent of Public Instruction Jack O'Connell, State Senator Gloria Romero, and Assemblymember Tom Torlakson, Summit participants engaged in discussion to first define high quality history instruction, consider its impact on student learning, and finally, to highlight efforts to bridge the gap between research and classroom practice. In order to expand the Summit's reach, presentation materials, videos and a joint message statement have all been uploaded onto the Summit website, <http://historysummit.ucdavis.edu>.

Revising the Framework

In November 2008, the California State Board of Education (SBE) approved the



appointment of twenty members of the History-Social Science Curriculum Framework and Evaluation Criteria Committee (CFCC) to oversee the revision of the History-Social Science Framework. These twenty teachers, administrators, scholars, and teacher-educators were asked to update the 2005 edition of the Framework, working in partnership with the California Department of Education (CDE). The CDE, in turn, hired the CHSSP to work as the contracted primary writer for the project. As part of this process, we consulted with more than twenty scholars around the state to write new chapters on assessment, universal access, and instructional strategies, as well as revisions of the K-12 course descriptions in order to meet the revision guidelines mandated by the SBE.

Public interest in the Framework revision was steady throughout the five months of CFCC deliberations. Individual teachers, administrators, publishers, scholars, researchers, non-profit organizations, religious and ethnic groups, as well as elected officials and community members from throughout California participated in the public comment portion each day of the hearings. Through one- and two-minute presentations, elected officials, scholars, classroom teachers, and individual students advocated for specific revisions, inclusions, and deletions.

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The CFCC held their final meeting June 5-6 in Sacramento and the Curriculum Development and Supplemental Materials Commission takes up the CFCC's final draft July 16. After an official review by the Commission, the full document will be posted online for its first of two sixty day field reviews. Final SBE approval of the Framework revision will occur in the spring of 2010. For more information on the process, visit the CDE's Framework revision page: <http://www.cde.ca.gov/ci/hs/cf/>.

Teaching American History and Teaching the World

This past May, the Obama administration released its request for Fiscal Year 2010 funding for the Teaching American History (TAH) grant program administered by the federal Department of Education. Dedicated to increasing student understanding of and appreciation for American history through teacher professional development, annual funding for the program has remained relatively stable since 2004, ranging between \$118 million and \$120 million. The Obama administration's request for FY 2010 continues that trend at \$119 million, which would fund somewhere between 100 and 115 awards across the country.

In July, the Department of Education released its list of 2009 TAH grantees. 123 school districts in 38 states were awarded \$116 million in TAH grants. "These grants give school districts an ideal opportunity to partner with other organizations that possess content expertise to embark on a journey to enhance American history education and student academic achievement," U.S. Secretary of Education Arne Duncan said. "We should seize the moment, and make history by improving the quality of teaching in U.S. history classes, as we prepare students for future careers." A total of \$19,517,280 in TAH funds were awarded to California schools, five of whom partnered with the California History-Social Science Project: Mount Diablo, East Side Union High School, Sacramento City, San Juan Unified School Districts and the Tulare County Office of Education.

The TAH grant program began in 2001, thanks to its legislative sponsor Senator Robert Byrd (D-West Virginia). "By helping teachers develop a more complete and well-rounded understanding and appreciation of American history, this program will in turn ensure that our students get the education they need in this important subject area," Byrd noted following the release of the 2009 grant award winners. "Students will become more aware of and in touch with the U.S. Constitution, the Civil War, and other important relics and moments of our history." TAH grants are awarded to local

schools working in partnership with a university, library, museum, or non-profit history organization. (For more information on the Teaching American History grant program, visit their website: <http://www.ed.gov/programs/teachinghistory.html>).

Since the TAH grant program's inception in 2001, school leaders and historians across the country have called for parallel support for the teaching of world history and international studies. Given the complexity and scope of the world history curriculum, they argue, a comparable source of funding is needed to provide teachers with the skills and knowledge they need to develop students' global competency. Representative Loretta Sanchez (D- California) introduced H.R. 7063, The U.S. and the World Education Act in September 2008 to begin to fill this need. Although 7063 failed to advance in the last legislative session, its supporters plan to bring it back in the coming year. If it had passed, The U.S. and the World would have funded professional development programs in both international studies and foreign language. (For more information on H.R. 7063, visit Representative Sanchez' website: <http://www.lorettasanchez.congress.gov>).

In addition to Sanchez' bill, a K-16 effort emerged to provide support for the teaching of world history. Led by two leaders of the American Historical Association (AHA), Karen Halttunen (USC) and Teofilio Ruiz (UCLA), the initiative seeks to expand current research on world history at the university level to K-12 teachers. Entitled "Sites of Encounter and Cultural Production," the initiative was outlined in the December 2007 issue of Perspectives, the AHA's monthly periodical.

And so, as I read the latest budget news I try to remember to put this crisis in context and to take heart in the efforts of so many of our colleagues. While attention has and will likely continue to focus on the desperate struggle many families, local businesses, and state leaders face as they try to balance their budgets, I am encouraged by the interest in our collective history and the willingness of some of our most

dedicated practitioners to share their time and talents in the pursuit of high quality history instruction. Our financial health has to get better some day and when it does, I'm hopeful we'll be able to turn our national conversation once again to the importance of our shared past and the skills our children need to participate in our democratic system and compete in our global economy.

Editor's note: This article was adapted from an essay written by the author for the fall, 2009 edition of The Social Studies Review, the journal of the California Council for the Social Studies.



Top: Loretta Sanchez
Bottom: Robert Byrd

CHSSP Awarded Five Teaching American History Grants in Partnership with Local Schools

California History-Social Science Project (CHSSP) sites at UC Berkeley, UC Davis, and the Statewide Office won 2009 Teaching American History (TAH) grants in partnership with three California school districts and one county office of education, the US Department of Education announced July 14. These awards will provide over \$4.5 million in federal funds to support professional development programs for American history teachers in the Mt. Diablo, East San Jose, Sacramento, and San Juan Unified school districts, in addition to the Tulare County Office of Education and will support programming in these schools for the next three to five years.

The UC Berkeley History-Social Science Project partnered with the Mount Diablo Unified School District to design *American Democracy in Word and Deed*, a rigorous professional development program for two cohorts of 100 Mt. Diablo teachers. The grant was designed to focus on the needs of low-performing Mt. Diablo schools by providing elementary, middle, and high school teachers with academic literacy tools to help students develop better reading and writing skills, with the goal of lessening the achievement gap between students who are proficient in English and those who are not. The grant utilizes the resources of the Oakland Museum of California, in addition to the UC Berkeley History Department Faculty and History Project Staff. A combination of after-school historians'



Igniting Freedom's Flame



of American History and the San Jose State University History Department and College of Education for this grant, which will be directed by Dr. Bill Hanna.

The UC Davis site, in partnership with the San Juan Unified School District, received a Teaching American History Grant for *Igniting Freedom's Flame* and was also awarded a grant for *Legacies of Liberty* in

presentations, academic literacy instruction, and historical thinking professional development workshops will help teachers create, teach, and evaluate their own lessons. The second grant awarded to UCBHSSP, entitled, *America's Story: Forging Identity through E Pluribus Unum*, will support teachers from the Berryessa Union Elementary, Evergreen Elementary, and Oak Grove Elementary school districts located in the San Jose area. The five-year grant will serve 72 5th- and 8th-grade teachers, enhancing their knowledge of American history, interpretation skills, instructional planning, and teaching strategies. It is hoped that the efforts of this grant will increase students' American history knowledge, and improve content reading and writing skills. 32 percent of the student population of these districts are English Learners, speaking 40 different languages in 52 ethnically diverse schools. The UC Berkeley History-Social Science Project has partnered with the Gilder Lehrman Institute



partnership with the Sacramento City Unified School District. Both grants provide support for 4th, 5th, 8th, and 11th grade teachers through a program of Supper Seminars, History Labs, and Lesson Study. By introducing cutting-edge historical scholarship, diverse primary sources, and critical classroom application of new methods, these grants will utilize the expertise of UC Davis and Los Rios Community College District history faculty in enriching the historical knowledge of teacher participants. The grants' five-year programs move chronologically and thematically through key turning points in the history of liberty and freedom, all along the way, staying grounded in the NAEP's historical time periods.

The Tulare County Office of Education partnered with the CHSSP Statewide Office to propose *Developing Freedom in America*. This TAH grant will provide training for 100 5th, 8th, and 11th grade American history teachers from the county's forty-six districts for the duration of the 5-year grant. A combination of summer institutes, day-long in-service sessions throughout the academic year, and rigorous online training and support will help teachers from these diverse areas engage their students in historical inquiry. The grant integrates literacy and content development by helping teachers of English-language learners to develop curricula and strategies to both increase student knowledge of history and support their academic language development.

For information about the TAH grant program or to see a list of other grants awarded in California and the rest of the country, visit the TAH website: <http://www.ed.gov/programs/teachinghistory/awards.html>

THE TAH LEGACY

Through Our Network and Online

by Pamela Tindall, Director, The History Project at UC Davis

The federal Department of Education has funded close to 1,000 Teaching American History (TAH) projects across the nation since the program's inception in 2001. Each TAH grant-funded project was designed to raise student achievement by improving teachers' knowledge and understanding of traditional U.S. history. Given all the time and money invested in this enterprise, surely we've learned a thing or two. Indeed, we have.

Each of the seven sites in the CHSSP network benefits from lessons learned statewide. For example, the Davis site learned about how Lesson Study has transformed some Oakland teachers' practice from our colleagues in the Berkeley History Project. Two newly-awarded grants partnering the Davis History Project with San Juan and Sacramento City Unified School Districts intend to learn from what worked in Oakland and apply it in the local context.

Fortunately for all of us who seek additional collegial interactions, input from like-minded colleagues around the nation is now possible online. The



National History Education Clearinghouse teachinghistory.org/ funded by the U.S. Department of Education, attempts to distill, develop, and disseminate the valuable lessons learned through TAH projects around the country. The Center for History and New Media at George Mason University and the Stanford University History Education Group have created the Clearinghouse with the goal of making history content, teaching strategies, research briefs, and community-building tools available online. The Clearinghouse "aim[s] to bring together the many communities



Pam Tindall in Washington, D.C.

involved in improving history education and professional development for history teachers, allowing practitioners, historians, administrators, and history educators to present multiple perspectives, debate current issues, and work together to improve history teaching in classrooms throughout the United States."

The site provides something for each of these groups, organized into six major sections. You'll find website reviews, online history lectures, historic sites and museums, and research tools in the History Content <http://teachinghistory.org/history-content/featured-website-reviews/14826> "Eugenics Archive" section. The Teaching Materials section highlights primary source guides, provides lesson plan reviews and a gateway to history lesson plans. You can find out about other TAH grants including profiles of various TAH activities and a "lessons

learned" section covering a variety of topics. Explore the Best Practices section for examples of classroom teaching using primary sources, historical thinking, and teaching with textbooks and multimedia. The Clearinghouse's Issues and Research section provides research briefs written by experts, summarizing relevant research, or analyzing topics of interest to history educators. Finally, a section on Professional Development may lead you to workshops, conferences, and organizations of interest.

As you might suspect, many in the CHSSP community have been following the development of the Clearinghouse and have become big fans. It's exciting to see that many of the scholars we've followed for decades—Bob Bain, Mary Schleppegrell, Peter Seixas, Sam Wineburg—have also inspired a national following among teachers as well as university folks. In addition, we've made some contributions of our own. When a summary of Mary Schleppegrell's work piqued one reader's interest, Clearinghouse staff contacted our Davis site to provide a model for applying this strategy. Stacey Greer's "The Grammar of History Textbooks Part II: Questioning the Text" in the Best Practices section offers a practical method for conducting language analysis of history texts to support students' comprehension and analysis.

A second article, "Getting Smart about Writing Grant Proposals," came out of a series of conversations—at a conference, online, and by phone—that one of our site directors had with a TAH project director in Kansas (this one with some influence at the Clearinghouse). The article focuses on some of the lesser known or appreciated benefits of collaborative planning including the opportunity to strengthening individual organizations and partnerships.

So, next time you feel isolated in your teaching practice and can't wait for the next History Project event to charge your batteries, check out teachinghistory.org/. We are not alone!

California Council for History Education Conference

The California Council for History Education (CCHE) will hold its fourth annual conference September 24 - 26, 2009, at the Hilton Orange County in Costa Mesa. Speakers include University of Michigan's Bob Bain, Chico State's Tim Sistrunk, and UCLA historian Teo Ruiz, who will deliver the keynote address,

"Jews, Conversos, and the Inquisition in Iberia." Field-tested lessons by teachers and presentations by the Teaching American History grant community throughout the state will round out the program. Visit the CCHE website, <http://www.csuchico.edu/cche>, for additional details and to register today!



Lessons from the Road

Field Study with Sacramento-Area Teachers



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

In June, a small group of history teachers from the Folsom Cordova and Center Unified School Districts completed a seven-day field trip to the East Coast—the culminating professional development experience supported by this Teaching American History grant. As the primary partner on the grant, the History Project at UC Davis organized and facilitated the trip.

Designing and delivering a useful and intellectually satisfying experience proved to be major challenge. History Project programs foster high expectations and we knew that a pre-packaged tour would not fit the bill. As we began planning this trip, we wondered: *“How do we convert a travel opportunity into an adult learning experience and meet the high expectations of our teachers for productive scholarly interactions?”* We negotiated for worry-free transportation, comfortable accommodations, and meals with one vendor, but knew that the major lifting on the itinerary had to come in-house.

Our answer was to provide a full spectrum of on-site history experiences including the requisite tours of homes, battlefields, and museums, as well as visits to archives and scholar centers. Since our teachers appreciate working closely with scholars, we used our network to locate East Coast scholars who were interested in working with our experienced teachers on location. History Project Director Pam Tindall developed an itinerary and located scholars through our UC Davis scholar network and like-minded folks involved with TAH projects in the East.

Our group arrived in Richmond, Virginia, filled with anticipation and armed with notebooks packed with itineraries, maps, and primary source selections. We began with an unplanned bus ride down Monument Avenue, a great photo opportunity, en route to the Virginia Historical Society (VHS). Having the museum to ourselves was a treat and Bill Obrachta’s work set the bar high for the remainder of the trip. Obrachta, the Director of Education at VHS, shared documents from the VHS archives with us. We deciphered and discussed a series of fascinating diary entries recorded by a Virginia man heading to California during the gold rush. We unanimously agreed that they held great promise for use with students. We appreciated Mr. Obrachta’s personal attention and efforts to make a Virginia-California connection and place this experience within a larger historical context.

He even distributed facsimiles of the documents in their original size so we could examine every aspect including handwriting, postmarks and other illuminating details.

The following day, our interaction with Will Harris, founding Director and Principal Scholar at the Center for the Constitution provided context and much more at the beginning of our back-to-back visits to Montpelier and Monticello. We met Harris at James Madison’s home Montpelier, where we engaged in a lecture and discussion entitled “Constitutional Liberty...WHAT is it?” Harris provided a framework for thinking about Madison and Jefferson, the concepts of “freedom” and “liberty” and the dimensions of federalist and anti-federalists views that show up throughout American history. Many of us gained a new appreciation for Madison, which added much-needed depth to the story recited by the docent when we later toured his home.

Though we left Harris at Montpelier where he was running a four-day institute with teachers from Placer County, his ideas continued to percolate as we embarked on our tour of Thomas Jefferson’s Monticello. Here we could not help but compare and contrast the living spaces of Madison and Jefferson. We were fascinated with how the homes and the grounds reflected the two men’s thoughts and ideas about the democratic republic they had helped to form. Physically occupying these two spaces while grappling with the ideas presented by Harris was a memorable and engaging experience.

After Monticello, it was on to the University of Virginia (UVA). Our TAH-network friend Andy Mink, Director of Outreach and Education at the Virginia Center for Digital History, introduced us to Professor Kent Germany who shared his work with the Miller Center of Public Affairs on the Presidential Recordings Program. Through the recordings and transcripts, we explored Lyndon Johnson’s role in the aftermath of the Freedom Summer Murders. Germany suggested we frame our investigation by asking “What can a president DO?” as we considered the limits of federal power with this case study. We were surprised to discover what sound recordings can reveal.

On to Gettysburg—where we had a private tour with Mr. John Fuss, Licensed Battlefield Guide. We were not sure what to expect here, but Mr. Fuss did not disappoint. Our group found his commentary on the monuments including when, where, why they were placed and by whom to be excellent fuel for conversations on history and memory.

On our way to Harpers Ferry and our last scholar appointment, we stopped briefly at Antietam where we stood in Sunken Lane, read a diary entry from Lt. Frederick Hitchcock, and contemplated his account of “Baptism of Fire at Bloody Lane.” At both of these battlefield stops, less was more as the powerful of influence of “being there” worked its magic.

Since we had only a few hours at Harpers Ferry, we truly benefitted from having a scholar to focus our visit. Harpers Ferry is a many-layered place that offers entry points into America’s stories of industrialism, early transportation, sectional division, African Americans education, the Niagara Movement and more. Dr. Carol Wilson, Chair of the Washington College History Department provided a narrative, leading us on a walking tour with stops at key places to review the “obvious” story of this place—John Brown’s raid—and to go in to depth on some of the lesser known aspects. We appreciated her respect for us as adult learners who had some knowledge of history and could make sense of her discussion of historical interpretation. Of course, the stunning views and tangible sense of how geography helped to shape history enhanced this experience as well.

We spent the last leg of our trip in Washington, DC. With so much to see and do, we encouraged teachers to prioritize according to their teaching assignment and leave the rest for another trip. Our teachers focused with determination on this task. Some managed to secure personal attention at the Supreme Court—apparently, a certain clerk there “loves teachers” and was very helpful providing resources. Other highlights included the exhibits at the Library of Congress and the Newseum. Teachers spent productive time where it benefitted them and their students most. Each bus ride back to the hotel was filled with conversations about what they had seen, collected and thought about that day. There is no stopping a bus filled with history teachers in Washington DC from having a great time! Still, we missed the context, questions, and framing devices offered by the scholars at the start of our trip. This critical element of all of our programming was sadly missing from the final days of our trip. Next time, we won’t leave home without one.

Though we returned exhausted, we were satisfied to have had this last experience with this particular group of teachers, some of whom had participated in our TAH cohort for all three years of the grant. They were thoughtful and readily engaged in all aspects of the experience. *We now count “organizing field study” as another skill set in our professional development repertoire.* Having recently been awarded two new TAH grants featuring this very kind of focused travel, the History Project at UC Davis looks forward to further adventures in history.

Teaching American History In Action

by John Garrett, Director North State History-Social Science Project

The North State History-Social Science Project, housed at CSU, Chico, has completed two Teaching American History Grants over the last five years. In 2005 the NSHSSP began its *No Paine, No Gain Teaching American History Grant*. Working with Chico Unified School District and many teachers from neighboring districts, NSHSSP presented historical content from a variety of university professors. Teachers were also introduced to strategies to increase literacy through history instruction. Historians and teacher leaders facilitated workshops on using historical thinking skills in the K-12 classroom.

The *E Pluribus Unum Teaching American History Grant* began the following year and concluded in June of 2009. This grant partnered with the Glenn County Office of Education and work with many smaller schools in the region. The highlight of this grant was the partnership with the California Council for History Education. Each fall, participating teachers attended the annual CCHE Conference, adding to the already rich experience provided by the summer institute and numerous follow-up workshops. Many teachers have taken information gained from the grant and presented at subsequent CCHE conferences. Be sure to check out these presentations this fall at the 2009 CCHE Conference in Costa Mesa.

Of the many topics and strategies presented at NHSSP institutes and workshops, working with Document Based Questions has proved to



be indispensable. As part of our grant evaluation, students wrote essays answering standards based questions that required reading and analyzing primary source material. Students were given a DBQ in the fall and another in the spring semester. The Center for

Evaluation and Research scored the students' essays. The findings discovered that DBQs were not only valuable in assessing student content knowledge, but could also be used to teach/assess reading and writing skills, as well as historical and critical thinking skills. What was truly amazing was how younger students were able to access historical documents and write arguments using theses and primary source evidence. 4th and 5th grade teachers assessed students with a tool normally reserved for students in AP history. Participants were involved with the creation of the DBQs; The Center for Evaluation and Research walked our teachers through the scoring method, and the DBQ Project facilitated a workshop on teaching students how to attack these high level assessments. Many teachers reported that DBQs were the only writing assignment their struggling students enjoyed and wanted more of. Clearly, teachers and students benefitted from the entire process.

The Story of American Freedom

by Beth Anderson, Program Coordinator, The UCI History Project

In 2008 – 2009, the UCI History Project has worked with Orange Unified School District in the first year of our Teaching American History grant, *The Story of American Freedom*. District teachers were asked to read Eric Foner's book of the same title, with three main goals. First, the book provided a model of a thematic overview of United States history. By modeling a historian's use of a theme to

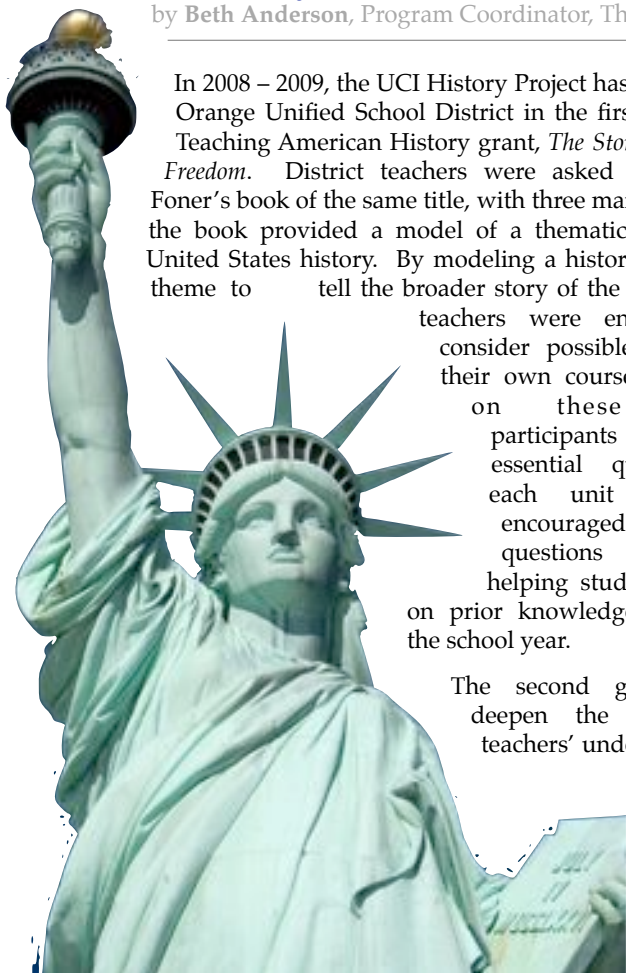
tell the broader story of the nation's past, teachers were encouraged to consider possible themes for their own courses. Drawing on these themes, participants developed essential questions for each unit and were encouraged to develop questions for lessons helping students to build on prior knowledge throughout the school year.

The second goal was to deepen the participating teachers' understanding

of the concept of "change over time." Most teachers and students understand that ideas and practices change over time, but they tend to see this change in terms of new beliefs and practices replacing the old. In asking teachers to think in terms of a single concept, participants developed a more sophisticated understanding of the ways ideas, whose definitions may seem very static to us, can and must be historicized.

Finally, in examining the ways the meaning of freedom was contested over time, the third goal was to introduce and develop teachers' understanding of agency. This concept is often unfamiliar to K-12 teachers and provided a very useful lens for introducing history "from the bottom up." This was achieved by encouraging teachers to go beyond the textbook versions of change, often focused on actions of elite actors, and providing them with concrete examples of individuals and groups that changed history despite being outside the halls of power.

In the first year of the grant, 8th grade teachers read the chapters on the 19th century. Next year, 11th grade teachers will read the chapters on the 20th century. In the third and final year emphasis will be on articulation between the grade levels, stressing First Amendment rights and the ways these rights have been applied and contested over the course of United States history. Using Foner's approach as a model, participating teachers will be able to build a set of interpretive questions particular to their district designed to improve students' understanding and retention of US History and the agency of its citizens.



SUCCESS STORIES

The UCLA History-Geography Project

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



One of the pleasures of the Teaching American History work for the UCLA History-Geography Project has been the interaction with the Glendale Unified School District, and specifically, with elementary school teachers. At a time when many are worried about the marginalization of history in the early grades, Glendale has developed a group of dedicated primary and upper grade teachers who have found ways to incorporate the history and geography of TAH grants into their standards-based lessons. The professional leadership developed through the grant has expanded to wider venues, and several grant participants have served as presenters, both locally and at CCSS and CCHE conferences.

Melissa Kesheshian of Cerritos Elementary School, for example, developed her students' media literacy skills through the use of photos of early California. Pam Dombroski, from Franklin Elementary School, created a lesson that looked at her community and particularly the transportation elements in both the past and the present. Glenoaks Elementary School teacher Matt Hamo reports that his previous passion for math is now matched by a passion for history. "TAH helped me become a better presenter and helped me get to know other professionals," said Hamo. "My lessons have not only been used in my classroom, but have also been shared with my colleagues and others through our presentations. I have been inspired to do further research and to teach history in a more meaningful way." Another participant, Antonia Piscitelli-Carrasco of Daily High School has also found ways to make history compelling and challenging for her continuation high school students as a result of her participation in the program.

The UCLA History-Geography Project has also been fortunate to have the support of district administrators Joanna Junge and Vickie Atikian-Aviles, and an experienced high school teacher, Nancy Witt, who served as the curriculum coach. For those beginning to tackle a TAH grant, Witt offered the following suggestions:

Offer Teacher Stipends. Stipends attract participants and give them a chance to see how compelling activities are.

Use District Contacts. Using a person familiar with district procedures to help with grant coordination is a plus. Grant administration is complex and should not be



on the job training. An "insider" brings credibility to the grant program.

Communicate Wisely. The person who communicates with teachers is often viewed as a general social studies point person. In this role, the communicator can also convey information about other funding sources and opportunities for participants. Witt, for example, sent weekly updates not only about the Glendale TAH activities, but also provided information about other professional development opportunities, valuable resources, contests for teachers and students, and additional grants. This missive was found to be so informative to participants, that it is now regularly mailed to hundreds of teachers in the Glendale Unified School District and neighboring districts as well.

WITH MALICE TOWARD NONE

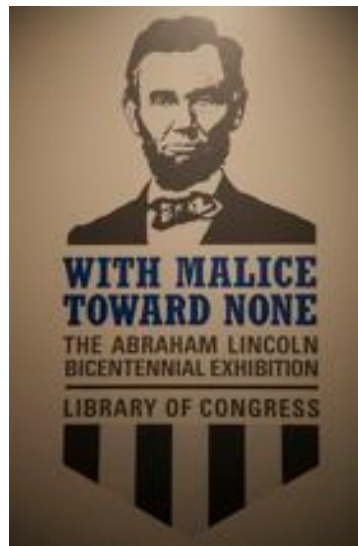
The Abraham Lincoln Bicentennial Exhibition

With Malice Toward None commemorates the two-hundredth anniversary of the birth of our nation's sixteenth president. The exhibition, currently on display at the California Museum in Sacramento, showcases Lincoln as a man who was deeply affected by personal experiences and historic events.

Through documents and artifacts, on loan from the Library of Congress, the exhibition guides the viewer into Lincoln's life from Kentucky to Illinois to the White House. Highlights of the exhibition include Lincoln's First and Second Inaugural

addresses, the Gettysburg Address, and the Emancipation Proclamation. The Inaugural Bible, used by both Lincoln and Barack Obama is also part of the display.

Can't make it to Sacramento before the close of the exhibit on August 22? Enjoy a virtual visit through the Library of Congress



website <http://www.loc.gov/exhibits>.

There educators can find a wealth of resources that can be used in the classroom to help students explore the life, times, and accomplishments of Abraham Lincoln using analysis tools developed by the Library of Congress education department. A section of this website is devoted to Lincoln's primary sources, including documents, maps, political cartoons, sheet music, and artifacts - all available in pdf form for classroom use.

TUTANKHAMUN EXHIBIT

Curriculum and Open House

Linda Biewer-Elstob, veteran teacher leader with the History Project at UC Davis, was recently selected by the DeYoung Museum in San Francisco to design curriculum units to complement the current exhibition, "...". The team of five educators, under the direction of Museum Educator Emily Doman, began their task by examining the curricula from previous cities' exhibits, content reading, and discussion. Focusing on 10 – 15 pieces in the exhibition,



Teachers' Open House September 21, 5:00–9:00 p.m.

Only teachers with valid school IDs are eligible to attend.

**de Young Museum
Golden Gate Park**

•Reservations required. Space is limited. RSVP by email only to kerickson@famsf.org. Timed tickets will be distributed upon arrival. For additional information, call 415-750-7696.

•The open house will include school-program information, exhibition viewing, hands-on demos, and light refreshments. Last exhibition entry at 7:30 p.m.

the team developed classroom-ready lessons to be used by California teachers and students. Said Biewer-Elstob, "...I want to thank the History Project because I think the work we do there landed me this job. The History Project teaches people how to think differently about history and how to engage students in a meaningful way."



Linda B.E. and colleagues at the Tut exhibit

TEACHER SPOTLIGHT:

Jill Breslin

Jill Breslin is an elementary school teacher with the Shasta Union Elementary District. For seven years, Jill has been a participant in the

North State History-Social Science Project's (NSHSSP) Teaching American History (TAH) grant program and credits her participation as a contributing factor in the development of her students' writing ability, critical thinking, and historical content knowledge.

Q- Tell us a little about your teaching career.

Jill- I have been teaching for 21 years. I teach in a small rural school in Northern California. I have taught every grade from K to 8, and currently teach 4th and 5th grade.

Q- Describe your participation in the History Project and the Teaching American History grant.

Jill- I first became involved in NSHSSP when a colleague of mine asked me to help her with the DBQs, Document Based Questions. She was participating in the History Project and wanted to see how our different students would do on the same assessment. I was impressed with the DBQs and wanted to find out more about the project and how to use these papers in my class.

Q- What, in your opinion, is the value of professional development?

Jill- I have gone to many different workshops and conferences over the years in all different areas of education including everything from Reading and Math to Social Skills and administration. I have always believed that continued education for me will help my students and my teaching, so I probably go to 2-5 conferences or workshops a year.

Q- Describe how the historical content presented at the institutes has impacted your teaching and the knowledge of your students.

Jill- The content has been wonderful. When I was in school, we discussed names and dates. That was about what you got with history. But here, the professors go over not only names and dates but what was going on during the time period. The why's. The content is presented by college professors that are the top in their fields. The project brings in people who really know about the material they are teaching. They give the students, us, the little facts that are fun to share with our students. Many students see no reason to study history. When I can tell them the little known facts, they really start to focus and look for more. I enjoy getting my students excited and the more I know the more I can do that.

Q- How do you see the relationship between historical thinking skills and specific content standards?

Jill- [Presentations on historical thinking skills have] given me more knowledge and ways to present the [content] standards in a more exciting way. Using the historical thinking skills I can show the students the meaning behind the [content] standards.

Q- What are some of your favorite strategies from the institutes or workshops?

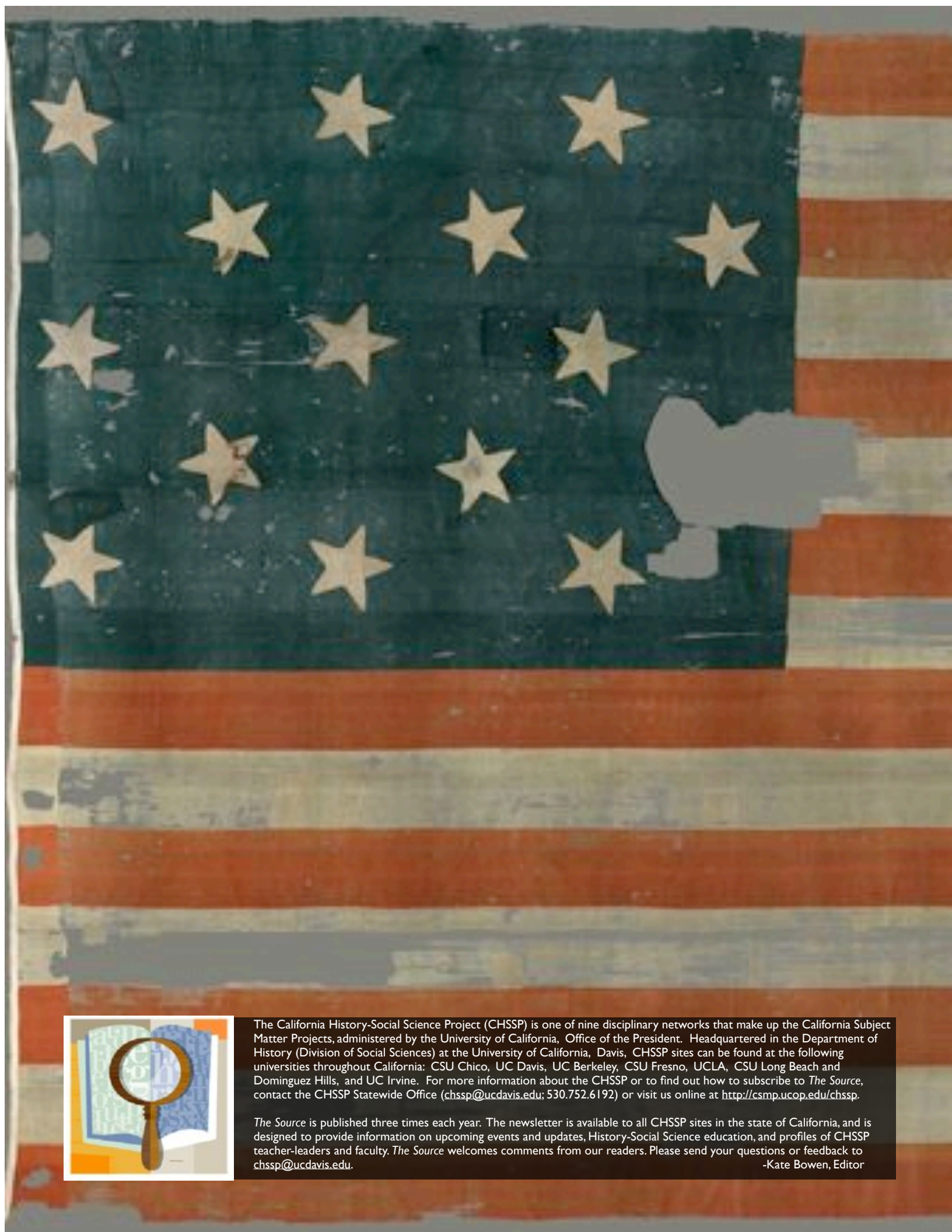
Jill- I have really used the writing strategies. Writing was never one of my best subjects so I wasn't the greatest writing instructor. The History Project has given me many strategies to write multi-paragraph essays with students - from what is important in the introduction to how to conclude an essay.

Q-Can you share with us how Document Based Questions have affected the performance of your students?

Jill- The biggest improvement that I have seen with my students has been their writing grades. The Document Based Questions, DBQs, have been the biggest factor in that. I use the DBQs many times throughout the year. I start with an introduction on writing DBQs and use them to assess most topics in Social Studies that I teach. The DBQ process goes into writing persuasive, expository, and narrative papers. It helps teach the different genres by having students analyze documents and then choose a point to argue. The students need to have a good grasp of the content and the documents to be able to argue their point. By using the DBQs for the past two years, 80% of my 5th graders were proficient or advanced on the district writing test this year. Research shows that students who write expository papers often score better in all areas. The DBQs give me great questions to use with my students to get them interested in writing.

Q- Is there anything else you would like to say in regards to the TAH Grant you participated in?

Jill- The TAH Grant was one of the best programs that I have participated in my teaching career. It has given me strategies, information, and materials that I have been able to use in my classroom to help students succeed. I want to thank my colleague, Michelle, for suggesting that I participate and would recommend to everyone that they should get involved in a TAH Grant project... definitely worth the time.



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: CSU Chico, 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