

**California Subject Matter Project /
Beginning Teacher Support and Assessment Partnership
Discipline Specific Resources for Support Providers and Beginning Teachers
2008-09**



Discipline: History-Social Science
Project: The California History-Social Science Project (CHSSP)
Website: <http://csmc.ucop.edu/chssp>
Phone: 530.752.0572
Email: chssp@ucdavis.edu



CHSSP BTSA Inquiry Topics

TOPIC: Teaching students how to make connections between significant historical events in their chronological and geographical context.

HSS ANALYSIS SKILLS CATEGORY: Chronological and Spatial Thinking

DESCRIPTION: In order to understand the significance of new concepts and important historical events as they are presented in each grade's assigned content area, students need to be able to place them in chronological and geographical context. Though students may not always need to know specific dates and exact locations, understanding the order of events or general geographic situations helps students understand how events are linked by cause and effect and how relationships between population groups develop over time. Events do not happen in isolation. For students to learn about one event, they must have an understanding of what came before it and how location influenced what led up to the event. Teachers must construct lessons that provide this context while helping students leverage what they already know in order to learn something new. While timelines and map reading activities are a beginning a well-constructed lesson will take students beyond using those tools to aid in interpretation and evaluation of multiple sources of information.

RELEVANT STANDARDS: BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5; HSS Analysis Skills K-12

RESOURCES: CHSSP Bibliography and Links.

PROGRAMS: Teaching World History, Teaching American History, Building Academic Literacy in History, and Customized CHSSP Programming





CHSSP BTSA Inquiry Topics

TOPIC: Teaching students how to read, analyze, and evaluate difficult, but significant, primary sources from various points of view and how to apply that analysis into a written historical thesis, supported by evidence.

HSS ANALYSIS SKILLS CATEGORY: Research, Evidence and Point of View

DESCRIPTION: Students learn that history is written by historians who read and analyze many sources from different points of view. After conducting their investigations into the past, historians write interpretations of historical events based on their research findings. Similarly, students must learn to read and analyze both primary and secondary source materials. Critical reading and writing are valuable life skills and history-social science provides an excellent opportunity for students to learn these skills. Because students are not historians, teachers must construct lessons that mirror the process of investigating the past providing opportunities to read and write analytically. In order for students to benefit fully, teachers must carefully choose the sources, appropriate methods for reading those sources, and scaffold writing instruction to develop an argument with a thesis and evidence.

RELEVANT STANDARDS: BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5; HSS Analysis Skills K-12

RESOURCES: CHSSP Bibliography and Links

PROGRAMS: Building Academic Literacy in History and Customized CHSSP Programming





CHSSP BTSA Inquiry Topics

TOPIC: Teaching students to summarize and explain the historical context of significant events, with the understanding that historical interpretations are subject to change.

HSS ANALYSIS SKILLS CATEGORY: Historical Interpretation

DESCRIPTION: History textbooks, and other secondary source text, offer students second hand accounts of historical events as interpreted by historians, reporters, and others. Students should come to understand that an historian's written accounts are generally the result of historical inquiry, or a genuine investigation into the past. This, of course, requires the analysis of primary source evidence representing various points of view. Students should also discover, through regular opportunities to conduct primary source analysis, that investigating the past is both complex and rarely unambiguous. Moreover, students must learn that the resulting accounts written by historians and others are their interpretations of what happened without necessarily having the kind of proof that rules out all other explanations.

Likewise, students must be taught to examine evidence, both primary and secondary, in order to develop their own interpretations. Using that evidence, students must then be able to produce summaries of the most important historical events and be able to explain the historical context, or what was happening during that period of time, in order to reveal their understanding of how that event came to be and its related consequences. Finally, students must see that it is possible for historical interpretations to change over time as future researchers pose new historical questions, examine different evidence, and possibly even confront newly discovered evidence.

RELEVANT STANDARDS: BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5; HSS Analysis Skills K-12

RESOURCES: CHSSP Bibliography and Links

PROGRAMS: Teaching World History, Teaching American History, Building Academic Literacy in History, and Customized CHSSP Programming





CHSSP BTSA Inquiry Topics

TOPIC: Teaching students to interpret the causes and effects of significant historical events.

HSS ANALYSIS SKILLS CATEGORY: Historical Interpretation

DESCRIPTION: Students must be able to make sense of the multifaceted nature of historical events, particularly those that have had lasting impacts. This means that students can see connections between seemingly unrelated events that may even be best described as movements or eras rather than single events (e.g., the Great Awakening as a cause of the American Revolution). Moreover, students must discover that, more often than not, multiple causes resulted in multiple effects, rather than single events leading to only other singular events. Understanding how economic, political, and social forces cause change that results in positive consequences for some and perhaps negative for others offers another layer of complexity for students when interpreting what led up to certain historical events and what resulted. Teachers must offer students engaging and structured lessons explicitly designed to empower all students to grapple with the complexities of cause and effect and come to appreciate the nuance of historical investigation in general.

RELEVANT STANDARDS: BTSA Induction Standards 4, 5, and 6; CSTPs 1, 3, 4, 5; HSS Analysis Skills K-12

RESOURCES: CHSSP Bibliography and Links

PROGRAMS: Teaching World History, Teaching American History, Building Academic Literacy in History, and Customized CHSSP Programming





CHSSP Detailed Program Descriptions

Program: Teaching American History (TAH) Summer Institute or School-Year Workshop Series

WHEN & WHERE: TAH programs may be offered in the summer in a multi-week block, clusters of "mini" 3-day institutes or distributed throughout the school year in monthly evening sessions a combination of evening and teacher released-day sessions, across the CHSSP network.

STANDARDS, CONTENT, AND GRADE-LEVEL: This program is designed for teachers of U.S. History and is, in general, aligned with the California HSS Content Standards for grades 4, 5, 8, and 11 and HSS Analysis Skill Standards K-12. Specific Teaching American History offerings at local CHSSP sites will likely be tailored to a particular era or grade level.

PROGRAM DESCRIPTION: These programs may take the form of grade-level specific scope and sequence school-year workshops, school-year sessions offering model lessons and coaching, theme based intensive summer institutes, book groups or regional conferences depending on the needs of the regional partners who fund them. Though the format varies widely, each TAH program has common elements. Historians provide lectures and lead discussions to increase teachers' content knowledge and engage teachers in investigating significant questions and debates in American history. Historians and CHSSP teacher leaders address pedagogy by providing lesson models and guiding teachers through historical thinking and inquiry exercises. Teachers engage in grade-alike and cross-grade discussions about American History as articulated in the CHSS framework and standards. Teachers apply what they have learned by creating standards-based lessons designed to engage students in historical thinking and inquiry.

HOW IT MEETS THE STANDARDS: Teachers return to their classroom armed with new understandings of significant and interesting questions, controversy and debates that surround the era they teach helping them engage and support students in learning. Questions and standards-driven investigations also help teacher organize the curriculum for student learning. Engaging as an adult learner in history compels teachers to reconsider how they plan instruction and design learning experiences for their students as they themselves reconnect with what it means to be a learner. Finally all TAH programs include Historical Thinking strands addressing what it means not only to assess what students know about history (the content) but how they learn about history as expressed in the CHSS analysis standards.

ADDITIONAL INFORMATION: Though many of these programs were built and are currently funded by Teaching American History grants, these programs can exist outside of this funding model and currently include teachers who may not be part of a Teaching American History grant.





CHSSP Detailed Program Descriptions

Program: Teaching World History (TWH) Summer Institute or School-Year Workshop Series

WHEN & WHERE: TWH programs may be offered in the summer in a multi-week block, clusters of "mini" 3-day institutes or distributed throughout the school year in monthly evening sessions a combination of evening and teacher released-day sessions. These programs are offered at most sites with variations in topics determined by grade-level content or themes based on different regions of the world.

STANDARDS, CONTENT, & GRADE LEVEL: This program is designed for teachers of World History and is, in general, aligned with the California HSS Content Standards for grades 6, 7, and 10 and HSS Analysis Skill Standards K-12. Specific Teaching World History offerings at local CHSSP sites will likely be tailored to a particular era, region, or grade level.

PROGRAM DESCRIPTION: TWH programs may take the form of grade-level specific scope and sequence school-year workshops, school-year sessions offering model lessons, theme based intensive summer institutes, book groups or regional conferences depending on the needs of the regional partners who fund them. Though the format varies widely, each TWH program has common elements. Historians provide lectures and lead discussions to increase teachers' content knowledge and engage teachers in investigating significant questions and themes in world history. Historians and CHSSP teacher leaders address pedagogy by providing lesson models and guiding teachers through historical thinking and inquiry exercises. Teachers engage in grade-alike and cross-grade discussions about World History as articulated in the CHSS framework and standards. Teachers apply what they have learned by creating standards-based lessons designed to engage students in historical thinking and inquiry.

HOW IT MEETS THE STANDARDS: Teachers return to their classroom armed with new understandings of significant and interesting questions, controversy and debates that surround the era and regions they teach helping them engage and support students in learning. Questions and standards-driven investigations also help teacher organize the curriculum for student learning. Engaging as an adult learner in history compels teachers to reconsider how they plan instruction and design learning experiences for their students as they themselves reconnect with what it means to be a learner. Finally all TAH programs include Historical Thinking strands addressing what it means not only to assess what students know about history (the content) but how they learn about history as expressed in the CHSS analysis standards.





CHSSP Detailed Program Descriptions

Program: Customized Programs in World & U.S. History, Geography, Government, and Economics

WHEN & WHERE: These programs are offered by request and times vary but typically these programs are offered during the school year. Location of these programs varies in any year, given the requests of local schools and teachers.

STANDARDS, CONTENT, & GRADE LEVEL: These customized programs can be designed for HSS teachers at the appropriate content and grade level, as defined by the HSS Standards. All CHSSP programs are, in general, aligned with the California HSS Analysis Skill Standards for grades K-12. Specific offerings at local CHSSP sites can also be tailored to a particular era, region, or grade level.

PROGRAM DESCRIPTION: Though the discipline of history dominates the HSS curriculum, individual sites have responded to local requests for programming in other social science disciplines. Some sites routinely offer geography and economics programs and some only when contracted with local school districts. Though program descriptions vary, all sites are committed to the k-16 model of providing content based on the latest research presented by professionals from the discipline combined with methods for literacy-embedded classroom implementation.

HOW IT MEETS THE STANDARDS: All CHSSP programs provide teachers with new understandings of significant and interesting aspects of the discipline they teach helping them engage and support students in learning. Questions and standards-driven activities help teachers organize the curriculum for student learning. Engaging as an adult learner compels teachers to reconsider how they plan instruction and design learning experiences for their students as they themselves reconnect with what it means to be a learner. Finally all programs address what it means not only to assess what students know about the content but how they learn the content as expressed in the California History-Social Science analysis standards.

ADDITIONAL INFORMATION: BTSA providers should contact their local site directors yearly for information about current programs being offered.





CHSSP Detailed Program Descriptions

Program: Professional Learning Community Activities for HSS Teachers (Conferences, Orientation Events, Limited Activities, etc.)

WHEN & WHERE: These programs, which are organized by both local sites and increasingly, the statewide CHSSP office, vary in location and time of year, given local and disciplinary market forces. (Visit the CHSSP website for current offerings).

STANDARDS, CONTENT, & GRADE LEVEL: These PLC activities are designed for HSS teachers at the appropriate content and grade level, as defined by the HSS Standards. All CHSSP programs are, in general, aligned with the California HSS Analysis Skill Standards for grades K-12. Specific offerings at local CHSSP sites can also be tailored to a particular era, region, or grade level.

PROGRAM DESCRIPTION: Program descriptions vary, but programming generally represents content based on the latest research presented by professionals from the discipline combined with methods for literacy-embedded classroom implementation.

HOW IT MEETS THE STANDARDS: All CHSSP programs provide teachers with new understandings of significant and interesting aspects of the discipline they teach helping them engage and support students in learning. Questions and standards-driven activities help teachers organize the curriculum for student learning. Engaging as an adult learner compels teachers to reconsider how they plan instruction and design learning experiences for their students as they themselves reconnect with what it means to be a learner. Finally all programs address what it means not only to assess what students know about the content but how they learn the content as expressed in the CHSS analysis standards.

ADDITIONAL INFORMATION: BTSA providers should contact their local site directors yearly for information about current programs being offered.





CHSSP Resources

ANNOTATED BIBLIOGRAPHY

TEACHING Resources

CATEGORY: Chronological and Spatial Thinking

TOPIC: Teaching students how to make connections between significant historical events in their chronological and geographical context.

Hawkins, Evelyn, Fran Stancavage, Julia Mitchell, Madeline Goodman, and Stephen Lazar. "Learning About Our World and Our Past: Using the Tools and Resources of Geography and U.S. History." *The Nation's Report Card*. January 1998. 21 May 2002. <<http://nces.ed.gov/nationsreportcard/pubs/main1994/98518.asp>>.

Discusses the 1994 NAEP U.S. History Framework, an assessment tool that outlines a vision of what students should know and how teachers can assess student competency. Among the components of the framework is an emphasis on the importance of chronological structure in teaching the major eras of history.

Percoco, James A. *A Passion for the Past: Creative Teaching of U. S. History*. Portsmouth, N.H.: Heinemann, 1998.

Explains creative ways of teaching US history at the high school level and emphasizes the importance and value of visiting historical sites to assist students with making direct and meaningful connections with the past.

Rosenzweig, R., and D. Thelen. *The Presence of the Past: Popular Uses of History in American Life*. New York: Columbia University Press, 1998.

A study of ordinary Americans' sense of connection to the past, based on 1500 questionnaires distributed to a diverse sampling of Americans. Thelen and Rosenzweig find that, though most Americans have a strong sense of the past, they are connected to the past primarily through their own family and community histories, rather than through history classrooms.





Eggs, Suzanne, Peter Wignell, and J.R. Martin. "The Discourse of History: Distancing the Recoverable Past." *Theory and Practice*, London: Pintero Publishing, 1993. 75-109.

Discusses how the teaching of history requires inculcating students with an "historical perspective," which is described as involving a "sense of time, a sense of cause/effect relationship, an understanding of the interaction of past and present, and an understanding that history is a dynamic relationship of people, place and time."

CATEGORY Research, Evidence and Point of View

TOPIC: Teaching students how to read, analyze, and evaluate difficult, but significant, primary sources from various points of view and how to apply that analysis into a written historical thesis, supported by evidence.

Perfetti, C.A. , Britt, Georgi, and Mason. "How Students use Texts to Learn and Reason About Historical Uncertainty." *Cognitive and Instructional Processes in History and the Social Science*. Ed. Mario Carretero and James F Voss, Hillsdale, N.J. : L. Erlbaum Associates 1994. 257-83.

This article centers on two major themes in historical texts – history as a story and as an historical argument.

Beck, I.L., M.G. McKeown and E.W. Gromoll "Learning from Social Studies Texts." *Cognition and Instruction*. 6.2 (1989): 99-158.

Draws on research on the nature of the reading process and characteristics of historical texts that promote or impede comprehension.

Coffin, Caroline. "Constructing and Giving Value to the Past: an Investigation into Secondary School History." *Genre and Institutions: Social Processes in the Workplace and School*, Ed. Frances Christie and J.R. Martin. London: Cassell, 1997. 196-230.

Examines secondary school history texts to show how students move from constructing the past as story, with a focus on particular, concrete events moving through time, to constructing it as argument, with a focus on abstract theses organized in text time.





McNamara, J. "The Writing in Science and History Project: The Research Questions and Implications for Teachers." *Writing in Schools*. Ed. Frances Christie. Geelong, Victoria: Deakin University Press, 1989. 24-35.

Analyzes writing tasks demanded in history and science in grades 7-12. Describes specific strategies used to increase student achievement by including a discussion of genres, pre-writing assignments and detailed assessment of student work.

Veel, Robert and Caroline Coffin. "Learning to Think Like an Historian: The Language of Secondary School History." *Literacy in Society*. Ed. Ruqaiya Hasan and Geoff Williams. London: Longman, 1996. 191-231.

Explores the "language of school history" and suggests that students must develop genre-specific ways of meaning which in turn requires them to learn a greater range of genres. To do this, teachers must build on students' historical understanding by developing more abstract ways of understanding knowledge that was gained at the start of their historical education.

CATEGORY: Historical Interpretation

TOPIC: Teaching students to summarize and explain the historical context of significant events, with the understanding that historical interpretations are subject to change.

TOPIC: Teaching students to interpret the causes and effects of significant historical events.

Bain, RB "Into the Breach: Using research and theory to shape history instruction." Paper presented at Spencer Foundation, Nov. 6-8, 1998.

Advocates apprenticing students as historians by merging subject-matter content with historical interpretation and practice in secondary history courses.

Britt, M. Anne, Charles A. Perfetti, Julie A. Van Dyke, and Gareth Gabrys. "The Sorcerer's Apprentice: A Tool for Document-Supported History Instruction." *Knowing, Teaching, and Learning History: National and International Perspectives*. Ed. Peter N. Stearns, Peter Seixas, and Sam Wineburg. New York: New York University Press, 2000. 437-470.

History as a text-rich site for literacy development is the focus of this article. To increase the effectiveness of using multiple texts, the authors evaluate whether sourcing skills improve with use of the computer application, Sorcerer's Apprentice.





CHSSP Contacts:

The California History-Social Science Project Statewide Office

Nancy McTygue, Executive Director
University of California, Davis
663 Kerr Hall, One Shields Avenue
Davis, California 95616
(530) 752-0572
chssp@ucdavis.edu
<http://csmf.ucop.edu/chssp>

The North State History-Social Science Project

John Garrett, Director
c/o CSU Chico History Department
Chico, California 95929-0735
(530) 898-6238
Jgarrett56@hotmail.com
<http://www.csuchico.edu/hist/nshssp/hsspnet.html>

The History Project at UC Davis

Pamela Tindall, Director
University of California, Davis
661 Kerr Hall, One Shields Avenue
Davis, California 95616
(530) 752-4383
historyproject@ucdavis.edu
<http://historyproject.ucdavis.edu>

The UC Berkeley History-Social Science Project

Donna Leary, Director
Department of History, UC Berkeley
2407 Dwinelle Hall
Berkeley, California 94720-2550
(510) 643-0897
ucbhssp@berkeley.edu
<http://history.berkeley.edu/ucbhssp>

The History Project at Fresno State

Melissa Jordine, Faculty Advisor
California State University, Fresno
5340 North Campus Drive M/S SS21
Fresno, California 93740
(559) 278-6079
mjordine@csufresno.edu
<http://csufresno.edu/historydept>

The UCLA History-Geography Project

Emma Hipolito and Mary Miller, Co-Directors
1320 Moore Hall
Los Angeles, California 90095
(310) 206-9796
(310) 206-5369
hipolito@gseis.ucla.edu
mary_miller@earthlink.net
<http://centerx.gseis.ucla.edu/HGP>

The History Project at CSU Long Beach & Dominguez Hills

David Neumann, Director
CSU Long Beach
Department of History
1250 Bellflower Blvd.
Long Beach, California 90840-1601
(562) 985-4428
dneumann@csulb.edu

The UC Irvine History Project

Nicole Gilbertson, Director
UC Irvine Center for Educational Partnerships
5171 California Avenue, Suite 150
Irvine, California 92697-2505
(949) 824-2057
nicolefgilbertson@yahoo.com
<http://www.humanities.uci.edu/history/ucihp>

