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Literature in the History Classroom
Teachinghistory.org is designed to help K-12 teachers access resources and materials to improve the teaching and learning of U.S. history. Teachinghistory.org is funded by the U.S. Department of Education through the Office of Innovation and Improvement Teaching American History (TAH) program (ED-07-CO-0088). It builds on and disseminates the valuable lessons learned by more than 1,000 TAH projects designed to raise student achievement by improving teachers’ knowledge and understanding of traditional U.S. history. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Literature in the History Classroom

Uncle Tom’s Cabin. The poetry of Phillis Wheatley. The Scarlet Letter. The Grapes of Wrath. American literature can be a powerful tool in the classroom. It can help make history come alive for students in ways that a textbook cannot. It can help students explore different perspectives and question narratives of the past.

In this issue, we examine ways to find good literary resources, as well as explore how they can be used effectively in the history curriculum. In addition, we also consider the potential impact of Common Core and its emphasis on reading, writing, and comprehension for the history classroom.

Explore the many resources available at teachinghistory.org for incorporating historical fiction and literature into your history curriculum, as well as strategies for developing historical thinking and literacy skills with your students.

“In March read the books you’ve always meant to read,” Federal Arts Project, 1936-1941, Library of Congress: LC-USZC2-5175.

History Content

Find resources to bring historical fiction and literature into your classroom, thanks to teachinghistory.org’s website reviews, multimedia search, and more.

Website Reviews

FREEDOM’S STORY: TEACHING AFRICAN AMERICAN LITERATURE AND HISTORY
teachinghistory.org/history-content/website-reviews/24400

This National Humanities Center website offers over twenty scholarly articles on African American history and literature written for secondary teachers. Each article includes primary sources, discussion guides, and viewpoints from historians. Literary topics include the slave narratives of Harriet Jacobs and Frederick Douglass, the trickster in African American literature, and African American protest poetry.

For Younger Grades

OURSTORY
teachinghistory.org/history-content/website-reviews/24286

The Smithsonian’s National Museum of American History and the National Center for Family Literacy have teamed up to create this website that combines literature, history, and hands-on activities. Choose from eighteen topics searchable by subject, activity type, or time period.

History in Multimedia

WILLIAM FAULKNER & THE LEDGERS OF HISTORY
teachinghistory.org/history-content/history-in-multimedia/25251

Scholar Sally Wolff relays how she discovered that a mid-1800s diary ledger of a wealthy plantation owner provided inspiration for the characters, details, and actions in many of Faulkner’s novels.

THE REDEMPTIVE IMAGINATION
teachinghistory.org/history-content/history-in-multimedia/22319

Donald L. Miller speaks with four fiction authors—Esmeralda Santiago, Arthur Golden, Charles Johnson, and Kurt Vonnegut, Jr.—about the challenge of finding narrative in history and the differences between an academic understanding of history and a novelist’s approach.
Beyond the Textbook

HUEY LONG

teachinghistory.org/history-content/beyond-the-textbook/23919

For many, the name Huey Long is tied to Robert Penn Warren’s novel, All the King’s Men. But other than a few similarities—southern governor, anti-elite message—what was the real legacy of Huey Long? And how do textbooks portray him today, if at all?


Ask a Historian

IS THE STORY OF GEORGE WASHINGTON AND THE COLT TRUE?

teachinghistory.org/history-content/ask-a-historian/21573

Q. Like most people, I realize that the story about George Washington cutting down his father’s favorite cherry tree is fictional. However, what about the story of Young George and the Colt?

A. Historians have not put much credence in the tale that parallels the cherry tree story and features Washington’s mother as his moral guide. The story first appeared in an 1826 article written by Washington’s great-grandson, George Washington Parke Custis, and later biographers have largely discounted it.

Read more online to find out what this story tells us about how society viewed the role of “revolutionary mothers.”

Outreach Page

Want to check out past issues of History Education News?

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Best Practices

Visit teachinghistory.org for lesson ideas, teaching strategies, and examples of teaching and learning in the classroom.

Teaching in Action

OF THE STUDENT, BY THE STUDENT, FOR THE STUDENT
teachinghistory.org/best-practices/teaching-in-action/24614

Watch as students from Prince William County, VA, create their own videos about the Civil War Battle of Manassas through a program with the Journey Through Hallowed Ground Partnership. Students developed historical narratives that will be used as interpretative materials at the battlefield historic site.

Using Primary Sources

READING LIKE A HISTORIAN
teachinghistory.org/best-practices/using-primary-sources/24001

Lessons from the Stanford History Education Group draw upon real-life situations to help students recognize the historical inquiry skills they practice every day and then apply them to reading primary sources. For example, a lesson on sourcing has students ask why witnesses to a lunchroom fight might have different stories. Handouts help remind students about specific questions to ask when working with primary sources.

Examples of Historical Thinking

SCENES IN THE LIFE OF HARRIET TUBMAN
teachinghistory.org/best-practices/examples-of-historical-thinking/25379

Watch as historian Tiya Miles investigates Harriet Tubman’s 1869 biography, Scenes in the Life of Harriet Tubman. The author, Sarah H. Bradford, claims that the book is based on Tubman’s narration. How did she interpret Tubman’s life? What was the book’s purpose and how did that shape the narrative? Was Bradford true to Tubman’s words?

Examples of Historical Thinking


“General affidavit of Harriet Tubman relating to her claim for a pension,” ca.1898, Center for Legislative Archives, National Archives: ARC Identifier 306573.
ANALYZING A MELVILLE STORY

Herman Melville’s short story, “Bartleby, The Scrivener,” is about a copyist in a New York City law firm who refuses to do anything more than what is asked of him. What can a close reading of this story tell us about life in New York City in the mid-1800s? What can it tell us about labor relations and class during this period? Watch as American literature scholar Hans Bergmann interprets the story and offers suggestions on how to approach literature with students.

TWO BLUE SONGS

How do you learn about a culture that did not leave an extensive paper record? Looking at two blues songs from 1939, historian Lawrence Levine uncovers information about African American culture in the 1930s. He also stresses the importance of using a variety of sources to tell the whole story.

Despite a disappointing reception to The Whale (later known as the classic Moby-Dick), Herman Melville continued to write short stories such as “Bartleby, The Scrivener,” novels, and poetry. “Whale Fishery: Attacking a Right Whale,” Currier & Ives., c. 1900, Library of Congress: LC-USZC2-1759.

From Our Blog

Here’s what our guest bloggers are saying about using historical fiction in the history classroom:

“Historical fiction helps us fire up our students and readers because it uses emotion to make the facts matter.”—American Girl author Valerie Tripp, teachinghistory.org/nhec-blog/24679

“[S]ome of my logical-sequential students moaned at its right-brained nature, but a handful of kids saw it as a chance to set themselves apart from the traditional super-student who can read fast, ace every test, and answer every discussion question first.”—Ron Gorr, reflecting on an assignment in which AP U.S. history students used primary sources to write historical fiction, teachinghistory.org/nhec-blog/25030

Visit our blog at teachinghistory.org/nhec-blog to get more ideas from classroom teachers and other experts on using historical fiction and a variety of other teaching topics.
Looking for ways to strengthen students’ language arts skills through American history? Explore teachinghistory.org for lesson plans and teaching guides that develop historical thinking skills.

**Lesson Plan Reviews**

**PROPAGANDA AND WORLD WAR II**
teachinghistory.org/teaching-materials/lesson-plan-reviews/25185

In this HERB lesson designed for grades 6-12, students learn to analyze WWII propaganda posters as primary sources. Students demonstrate their understanding through different kinds of writing assignments, including considering the historical time and events, comparing two posters, and fiction writing. The visual materials make it a good lesson for struggling readers and English Language Learners.

**For Younger Grades**

**MY HISTORY AT SCHOOL**
teachinghistory.org/teaching-materials/lesson-plan-reviews/24075

From the TAH *Bringing History Home* project, a collection of lessons designed for first-graders (easily adaptable for older students) teaches young children about historical concepts such as chronology, primary and secondary sources, and historical context. The opening activity, “What is History?” asks students to distinguish between fiction and nonfiction accounts. Subsequent lessons build on the idea of history as story.

**Ask a Master Teacher**

**HISTORIC STORIES, FICTIONAL ACCOUNTS: ACHIEVING MULTIPERSPECTIVITY**
teachinghistory.org/teaching-materials/ask-a-master-teacher/25362

**Q.** What is the significance of examining historical events from multiple perspectives (i.e. use of fiction, nonfiction, etc.) on an elementary school level?

**A.** Examining historical events from multiple perspectives introduces elementary students to core aspects of history and historical thinking…
Students can learn to ask “whose voices are not being heard and what perspectives are not represented. What alternative stories are told about these events? Did participants agree on their meaning?”

...Using both fiction and nonfiction allows students to engage with multiple kinds of texts and it allows you, as a teacher, to use these texts for different purposes.

Read the full answer online for ideas on how fiction can help students understand that there are multiple perspectives in history.
Issues and Research

Keep current with timely issues and research that shape the field of history education.

Roundtables

WHAT ROLE SHOULD FICTION HAVE IN THE U.S. HISTORY CLASSROOM?
teachinghistory.org/issues-and-research/roundtable/25284

Is historical fiction a great tool for engaging students in history or is it a distraction? Read what our diverse roundtable participants think and add your own voice to the discussion.

Fiction should play a vital role in the U.S. history classroom. Historical fiction in particular can support and foster multicultural and global understanding by including perspectives that are often missing from textbooks.
—Bárbara C. Cruz, Professor of Social Science Education (University of South Florida)

The ability of good fiction to transport the reader into another time and place is one factor which makes it such an essential tool for teachers of history. Students can dutifully research, read, and record facts about our nation’s past, but where’s the story in history?
—Keith Schoch, Sixth-grade Reading/Language Arts Teacher (Bedminster, NJ)

WHAT DO THE COMMON CORE STATE STANDARDS MEAN FOR HISTORY TEACHING AND LEARNING?
teachinghistory.org/issues-and-research/roundtable/25348

Common Core State Standards have been adopted in forty-five states to date (corestandards.org/in-the-states). Read how colleagues in the field are approaching Common Core and see if you agree with their assessments.

If implemented correctly, it will no longer be enough for students to be able to list the four causes of World War I. Rather, to meet the Common Core reading standards, students will need to construct their own...
interpretations of these events from a range of perspectives.
—Stephen Lazar, Social Studies Teacher, Academy for Young Writers (NYC)

Instead of worrying about what might be lost if history and social studies is relegated to a strand of content literacy, we view the field as ideally situated to enhance the English Language Arts Common Core and in fact to enhance school in general.
—John Lee, S.G. Grant, and Kathy Swan, Social Studies Assessment, Curriculum, and Instruction Collaborative (SSACI)

Research Brief

STORIES IN HISTORY: IS NARRATIVE AN AMERICAN APPROACH?

Keith Barton, a professor at Indiana University, looked at how children in the U.S. and Ireland learn history, specifically looking at the narrative approach. He found that while American students view history as a straightforward, linear path to progress, Northern Ireland’s students see history as random or cyclical. In addition to the idea of a “quest for freedom” narrative that helps unite a diverse society, the U.S. curriculum also stressed the role of the individual in history. Read the rest of the article to learn strategies for helping students see how the passage of time does not necessarily bring about “progress.”


Spotlight: New Report on State of History Education
teachinghistory.org/report

Teachinghistory.org is pleased to announce that an addendum to the 2010 Report on the State of History Education is now available.

This supplement tracks policy changes on the teaching of U.S. history between August 2008 and September 2010 in all fifty states and the District of Columbia. The new addendum offers additional data about state policies governing the teaching of world history and history and social studies end-of-course tests.

To complement the report addendum, teachinghistory.org has also updated its database of state standards at teachinghistory.org/issues-and-research.
Digital Classroom

Interested in how new technologies work in a history classroom? Find promising digital tools, ideas for their use, and examples of successful practice at teachinghistory.org.

Need inspiration? Watch the Digital Classroom introductory video at teachinghistory.org/digital-classroom-intro

Ask a Digital Historian

SURFING THE WEB EFFECTIVELY
teachinghistory.org/digital-classroom/ask-a-digital-historian/25219

Q. How can I most effectively search for and then bookmark sites to use with my intermediate elementary students within the time constraints of my day?

A. Here are a few digital tools to help store and share resources that you find online:

1. Diigo: Diigo stores sites that you find online into a password-protected free account that you can access anywhere, anytime. Create folders and “tag” favorites. This “tagging” system also makes it easy for you to share sites with your students.

2. LiveBinders: After setting up a free account, create the online equivalent of a 3-ring binder with tabs that hold your favorite websites. These binders can be shared with your students via a specific URL. The beauty of LiveBinders is that each website will open within the LiveBinder page so that your students travel only to the sites you share.

3. URLList: Use URLList to quickly and easily create lists of sites that you want to share with your students. Each list has a specific URL, making it great for younger students who often have trouble typing long web addresses. An option allows others to edit the lists—use this feature to encourage cooperative learning among student groups.

View the rest of the answer online for strategies on how to find resources using search engines such as Google, Yahoo, and Bing.

Tech for Teachers

LUCIDCHART
teachinghistory.org/digital-classroom/tech-for-teachers/24535

This free, web-based tool allows teachers and students to collaboratively create flow
charts and diagrams. Students can use LucidChart to graphically organize ideas for essays and creative writing assignments, or to help visually understand a complex process.

Beyond the Chalkboard

ROSSCURRICULAR MULTIMEDIA: AP U.S. HISTORY AND GOVT. CLASSES COLLABORATE

teachinghistory.org/digital-classroom/beyond-the-chalkboard/25163

AP U.S. History teacher Ken Halla and AP Government teacher Monte Bourjaily designed a dual-class project on the national debt to develop digital, research, and communications skills. Using Google Docs, students worked collaboratively across classes on one of six topics related to the national debt. Within each group, the students could create documentaries, reports, surveys, debates, or digital presentations using a variety of digital tools. Not only a great example of technology integration in a history classroom, but also a model for cross-discipline collaboration.

Teachinghistory.org is on the Road!

Come see us at:

National Council of History Education
March 22-24
Kansas City, MO
nche.net/conference

Organization of American Historians
April 18-22
Milwaukee, WI
annualmeeting.oah.org

ISTE
June 24-27
San Diego, CA
isteconference.org/2012

Free Civil War poster—and interactive version!

How do you piece together the history of the Civil War?

Order your FREE copy of teachinghistory.org’s latest classroom poster in honor of the 150th anniversary of the U.S. Civil War. Try the interactive poster in your classroom! Click on a primary source to find teaching resources and materials for use. Visit teachinghistory.org/civil-war.
TAH Projects

Find resources created through Teaching American History (TAH) projects and learn from past and current grant projects.

Lessons Learned

WHAT TO DO WHEN YOU TEACH IT ALL
teachinghistory.org/tah-grants/lessons-learned/14953

Elementary teachers face the challenge of teaching all subjects, but thanks to a TAH grant in Savannah-Chatham Public Schools, teachers are finding resources to help them teach in more interdisciplinary ways. A Resource Library provides access not only to primary and secondary sources, but also biographies and historical fiction that can be incorporated into the language arts curriculum.

EFFECTIVE FEEDBACK: TIMING, TEAM, AND TONE
teachinghistory.org/tah-grants/lessons-learned/14949

In order to support teachers’ effective use of primary sources, this TAH grant from rural Virginia provided constructive feedback on classroom observations. Teachers incorporated one or two primary sources into existing lessons, then received input about the lesson through discussions with the project director followed by written suggestions. New and veteran teachers appreciated the approach, commenting that “they rarely had colleagues or supervisors observing and discussing with them how they taught history.”

“Teachers in TAH Peopling the Past grant present curriculum units for feedback from colleagues,” April 2006, teachinghistory.org.

Project Spotlight

TIME TRAVELERS: TEACHING AMERICAN HISTORY IN THE NORTHWEST
teachinghistory.org/tah-grants/project-spotlight/23611

This website invites teachers to explore teaching U.S. history in the Northwest. The site brings together multiple perspectives (including Native American viewpoints), multimedia and text, geography, local his-
This website is a collaborative grant-funded project created with help from scholars, educators, and institutions throughout Massachusetts. The site presents materials from three TAH projects: *Keepers of the Republic* (2006–2008), *Preserving Our Democracy* (2007–2010), and *Securing the Blessings of Liberty* (2010–2014). The goal is to provide teachers with a wide variety of primary sources, lesson plans, media, and background materials from across U.S. history, arranged thematically.

**Quiz (from back cover)**

**Answer:** At 15, Jack London bought a boat, the *Razzle Dazzle*, and joined the oyster pirates of San Francisco Bay to escape work as a child laborer. London wrote about his experiences in his semi-fictional autobiography, *John Barleycorn*, and used them in his first published book, *The Cruise of the Dazzler*, and in *Tales of the Fish Patrol*. The latter tells the story of oyster pirates from law enforcement’s perspective—after sailing as an oyster pirate, London switched sides himself, to hunt his former compatriots.

Browse our full quiz collection at [teachinghistory.org/quiz](http://teachinghistory.org/quiz).

Which famous author spent time as an oyster pirate?

A. Jack London
B. Mark Twain
C. Ernest Hemingway
D. Upton Sinclair

See answer on page 15.