

**The School District of Philadelphia**  
The Office of Research and Evaluation

# Teaching American History

The Search for Order and the Quest for Freedom



2012

The School District of Philadelphia  
Teaching American History 2012

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# I. Introduction

The products of historical study are less tangible, sometimes less immediate, than those that stem from some other disciplines. Nevertheless, History is a very useful and indispensable subject (American Historical Association, 1998). According to Stearns (2008), only through studying history can we grasp how things change, discover factors that cause change and understand what elements of an institution or a society persist despite change. Teaching history trains students to place events in historical perspective, develops research skills, and sharpens analytical thinking. In order for students to gain such skills, teachers first have to be adequately trained (Stearns, 2008). Teachers should be provided professional development (PD) training that focuses on improving the quality of teaching history rather than increasing the dosage history lessons are taught (American Historical Association, 2008). The American Historical Association (2008) believe that collaborative professional development, for history teachers, needs to occur and that collaboration should include K–12 teachers, college staff, and historians.

Congressional funding for the Teaching American History grants intended to encourage collaboration among K–12 teachers, post-secondary faculty, and public historians have revitalized history teaching within the schools (Stearns, 2008). The U.S. Department of Education (USDE) Office of Innovation and Improvement awarded the School District of Philadelphia (SDP) Office of Curriculum and Instruction three years of federal funding to increase teacher history content knowledge and improve history instruction. Using the goals set forth by USDE, SDP designed a PD model that contained activities intended to achieve the overall goals of the program.

The program staff believed that, in order for teachers to have an effective impact on student work and achievement, teachers would first need exposure to rich content and innovative instructional activities. To address the PD needs of history teachers, the program office looked to deepen teachers' content knowledge and understanding of history by employing historical literature, primary documents, and exposure to historians and historical places during Saturday PD and a Summer Symposium. This model is aligned with the American Historical Association, which stated "Pedagogy needs to focus on the use and interpretation of primary sources. Presenters need to formulate activities that engage participants in primary source evaluation, using both traditional paper methods and web-based primary source materials" (American Historical Association, 2008). The program recruited partners known to be experts in history and history instruction. The program partners included higher education institutions such as St. Josephs University, University of Pennsylvania, Dickenson College, and Haverford College. Historians were also recruited as partners to facilitate PD. Those partners included Dr. Emma Lapansky Werner, Dr. Randall Miller, Dr. Francis Graham Lee, Dr. Walter Lich, Dr. Yahuru Williams, and Dr. Matthew Penslar. Furthermore, the Program Manager collaborated with local historical institutions, such as the National Archives Mid-Atlantic Records Administration, the National Constitution Center, the Historical Society of Pennsylvania, and the Gilder Lehrman Institute of American History, for workshop space and resources.

The SDP Office of Research and Evaluation (ORE) conducted a process and outcome evaluation in 2011 of Teaching American History's (TAH) first year of implementation. The TAH program was guided by four overarching goals, which shaped the evaluation. The four goals were:

1. To recruit and retain program participants;
2. To increase teacher content knowledge of American History;
3. To improve instruction of traditional American History Content; and
4. To sustain the TAH program beyond federal funding. (*This goal was not addressed during this evaluation period and will be included in 2012-13 evaluation report*).

## II. Methods

ORE conducted an evaluation of TAH during the period of January 2011 through January 2012, utilizing a mixed method approach. On January 22, 2011, May 14, 2011, and January 21, 2012, participating teachers were administered a knowledge-based pre/mid/post-test to determine to what degree knowledge was gained after participating in the program. The pre/mid/post-test consisted of 50 multiple-choice questions, of which 25 were extracted from National Assessment of Educational Progress (NAEP), while the other 25 were collectively gathered by the Program Manager and partners (Appendix A). ORE also provided teachers with satisfaction surveys after PD sessions (Appendix B). ORE used an open-ended and Likert-scaled satisfaction survey to capture teacher perception of the PD experience. The surveys included responses that ranged from “strongly disagree” to “strongly agree.” On January 6, 2012, ORE distributed an annual end of the year satisfaction survey (Appendix C). Additionally, ORE interviewed a sample of participating teachers on September 10, 2011 regarding their experiences as participants (Appendix D).

Observations of PD were performed to assess the extent to which participating teachers in the program were being exposed to American History content, as well as the most effective instructional strategies for their specific student populations (Appendix E). Additionally, between December 5-8, 2011, classroom observations were conducted of participating and comparison history teachers to determine differences in resources, content, and instruction between the two groups. Furthermore, observations of participating teachers were employed to assess to what extent participants used the content and instruction strategies taught in PD during classroom instruction (Appendix F).

PD documents were collected and analyzed also. ORE collected and reviewed PD agendas and sign-in sheets after each session to validate that PD sessions occurred and to measure retention.

## III. Evaluation Results

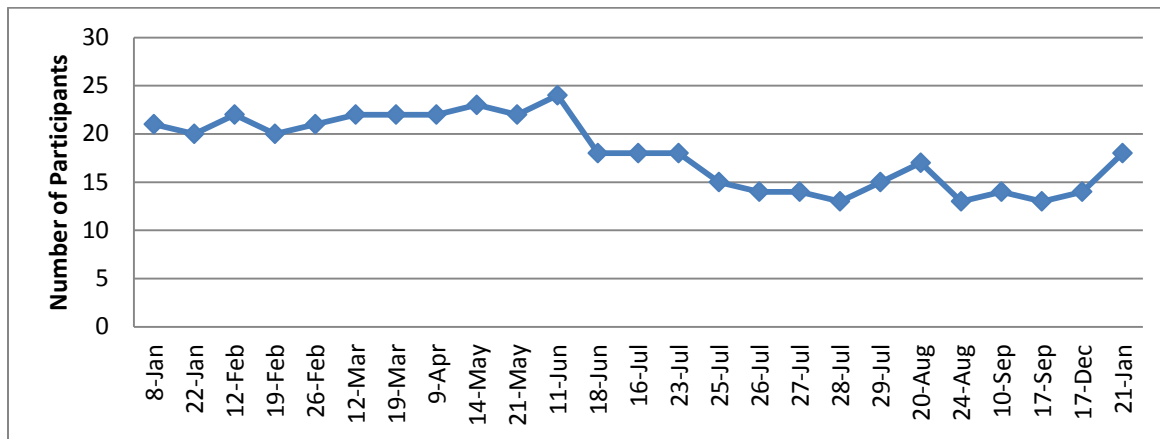
### **Were at least 85% of participating teachers retained at the end of year 1?**

#### **Recruitment and Retention**

The Program Manager initially recruited 30 history teachers in grades 8-12 to participate in PD. Participants were offered 25 PD sessions. Of the 30 teachers, 27 started the program in January 2011. Five participants dropped out of the program before attending half of the offered PD sessions. Subsequently, 22 teachers continuously attended PD. Attendance at PD sessions started moderately,

declined during the summer months and increased once school was back in session, as illustrated below in Figure 1. Overall, 81% of recruited participants were retained at the end of program year 1.

**Figure 1. Professional Development Attendance Rates, January 2011-January 2012**



Source: The Office of Curriculum and Instruction

The program anticipated an 85% attendance rate at each session. According to the data, seven of the 25 PD sessions had an 85% attendance rate. Attendance rates were the highest between February and June, 2011.

While the program expected to retain all 27 of the teachers that started the program, five eventually dropped out due to the SDP’s Reduction in Force (RIF), or teacher layoffs, in July 2011. The attendance rates of all participants are shown below in Table 1. As shown, most participants (55%) attended more than 75% of the PD sessions.

**Table 1. Professional Development Attendance Rates**

PD Sessions Attended	Percent of PD Sessions Attended	No. of Participants	%
22 or more PD sessions	≥ 85%	9	33%
19-21	75% ≥ 84%	6	22%
18 or fewer	≤ 74%	12	26%
Retained	Retained	22	81%
Dropped	Dropped	5	19%

Source: The Office of Curriculum and Instruction

PD sessions covered Reconstruction Era, America’s Gilded Age, The Progressive Era, the Roaring 20’s, WWI, The Great Depression, WWII, and post WWII. PD sessions also included field trips to historical sites such as Ellis Island in New York, Gettysburg in Pennsylvania, The National Archives in Washington D.C., Antietam Battlefield National Park in Washington D.C., and the Lower East Side Tenement Museum in New York City. Additionally, the program offered consecutive days of PD in a form of a Summer Symposium, which consisted of five consecutive days of PD, from July 25-29, 2011, at the Philadelphia National Constitution Center.

## PD Observation

The evaluator observed three Saturday PD sessions: March 19, 2011, May 14, 2011, and July 29, 2011. A historian program partner facilitated each session. The observations were conducted to assess the presence of collaborative learning, equity instruction, quality instruction, participant engagement, deepened content knowledge, and the use of multiple sources by the facilitator.

Collaborative learning is the processes of having a facilitator provide participants with the knowledge and skills to collaborate. Collaborative learning educates the teacher on how to utilize such learning arrangements during classroom instruction. Two facilitators utilized collaborative learning by having teachers break up into groups, but only one facilitator had the participants break-up in groups and perform a group exercise. The same facilitator also provided examples of how to make the lesson a collaborative exercise in the classroom.

Equity Instruction involves the facilitator preparing educators to understand and appreciate all students. Two of the three facilitators addressed teaching diverse populations and using diverse resources during classroom instruction.

Quality Instruction was assessed by measuring the knowledge and preparedness of the facilitator. During all three observations, it was determined that all three facilitators were well prepared. Facilitators provided the participants with pre-session reading assignments, handouts, sources, resources, and suggestions for instruction.

Participant engagement was also measured. During all three PD sessions, facilitators were able to engage participants in the learning process. Participants intensely listened and appeared intrigued, as evidenced by nodding, leaning forward, asking questions, and taking notes. However, one facilitator was not receptive to ongoing dialogue after questions were answered. The facilitator wanted to move on to ensure all the prepared material was covered. Another facilitator had a limited question and answer period. The third facilitator engaged in questions throughout the PD session and left time at the end to answer additional questions regarding content and instruction.

Historian facilitators were employed to improve the content knowledge of participants. Facilitators were expected to deepens participants' content knowledge in U.S. History and provide them with research-based instructional strategies. During all three observations, facilitators focused on content and instruction. Facilitators provided instructional ideas, suggested research projects, provided outlines, as well as pre-assigned readings.

Facilitators were also expected to use and encourage participants to use multiple sources of information during instruction. All three facilitators utilized multiple sources of information in order to guide instruction. Facilitators used books, Power Point, articles, slides, handouts, photographs, and political cartoons, among other sources

While each facilitator covered a different topic and presented the information using their own instructional styles, all three facilitators appeared to engage the participants and provide the teachers with new ways of learning and teaching. The topics were thought-provoking and, at times, left participants challenging facilitators. However, two of three PD sessions left insufficient time at the end for participants to ask questions.

## PD Satisfaction Survey

To determine what the participating teachers thought of the PD, teachers were surveyed after each session (Appendix B). Table 2 below reflects teacher responses to provided statements.

**Table 2. Professional Development Survey**

	Statement	Strongly Disagree/ Disagree	Strongly Agree/ Agree
1	PD was relevant	1%	99%
2	Content was adequate for history teachers	1%	99%
3	Facilitator was well prepared	1%	99%
4	Facilitator engaged the group	1%	99%
5	Questions/concerns were addressed	7%	93%
6	I understand the importance of primary documents	1%	99%
7	I understand the importance of multiple sources	2%	98%
8	I am comfortable implementing strategies taught in PD in my class	1%	99%

Source: Teacher Professional Development Survey 2011-2012

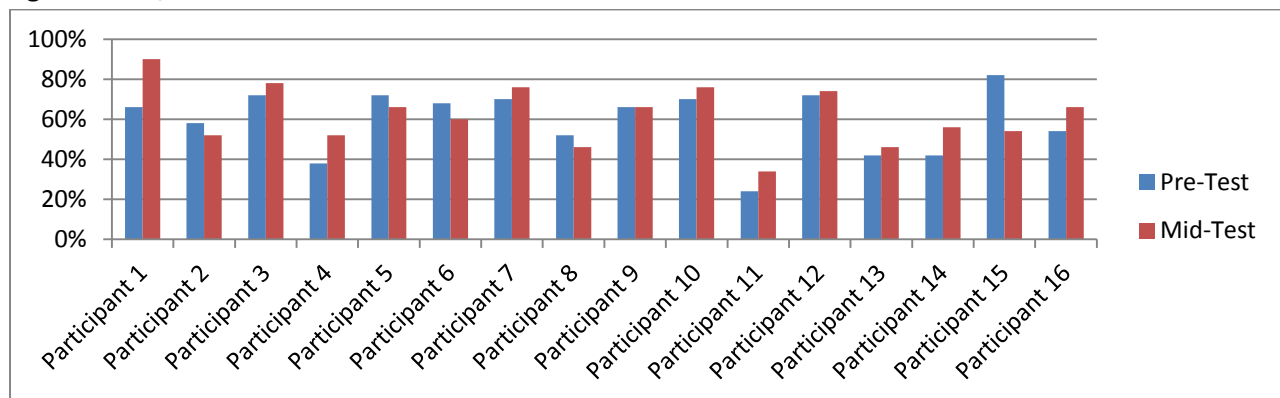
The survey data show that participants were pleased with the PD sessions as well as with the facilitators' abilities. However, participants expressed dissatisfaction with the amount of time permitted to address questions and concerns, which was consistent with the PD observation results.

## Did teachers increase their content knowledge of American History?

### Content Knowledge-Based Assessment

Before the first PD began, a 50-item content based pre-test was distributed to teachers on January 22, 2011. The pre-test was collected approximately 45 minutes later (Appendix A). The same knowledge-based test was administered to teachers on May 14, 2011, in the same manner. Figure 2 below shows comparable pre and mid-test results.

**Figure 2. Pre/Mid Tests Results**



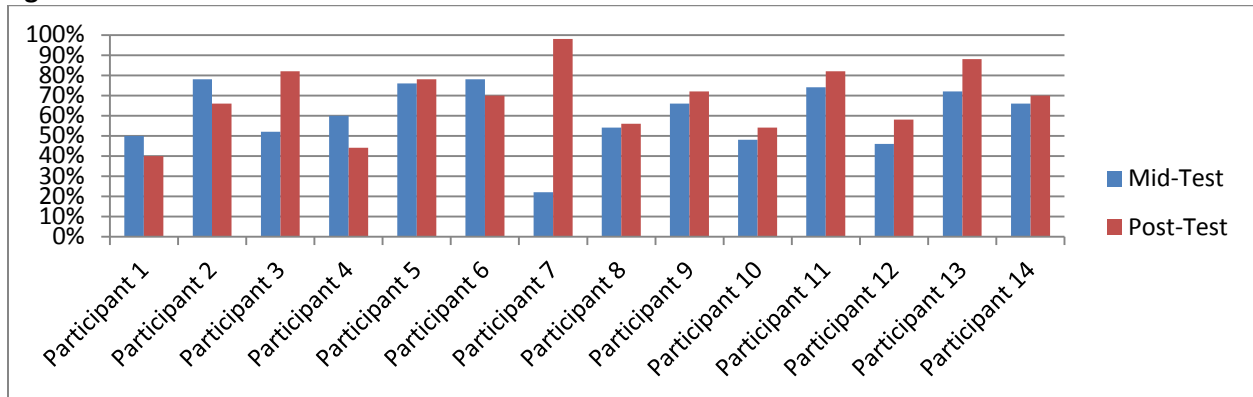
Source: Content-Based Pre/Post-Test 2011-12

Due to absences, there were only 16 comparable pre/mid test results. As shown, 10 teachers increased their knowledge, five teachers decreased, and one teacher's results remained the same.



The same 50-item content-based knowledge test was distributed to participants on January 21, 2012, after participants attended their last PD. The results of the post-test are presented in Figure 3 below.

**Figure 3. Mid to Post-test Results**

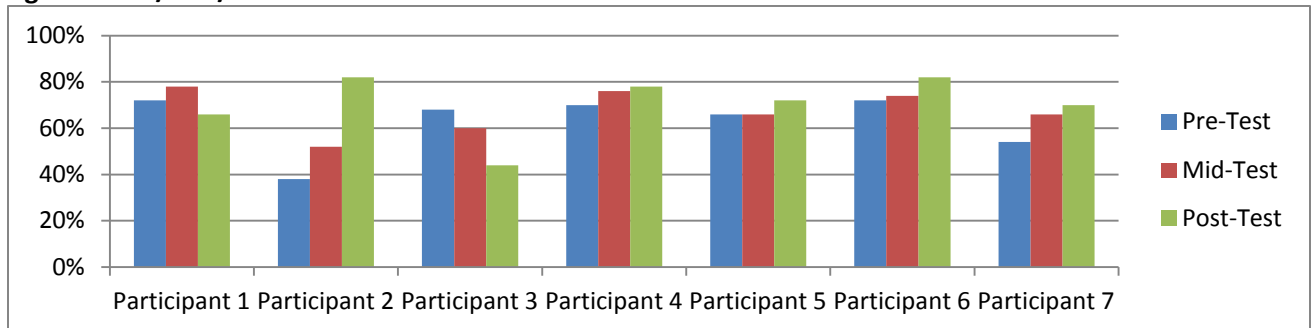


Source: Content-Based Pre/Post-Test 2011-12

Fourteen participants completed the post-test. Eight (57%) of the participants had a satisfactory score (>70). All 14 had comparable mid-test results. Ten participants increased their scores, while the other four participant’s scores decreased. The 10 participants who increased their test scores did so, on average, by 16 points.

When attempting to analyze the growth a participant had from pre-test to post-test, the data show that only seven participants have comparable data. Five of the seven participants increased their content knowledge, based on post-test results.

**Figure 4. Pre/Mid/Post-test Results**



Source: Content-Based Pre/Post-Test 2011-12

Additionally, only five participants showed continuous increase in knowledge, based on mid and post test results.

## Did teachers’ instruction of traditional American History improve?

### Teacher Interviews

Thirteen teachers were interviewed on September 10, 2011 (Appendix D). The interviews addressed years of experience, knowledge and skills gained, least and most helpful aspects of the program, and

suggestions to improve the quality of TAH. Of the 13 teachers interviewed, the average years of teaching experience was 19. On average, teachers had 14 years of experience teaching American History.

Teachers were asked to conduct a self-assessment of their knowledge after participating in TAH PD. Ninety-one percent reported an increase in instructional skills as a result of PD. Four of the teachers interviewed reported that their skill development was a direct result of the TAH program.

Teachers were also asked which skills learned in PD had they incorporated in their classroom instruction. Ten percent of teachers reported incorporating artifacts in their lessons, while 30% stated primary sources, 10% reported projects, and 50% stated presentations. Additionally, 92% of teachers reported that they used historical internet resources during their lessons.

Teachers were asked to rank their experience with TAH on a scale of 1-5, going from “poor”, to “excellent”. Seventy-seven percent reported that their experiences were excellent. When teachers were asked what they felt were most and least helpful, 21% ranked fieldtrips, program projects, or PD as most helpful. Among the least helpful were specific PD sessions and or aspects of PD. One teacher reported that during at least one PD session the presenter focused too much on content and did not provide enough training on pedagogical instruction.

According to the interview data, participants received skills from all aspects of the program. While PD was beneficial to many, it had some deficiencies, such as not enough focus on pedagogical approaches as well as not enough time provided to ask and answer questions. Some teachers suggested that more time be allotted to the end of PD for teachers to interact with facilitators. Respondents also suggested that time be scheduled for teachers to informally interact with facilitators.

### **Classroom Observations**

Participating and comparison teachers’ classroom instruction were observed December 5-8, 2011 (Appendix F). ORE staff observed six participant and five comparison teachers’ classrooms. Teachers were assessed using an Instructional Strategies checklist and History Habits of Minds checklist (Appendix F). Both tools used a response scale of “not present”, “present to a small degree”, “present to a moderate degree”, and “present to a high degree”. When participating teacher observation data were compared to non-participating teacher data only small differences were noted. The Instructional Strategy and Habits of Mind checklists were used to score teacher instruction.

Using the Instructional Strategies checklist, teachers had an opportunity to display any one of the 28 instructional strategies, activities, or characteristics. Using the Habits of Mind checklist teachers had the opportunity to display any one of the 13 Habits. The data in Table 3 show that when averaged, comparison teachers scored 14 points on the Instructional Strategy while participating teachers averaged 14.3. The average score on History Habits of Mind was 2.8 among comparison teachers and 3.2 among participating teachers.

Table 3 below shows the Instructional Strategy and History Habits of Mind scores of participants and non-participants.

**Table 3. Teacher Observation Scores**

<b>Teacher</b>	<b>Instructional Strategy Score (n/28)</b>	<b>Habits of Mind Score (n/13)</b>
Comparison 1	9	3
Comparison 2	11	2
Comparison 3	12	3
Comparison 4	30	4
Comparison 5	8	2
Participant 1	5	0
Participant 2	10	6
Participant 3	18	3
Participant 4	13	4
Participant 5	21	3
Participant 6	19	3

Source: Habits of Minds and Instructional Strategies Checklists 2011

The Instructional Strategy checklist revealed that participating teachers were more likely to use primary sources. None of the comparison teachers engaged students using a primary or secondary source while three of the 6 participating teachers used political cartoons and replications of maps. Participating teachers also did more comparing and interpreting historical events and people than comparison teachers. One participant had students make their own political cartoons that were relevant to the contemporary time-period. Another participant provided students with several handouts and explained what primary and secondary sources are and identified which handouts were primary and which were secondary sources.

The History Habits of Mind checklist revealed that participating teachers were more likely to focus on the unintended and unexpected, which teaches students how to appreciate the non-rational, irrational, and the accidental in history and human affairs. Three participating teachers used this strategy, one to show how the U.S.S. Maine accidentally blew up, but Spain was blamed, while another participating teacher highlighted how a storm could cancel Prosser's rebellion<sup>1</sup>.

Participating teachers are using some of what they learned from PD during class instruction. Additionally, classroom observations reveal that the differences in instruction between participating and non-participating teachers are slight, but participating teachers are using more history instructional strategies than their counterparts.

### **Teacher End of the Year Survey**

An end of the year survey was distributed to participants on January 6, 2012 (Appendix C). Twelve teachers completed the survey. All (100%) of the responding teachers reported that the content presented during PD helped to increase their knowledge. All respondents also reported they used what they learned in PD during classroom instruction. However, 17% of respondents reported that it had been difficult to implement new lessons, activities, and strategies during classroom time. Twenty-five

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<sup>1</sup> Gabriel Prosser planned a revolt during the spring and summer of 1800. On August 30, 1800, Gabriel intended to lead slaves into Richmond, but the rebellion was postponed because of rain. The slaves' owners had suspicion of the uprising and called out the state militia. Gabriel escaped, but he was later spotted. Gabriel was returned to Richmond for questioning, but he did not submit. Gabriel, his two brothers, and 23 other slaves were hanged.

percent of respondents reported that the core curriculum made it difficult to implement some of the new things they learned during their classroom instruction.

Based on the collective data, instruction of American History improved, as participating teachers incorporated the use of artifacts, primary documents, internet resources, first-hand accounts of places they visited, role-playing, and other strategies learned from PD. Unfortunately, the impact was only noticed minimally in the classrooms observed. It is possible that repeated observations in more classrooms would yield more reliable outcomes.

## **IV. Conclusions and Discussions**

The TAH program set out to provide history teachers with PD that would increase their knowledge and quality of instruction. The program did provide PD, a summer symposium, and field trips. Based on data from teacher interviews, surveys, and observations, participants appear satisfied with the program. All retained teachers reported that they would recommend the TAH program to others.

Among the issues that require heightened attention are attendance, insufficient time to ask and answer questions, and strategies for instruction. Attendance was stable during the months that school was in session. However, attendance significantly decreased during the summer months. Knowing that many participating teachers are not teaching summer school, but vacationing, the Program Manager should consider switching the most engaging field trips to the summer months so that teachers get the PD required (and a little leisure time). Providing more field trips and activities during the months of July and August would likely increase attendance. To address participants' concerns about not always getting enough time to ask questions and interact with facilitators, the Program Manager should consider creating a time-period for such an interaction to occur. According to the data, teacher content knowledge improved more than their instructional skills. To address instructional strategies, the Program Manager should consider making half of every session or half of all sessions about instruction. It is also recommended that facilitators focus on teaching and referring to the History Habits of Mind, as well as the Instructional Strategy checklists, during PD. Additionally, while the core curriculum may make the new instructional strategies challenging to implement, teachers should make every effort to implement the instructional strategies during class.

UNITED STATES HISTORY

Teacher Exam

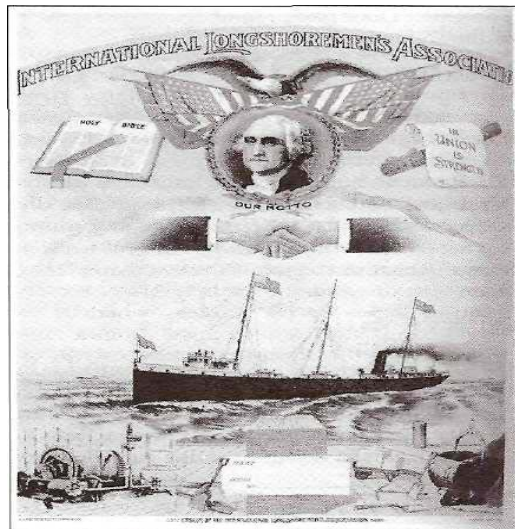
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**Directions:** Each of the questions or incomplete statements below is followed by five suggested answers or completions. Select the one that is best in each case and then fill in the corresponding oval on the answer sheet.

1. "Competition is a law of nature . . . and can no more be done away with than gravitation. . . . [I]f we do not like survival of the fittest, we have only one possible alternative, survival of the unfittest. The former is the law of civilization, the latter is the law of anti-civilization."  
The quote above is an example of which of the following schools of thought?  
(A) Utopian socialism  
(B) Social Darwinism  
(C) Transcendentalism  
(D) Existentialism
  
2. The Open Door policy in China called for which of the following?  
(A) A consortium of nations to govern China  
(B) International acknowledgement of China's right to exclude the trade of any nation  
(C) Recognition of Chinese territorial gains in Manchuria  
(D) Reduction of foreign tariffs on Chinese goods  
(E) Equal commercial access by all nations to the existing spheres of influence in China
  
3. The Congress of Industrial Organizations was most interested in unionizing which of the following?  
(A) Migrant farm workers  
(B) White-collar factory managers  
(C) Unskilled and semiskilled factory workers  
(D) Sailors on American merchant ships  
(E) Women clerical workers
  
4. Around 1920, the number of children aged 10 to 15 in the industrial workforce began to decline for which of the following reasons?  
(A) The Supreme Court sustained laws barring the interstate sale of goods produced by child labor.  
(B) Introduction of the minimum wage made child labor uneconomical  
(C) The American birth rate declined, thus reducing the number of children available to work.  
(D) Factory owners advocated state child labor laws.  
(E) States began to require children to attend school until a certain age and to limit the ages at which they could be employed.
  
5. The purpose of the Lend-Lease Act was to  
(A) create military bases outside the borders of the United States

- (B) lend money to impoverished farmers
- (C) provide military supplies to the Allies
- (D) provide subsidies to railroads and businesses
- (E) exchange scientific information among nations

6. In an influential 1947 article, diplomat George F. Kennan advocated that the United States should
- (A) invade the Soviet Union to establish democracy
  - (B) adopt a more conciliatory policy toward the Soviet Union
  - (C) conduct covert activities in underdeveloped countries to undermine communist movements
  - (D) grant most-favored-nation status to China
  - (E) focus its foreign policy on containing the spread of Soviet communism

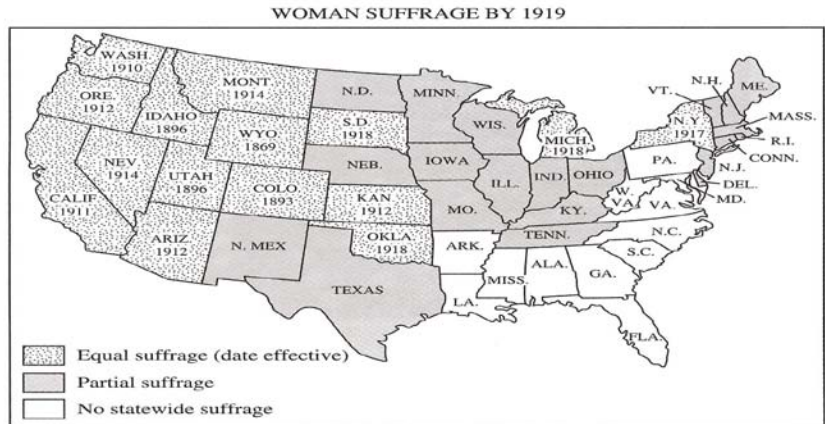


Library of Congress

7. The union membership card pictured above is designed to accomplish which of the following?
- (A) Encourage United States workers to unite against foreign competition
  - (B) Assure the public that strikes and walkouts were not part of the union party
  - (C) Link union membership with patriotic and religious images
  - (D) Point out the dangers of working as a longshoreman
  - (E) Show that membership in the longshoremen's union was open only to workers born in the United States



8. The 1950s picture above shows what some social critics believed to be
- (A) the cause of decreased agricultural production
  - (B) tangible evidence of the strength of the nation's largest cities
  - (C) a representation of the conformity of postwar culture
  - (D) the end of social and economic differentiation in housing
  - (E) a sign that Americans were becoming more tolerant of cultural differences



9. Which of the following generalizations can be supported by the information provided in the map above?
- (A) Frontier life tended to promote the acceptance of greater political equality for women.
  - (B) Fewer women lived in the southeastern states than in other parts of the country; therefore, suffrage was less of an issue.
  - (C) None of the state of the Confederacy granted votes to women before 1920.
  - (D) The Seneca Falls Movement resulted in gains in the area of political and legal rights for women.
  - (E) States that made free public education a priority led the way in extending the vote to women.
10. Jacob Riis is best known for his work in the 1890s as a
- (A) labor organizer and Socialist Party activist
  - (B) leader of the People's Party
  - (C) reformer who encouraged new immigrants to homestead
  - (D) playwright whose dramas celebrated the assimilation of immigrants into American society
  - (E) journalist and photographer who publicized the wretched conditions in which many immigrants lived
11. The Black Power movement of the late 1960s advocated that African Americans
- (A) organize political parties sympathetic to communism
  - (B) establish African American communities in Africa
  - (C) seek the racial integration of northeastern cities
  - (D) establish control of their political and economic life
  - (E) assimilate into White society
12. The major objective of the antipoverty programs of Lyndon B. Johnson's Great Society was to
- (A) break the cycle of poverty among poor people through education and job training

- (B) provide temporary benefits to the "new poor" during times of recession
- (C) transfer the federal government's responsibility for welfare back to the states
- (D) simplify welfare by replacing job programs with cash grants for the poor
- (E) build a socialist society in the United States

13. Between 1870 and 1900, farmers did all of the following in an attempt to better their condition EXCEPT

- (A) seek state regulation of railways
- (B) limit production of crops
- (C) organize cooperative marketing societies
- (D) form a third political party
- (E) advocate inflation of the currency

14. The National Organization for Women (NOW) was founded in 1966 in order to

- (A) encourage women to believe in the "feminine mystique"
- (B) challenge sex discrimination in the workplace
- (C) oppose the proposed Equal Rights Amendment
- (D) advocate restrictions on access to abortion
- (E) advocate equal access for women to athletic facilities



GOING TO TALK TO THE BOSS

15. The cartoon above portrays President Wilson trying to

- (A) conceal from the public the true reason for United States entry into the First World War
- (B) arouse public support for United States entry into the First World War
- (C) assess the public's support of his bid for a third presidential term
- (D) warn the public that Germany had not been treated fairly at Versailles
- (E) arouse public support for the Treaty of Versailles

16. The LEAST prosperous group in the 1920s consisted of

- (A) workers in older industries like steel and railroads
- (B) workers in newer industries like radio and automobiles
- (C) farmers in the Midwest and the South
- (D) skilled workers threatened by new labor-saving technologies
- (E) workers in service industries



17. Marcus Garvey's prominence during the 1920s arose from his
- (A) establishment of a political party focusing on civil rights issues
  - (B) emphasis on the importance of Black pride and Black nationalism
  - (C) development of a national network of Black-owned businesses
  - (D) financial and literary contributions to the Harlem Renaissance
  - (E) service as an unofficial adviser to Presidents and cabinet members
18. The purpose of the Agricultural Adjustment Act of 1933 was to
- (A) ease the economic difficulties of sharecroppers and tenant farmers
  - (B) provide for the distribution of surplus meat and produce to the poor
  - (C) reapportion electoral districts to give farmers greater representation in Congress
  - (D) expand agricultural production by subsidizing farmers
  - (E) raise farm prices by limiting agricultural production
19. The Supreme Court ruling in *Korematsu v. United States* upheld the constitutionality of
- (A) flag burning as a form of free speech
  - (B) the internment of Japanese Americans as a wartime necessity
  - (C) prohibiting Japanese workers from immigrating to the United States
  - (D) private prayer in public schools
  - (E) excluding Japanese American children from California public schools
20. Immigrants to the United States in the last quarter of the nineteenth century came primarily from
- (A) Latin America
  - (B) Asia
  - (C) Canada
  - (D) middle-class backgrounds
  - (E) European farms and villages
21. When war broke out in Europe in 1914, President Woodrow Wilson established a policy that called for
- (A) immediate American aid to the Allied powers
  - (B) acknowledgment of American neutral rights on the high seas
  - (C) American trade with Europe on a cash-and-carry basis only
  - (D) a strict embargo on trade with all warring nations
  - (E) strict prohibition of American travel on the ships of belligerents
22. What was the main reason for the major decrease in the number of Europeans immigrating to the United States in the 1920s?
- (A) There was widespread prosperity in Europe after the First World War.
  - (B) Most European countries passed laws forbidding immigration to the United States.
  - (C) A significant increase in emigration from Latin America left fewer jobs for European immigrants.
  - (D) Fear of political persecution after the Palmer raids and the Sacco and Vanzetti case discouraged many Europeans from emigrating.
  - (E) The United States passed the National Origins Act.

23. "We believe that the time has come when the rail road corporations will either own the people or the people must own the railroads ... We demand national currency, safe, sound, and flexible ... We demand a graduated income tax ... We demand a free ballot."  
Which of the following groups included the passage above in its platform?
- (A) American Federation of Labor
  - (B) Union-Labor Party
  - (C) People's Party (Populists)
  - (D) National Grange
  - (E) Democratic Party
24. In 1950 a major factor in President Harry Truman's commitment of American troops to combat North Korean aggression was a desire to
- (A) force Congress to appropriate more money for the armed services
  - (B) preserve South Korea's markets for United States exports
  - (C) overcome the stigma that the Democratic party had "lost" China to communism
  - (D) convince Americans that containment was an inefficient way to deal with communist expansion
  - (E) direct the focus of American postwar foreign policy away from Europe
25. The 1896 Supreme Court decision *Plessy v. Ferguson* did which of the following?
- (A) Upheld segregated railroad facilities.
  - (B) Declared civil rights legislation unconstitutional.
  - (C) Upheld literacy testing as a condition of voting in federal elections.
  - (D) Outlawed segregation in public schools.
  - (E) Restricted the right to purchase or sell land.
26. The 1968 Tet Offensive was significant because it
- (A) showed that American soldiers were ill equipped to fight in the jungle
  - (B) pressured North Vietnam to come to the bargaining table
  - (C) convinced President Johnson to begin bombing Cambodia
  - (D) reaffirmed popular support for the South Vietnamese government
  - (E) led to increased antiwar sentiment in the United States
27. Which of the following is true of the 1935 Social Security Act?
- (A) It legislated a tax that transfers money from workers to pensioners.
  - (B) It provided health insurance for anyone who needed it.
  - (C) It created benefits for the needy by using taxes on corporate profits.
  - (D) It made the United States the first industrialized country to provide a social welfare-system.
  - (E) It was ended during the first hundred days of the New Deal.
28. The Dawes Act (1887) did which of the following?
- (A) Divided Native American tribal lands into individual holdings.
  - (B) Promoted the preservation of Native American cultural identity.
  - (C) Granted immediate citizenship to Native Americans.
  - (D) Set up the reservation system.
  - (E) Forbade the use of Native American languages in public schools.

29. Which of the following was LEAST involved in the struggle for women's rights?
- (A) Elizabeth Cady Stanton
  - (B) Alice Paul
  - (C) Lucretia Mott
  - (D) Carrie Chapman Catt
  - (E) Dorothea Dix
30. All of the following have been cited as reasons for the dropping of atomic bombs on Japan in 1945 **EXCEPT** the need to
- (A) block a planned Japanese invasion of the United States
  - (B) keep the Soviet Union out of the war against Japan
  - (C) save American lives
  - (D) demonstrate American superiority in weaponry to the Soviet Union
  - (E) force the unconditional surrender of Japan
31. The Strategic Arms Limitations Talks (SALT), expanded trade with the Soviet Union, and President Richard Nixon's visit to the People's Republic of China were all facets of the policy of
- (A) brinkmanship
  - (B) deterrence
  - (C) détente
  - (D) rollback
  - (E) liberation
32. All of the following contributed to the passage of the Eighteenth Amendment legislating Prohibition in 1919 **EXCEPT**
- (A) the continued efforts of the Anti-Saloon League
  - (B) the fervor of World War I lending patriotism to the cause of prohibition
  - (C) the Progressive belief in social reform
  - (D) the cumulative impact of state prohibition laws
  - (E) the high death toll from alcohol-related automobile deaths
33. In the decade following World War II, the Supreme Court decision that had the most widespread consequences concerned which of the following?
- (A) Immigration policy
  - (B) Congressional reapportionment
  - (C) The rights of minority groups
  - (D) The jurisdiction of courts in determining war guilt
  - (E) The federal government's powers of taxation
34. During his presidency, Richard Nixon did which of the following?
- (A) Supported the use of busing to end racial segregation in public schools
  - (B) Intensified conflict between the United States and Japan
  - (C) Abolished the Tennessee Valley Authority
  - (D) Ended American participation in the war in Vietnam
  - (E) Created the National Aeronautics and Space Administration



35. The cartoon above is a commentary on late nineteenth century
- (A) municipal corruption
  - (B) imperialism
  - (C) labor unrest
  - (D) business monopolies
  - (E) civil rights campaigns
36. Which of the following emerged during the Progressive Era as the most influential advocate of full political, economic, and social equality for Black Americans?
- (A) W. E. B. Du Bois
  - (B) Frederick Douglass
  - (C) Booker T. Washington
  - (D) Ida B. Wells
  - (E) Langston Hughes
37. Which of the following is a correct statement about college-level education in the twentieth-century United States?
- (A) State universities increased scholarship aid during the Depression.
  - (B) Private universities raised admission standards during the 1940's.
  - (C) The GI Bill financed the education of male students during the post World War II era.
  - (D) The "baby boomers" finished college in large numbers in the 1950's.
  - (E) There was a sharp decline in college enrollment during the Vietnam War.
38. "The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered... Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night – she was afraid to ask even herself the silent question – 'Is this all?'"

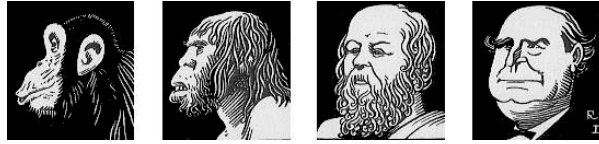
The author of the statement above most likely was

- (A) Angelina Grimké
- (B) Susan B. Anthony
- (C) Betty Friedan
- (D) Angela Davis
- (E) Phyllis Schlafly



39. The cartoon above refers to which of the following?
- (A) The Red Scare
  - (B) The Open Door Notes
  - (C) The Immigration Quota Act of 1921
  - (D) The response to the Pullman Strike
  - (E) The Boston Police Strike
40. “Reaganomics” or supply-side economics led to which of the following?
- (A) A decline in unemployment and poverty
  - (B) Greater tax revenues than government expenditures
  - (C) Large increases in the incomes of wealthy Americans
  - (D) An increase in appropriations for school lunches
  - (E) Lower military expenditures than during the Carter administration
41. Which of the following best characterizes the writings of American authors F. Scott Fitzgerald, e. e. cummings, and Sinclair Lewis?
- (A) Disillusionment with modern American society
  - (B) Glorification of modern American capitalism
  - (C) Celebration of Black culture
  - (D) Glamorization of war
  - (E) Reaffirmation of traditional American values

***The Rise and Fall of Man***



**Primate    Neanderthal    Socrates    W. J. Bryan  
Man**

42. The cartoon above was intended primarily as a satirical comment on
- (A) Social Darwinism
  - (B) the Ku Klux Klan
  - (C) the election of 1896
  - (D) the Scopes trial
  - (E) *Lochner v. New York*
43. Margaret Sanger is best known for her
- (A) contribution to the radical suffragist movement
  - (B) endorsement of coeducation
  - (C) advocacy of birth control
  - (D) presidency of the Women's Christian Temperance Union
  - (E) organization of the Women's Trade Union League
44. From the 1880's to the beginning of the New Deal, the dominant American Indian policy of the United States government sought to
- (A) strengthen traditional tribal authority
  - (B) relocate all American Indians to the Oklahoma territory
  - (C) encourage American Indian emigration to Canada
  - (D) encourage American Indians to preserve their languages and religions
  - (E) break up tribal landholdings
45. In his Atlanta Compromise speech, Booker T. Washington called for which of the following?
- (A) African American voting rights
  - (B) An end to racial segregation
  - (C) Support for African American self-help
  - (D) Educational equality for African Americans
  - (E) Racial integration of religious organizations
46. In the 1930's, the movement led by Dr. Francis Townsend contributed to congressional approval of a law
- (A) insuring the bank deposits of consumers
  - (B) securing federal protection of labor union organizers
  - (C) providing larger federal subsidies to farmers
  - (D) implementing a federal program of old-age benefits
  - (E) protecting ethnic minorities from discrimination

47. Which of the following civil rights groups is **NOT** correctly matched with one of its leading figures?
- (A) Southern Christian Leadership Conference ... Marcus Garvey
  - (B) Black Panthers ... Huey Newton
  - (C) National Association for the Advancement of Colored People ... Roy Wilkins
  - (D) Black Muslims ... Malcolm X
  - (E) Student Nonviolent Coordinating Committee ... Stokely Carmichael
48. The principal reason for the formation of the Dixiecrat Party in 1948 was the opposition of dissident Democrats to President Truman's
- (A) establishment of the Central Intelligence Agency
  - (B) removal of General MacArthur from his military command
  - (C) support for the Taft-Hartley Act
  - (D) proposal for civil rights legislation
  - (E) call for an investigation of the loyalty of all federal employees
49. Wilson's Fourteen Points incorporated all of the following **EXCEPT**
- (A) open diplomacy
  - (B) freedom of the seas
  - (C) recognition of Allied economic and territorial agreements made during the war
  - (D) creation of an international organization to preserve the peace and security of its members
  - (E) national self-determination
50. Major domestic developments in the United States during President Eisenhower's two terms included all of the following **EXCEPT**
- (A) a rise in the gross national product (GNP)
  - (B) the dismantling of New Deal welfare programs
  - (C) the peaking of the postwar baby boom
  - (D) the exodus of Black families from the rural South
  - (E) the beginning of construction of an interstate highway system

Teaching American History Professional Development

1. Please indicate the extent to which you agree with the following statements. Please darken one bubble to show your rating for each item.

Item	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The session I attended was relevant to my duties/responsibilities as a history teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The content generated from this session was adequate for history teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The presenter/facilitator was well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The facilitator was able to actively engage the group in discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. There were sufficient opportunities for my questions and concerns to be addressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I understand the value of teaching history using primary documents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I understand the purpose of using multiple sources while teaching history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I feel comfortable implementing the strategies taught today in my instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. I learned...

---

3. The most helpful information was

---

4. This information will impact my role as a teacher...

---

5. I would like to know more about...

---

6. Appreciations, concerns, suggestions...

---



Teaching American History End of Year Satisfaction Survey

Please indicate to which level you agree or disagree with each statement by placing an **X** in the appropriate box.

Survey Statements	Responses				
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
1) I have used what I have learned in the TAH Professional Development Sessions in my classroom.					
2) I am a better history teacher because of what I have learned in the program.					
3) In my classroom, it has been difficult to implement new lessons, activities and strategies I have learned in the program.					
4) I know that my students are achieving at higher rates because of my involvement in the program.					
5) The Core Curriculum makes it difficult to implement what I have learned in the program.					
6) My students are more interested in history because of my involvement in the program.					
7) Implementing what I have learned in the classroom is a major focus of the professional development.					
8) My students enjoy learning history.					
9) I have been taught to bring what I have learned in the TAH workshop into my classroom lessons and activities.					
10) The workshop sessions were relevant to the grade and age of students that I teach.					
11) I was able to understand the content that was delivered in the sessions.					
12) The facilitators were well-prepared and were able to actively engage the group.					
13) There were sufficient opportunities to ask questions during the sessions.					
14) Time was used effectively.					
15) Activities were designed for me to be an active learner.					
16) The content presented helped to increase my level of knowledge.					
17) I feel prepared to use learned strategies/information I have learned in my classroom.					
18) The desired outcomes for the professional development sessions were met.					
19) I recommend the program to others.					

Teaching American History Teacher Interview Protocol

Date:

Year in Program:

Subject Taught:

Grade Level:

Years of teaching experience do you have (in general):

Years of experience do you have teaching U.S. History:

1. How has your experience in the Philadelphia Teaching American History Program this year impacted your content knowledge and understanding of U.S. history?
2. How has your participation this year impacted your pedagogical knowledge for teaching history?
3. Which Teaching American History activities were most helpful to you? What was most helpful about those activities?
4. Which Teaching American History activities were least helpful to you? What was least helpful about those activities?
5. How are you incorporating your Teaching American History materials and learning into your teaching?
6. What one thing would you change about this project, if you could?
7. Have you increased your use of historical internet resources in your classroom?
8. Overall, how would you rate your experience in the Teaching American History Program on a scale of 1 (POOR) to 5 (EXCELLENT)?

1	2	3	4	5
POOR			EXCELLENT	

## Appendix E

### Teaching American History Professional Development Observation Tool

Please indicate whether or not each standard is present in today's workshop. If the standard is present, please describe how this standard was displayed and to what extent, in as much detail as possible.

Date:

Presenter :

Standard	Present	Not Present	Description
Collaborative Learning: Provides educators with the knowledge and skills to collaborate; Utilizes collaborative learning arrangements in instruction			
Equity Instruction: Instructor prepared educators to understand and appreciate all students			
Quality Instruction by Facilitator: Facilitator was Knowledgeable and well prepared.			
Participant Engagement: Educators are engaged in the learning process.			
Improve Content Knowledge: Deepens educator's content knowledge in U.S. History; Provides them with research-based instructional strategies.			
Multiple Sources: Instructor uses multiple sources of information in order to guide instruction			

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Classroom Observation Checklist

Please use the following checklist and indicate the extent to which each strategy is used during the history class you observe. If a strategy or activity is not used during the class period, please indicate that it was not present.

Instructional Strategy, Activity, or Characteristic	Not Present	To a small degree	To a moderate degree	To a high degree
Use of Interactive Timelines				
Reading History - Fiction				
Reading History - Non-fiction				
Reading History - Biographies				
Reading History - Autobiographies				
Analyzing Primary Sources				
Analyzing Secondary Sources				
Use of primary and/or secondary sources to interpret a time period/event/person				
Role Playing (use drama/theater)				
Analyzing different accounts of the same event				
Drawing conclusions about an event based on multiple accounts				
Comparing interpretations of historical events and/or persons				
Writing histories of events				
Writing histories of people				
Writing histories of artifacts				
Writing histories of places				
Use of writing to learn strategies to process information				
Use of music to deliver content				
Use of art to deliver content				
Allowing students to use music and/or art activities to process content learned				
Analyzing historical maps and draw conclusions				
Use of graphic organizers to guide students' reading and/or viewing				
Use of graphic organizers to present content				
Use of graphic organizers to assess learning				
Use of vivid images and/or examples				
Use of cooperative learning arrangements				
Use of Interactive Timelines				
Use of internet resources				

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## History's Habits of Mind

Please read the following descriptions of the Bradley Commission's *History's Habits of Mind*, and indicate whether or not there was evidence for each during your classroom observation. If there is evidence, please include a brief note about or description of the evidence. **Use additional pages if necessary.**

Habit Description	Description	Not Present	Present	Describe
<b>Significance of the past:</b>	understand the significance of the past to their own lives, both private and public and to their society			
<b>What's important and what's not:</b>	distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning judgment in public and personal life			
<b>Historical empathy:</b>	perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness			
<b>Shared humanity:</b>	acquire at one and the same time a comprehension of diverse cultures and of shared humanity			
<b>Change and consequences:</b>	understand how things happen and how things change, how human intentions matter, but also how their consequences are shaped by means of carrying them out, in a tangle of purpose and process			
<b>Change and continuity:</b>	comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other			
<b>History is unfinished business:</b>	prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions			
<b>Campaign against monocausality</b>	grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations			
<b>History's tentative nature:</b>	appreciate the often tentative nature of judgments about the past, and thereby avoid the temptation to seize upon particular "lessons" of history as cures for present ills			
<b>People who made a difference:</b>	recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill			
<b>The unintended and unexpected:</b>	appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs			
<b>Time and place are inseparable:</b>	understand the relationship between geography and history as a matrix of time and place, and as context for events			
<b>Evaluating evidence:</b>	read widely and critically in order to recognize the difference between fact and conjecture, between evidence and assertion, and thereby to frame useful question			

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