

The School District of Philadelphia
The Office of Research and Evaluation

Teaching American History –Year 2

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 United States Department of Education's Teaching American History (TAH) Grant was created to raise student achievement by improving teachers' knowledge, understanding, and appreciation of American history. The TAH grant was created at the urging of the late United States Senator Robert Byrd of West Virginia to address his concern that students today do not have adequate knowledge of traditional topics in American history (Ashbrook Center, 2012).¹ Congressional funding for the TAH grant is dispersed nationally and is used to provide professional development (PD) programs for teachers from kindergarten to twelfth grade in traditional American history topics. The Teaching American History grants are intended to encourage collaboration among K–12 teachers, post-secondary faculty, and public historians (American Historical Association, 2008).² These collaborations have revitalized history teaching within the schools.

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 grant presents a tremendous opportunity to provide new training programs to support innovative history instruction for underserved students.

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 professional development 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 St. Joseph's University, the University of Pennsylvania, Dickenson College, and Haverford College. Historians were also recruited to facilitate professional development (Dr. Emma Lapansky Werner, Dr. Randall Miller, Dr. Francis Graham Lee, Dr. Walter Lich, Dr. Yahuru Williams, and Dr. Matthew Penslar). In addition, the Program Manager collaborated for workshop space and resources with the National Archives Mid-Atlantic Records Administration, the National Constitution Center, the Historical Society of Pennsylvania, and the Gilder Lehrman Institute of American History.

The SDP Office of Research and Evaluation (ORE) conducted an evaluation of the second year of implementation of the TAH program (January 2012-September 2012). The TAH program was guided by four overarching goals, which shaped the evaluation. The four goals were:

1. To recruit and retain # of program participants;

¹ Ashbrook Center at Ashland University. <http://teachingamericanhistory.org/tah/>

² <http://www.historians.org/perspectives/issues/2003/0305/0305not2.cfm>

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*).

The main focus of the program during the 2011-12 school year was 17 Saturday professional development sessions. Professional development activities took place at the National Constitution Center, the Historical Society of Pennsylvania, and the Gilder Lehrman Institute of American History. Professional development sessions also included trips to historical sites, including Ellis Island in New York; Gettysburg and The National Civil War Museum in Pennsylvania; and The National World War II Museum, the Chalmette Battle Field, the Laurel and Green Oakes Plantations, and the French Quarter in New Orleans. At the beginning of the year, there were two sessions dedicated to introducing participants to the program. Thirteen of the 17 professional development sessions were facilitated by experts in the field of history. Lectures ranged in length from four to six hours. Some historians provided participants with a list of pre-lecture readings, while other presenters provided participants with paper handouts. Teachers also participated in tours of the institutions they visited. Additionally, after many lectures the Program Manager provided participants with supplemental materials, such as books, maps, and posters, to include in their subsequent lesson plans and classroom instruction. Two Saturdays (June 9 and 16, 2012) were dedicated to participant presentations of lesson plans.

II. Methods

ORE conducted an evaluation of the TAH program during the period of January 2012 through September 2012, utilizing a mixed-method approach. The ORE evaluator relied on quantitative and qualitative data to evaluate the program's implementation and outcomes. Data sources included surveys, pre/post tests, interviews, observations, and document analysis.

Document Analysis

Documentation of professional development agendas and sign-in sheets were collected and reviewed to verify that professional development occurred and to measure retention. In total, 17 agendas and sign-in sheets were collected and reviewed.

Satisfaction Survey

After every professional development session participants were asked to complete a satisfaction survey (Appendix A) to capture their perceptions of the experience. The satisfaction survey was used to determine if the sessions met or exceeded participants' expectations. The survey asked participants if they felt the facilitator was prepared, provided relevant information, and if participants' questions were answered. The surveys included responses that ranged from "strongly disagree" to "strongly agree."

Topic Pre- and Post-Tests

Topic pre- and post-tests were created by each facilitator. Pre- and post-tests included the information that the facilitator intended to cover during his/her presentation. The length of each presentation varied, with some facilitators presenting over several days. Topic pre- and post-tests were distributed by the facilitator.

ORE relied on the Program Manager to collect the tests along with the answer sheets. On February 25, March 3, and March 10, 2012, Dr. Erica Armstrong-Dunbar facilitated the topic “African American Women Before, During and After the Civil War.” On March 24 and 31, 2012, Dr. Walter Licht facilitated a session on “Philadelphia During the Civil War.” The next session was scheduled for April 28 and May 5. The facilitator was Dr. Yohuru Williams, who presented on “Revisiting Garvey, Dubious and Booker T. Washington.” Dr Randall Miller facilitated the May 12, May 19, and June 2, 2012 sessions on “African Americans in Philadelphia: The Abolition Movement.” On August 9, 10, and 11 eleven participants attended the TAH Summer Symposium in New Orleans. The three day professional development topic was “The Civil War and Reconstruction.” The pre-test was distributed by the Program Manager on August 9 and returned the next day.. The post-test was distributed by the Program Manager on August 11 at the conclusion of the trip.

Knowledge-Based Pre- and Post-Test

The knowledge-based assessment was used to determine if, and to what degree, teachers gained historical knowledge after participating in the TAH program. The tests consisted of 30 multiple-choice questions, of which 15 were extracted from the National Assessment of Educational Progress (NAEP) history assessments, while the other 15 were assembled by the Program Manager and the professional development facilitators. In January and August 2012 the pre- and post-tests were administered to participating teachers (Appendix B). The pre and post-tests were distributed and collected by the Program Manager.

Observations

Classroom observations of 15 participating teachers were conducted between May 23-25, 2012 to determine if, and to what extent, participants were utilizing the resources, content, and instructional strategies taught during the professional development sessions (Appendix C & D). In addition, summer symposium workshops were observed August 9-11, 2012, to assess the extent to which participating teachers were being exposed to American History content (Appendix E).

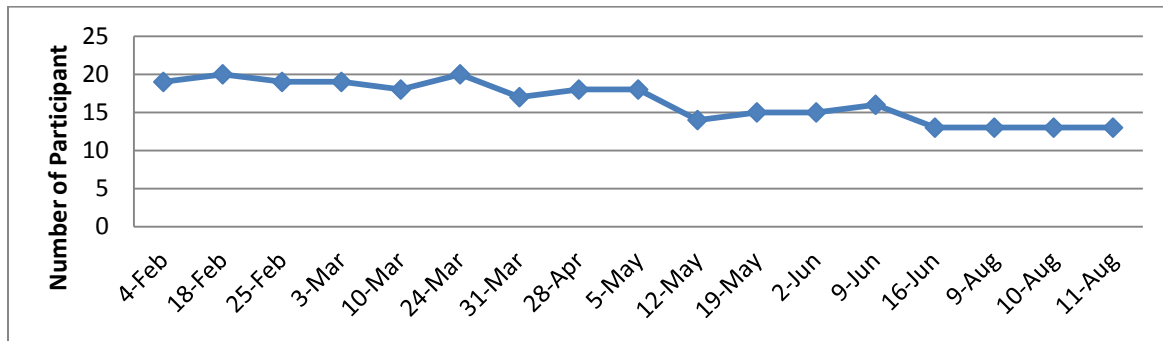
III. Evaluation Results

Were 85% of recruited participants retained?

The Program Manager started the recruitment process in January 2012 via email and information sessions at The School District of Philadelphia’s Central Office. Initially, 23 history teachers in grades 8-12 were recruited to participate in the 17 professional development sessions. The dates of each PD session appear in Figure 1 below, which also shows the trend in attendance for each workshop.

Of the 23 teachers, 18 (78%) remained active until the end of the program. Attendance at professional development sessions started high then slowly declined as the school year progressed. As a result, only two of the 17 sessions had at least an 85% attendance rate. Overall, attendance rates were the highest between February and May 2012, when 75% to 87% of program participants attended sessions.

Figure 1. Professional Development Attendance Rates, February 2012-August 2012



Source: TAH Professional Development Sign-in Sheets

While the program expected to retain all 23 of the teachers that started the program, five eventually dropped out. The attendance rate for each participant is shown below in Table 1. Most program participants (65%) attended more than 75% of the professional development sessions.

Table 1. Professional Development Attendance Rates

| PD Sessions Attended | Percent of PD Sessions Attended | No. of Participants | % |
|------------------------|---------------------------------|---------------------|-----|
| 15 or more PD sessions | ≥ 85% | 8 | 35% |
| 13-14 | 75% ≥ 84% | 7 | 30% |
| 12 or fewer | ≤ 74% | 8 | 35% |
| Retained | Retained | 18 | 78% |
| Dropped | Dropped | 5 | 22% |

Source: TAH Professional Development Sign-in Sheets

The retention data in Table 1 are consistent with the previous year’s data. In both program years (2010-2011 and 2011-12) five participants dropped out before the end of the program.

To determine possible reasons why attendance declined, each topic’s attendance rate and satisfaction survey results were analyzed (Appendix A). The results appear below in Table 2.

Table 2. Professional Development Attendance Rates

| Dates | Topic | Number of attendees | Percent of Attendees | Respondents satisfied with the PD |
|--------------|--|----------------------------|-----------------------------|--|
| 4-Feb | Intro | 19 | 83% | |
| 18-Feb | Intro | 20 | 87% | |
| 25-Feb | African American Women Before, During, and After the Civil War | 19 | 83% | 100% |
| 3-Mar | African American Women Before, During, and After the Civil War | 19 | 83% | 100% |
| 10-Mar | African American Women Before, During, and After the Civil War | 18 | 78% | 100% |
| 24-Mar | Philadelphia During the Civil War' | 20 | 87% | 100% |
| 31-Mar | Philadelphia During the Civil War' | 17 | 74% | 100% |
| 28-Apr | Revisiting Garvey, Dubious and Booker T. Washington | 18 | 78% | 100% |
| 5-May | Revisiting Garvey, Dubious and Booker T. Washington | 18 | 78% | 95% |
| 12-May | African Americans in Philadelphia: The Abolition Movement | 14 | 61% | 100% |
| 19-May | African Americans in Philadelphia: The Abolition Movement | 15 | 65% | 100% |
| 2-Jun | African Americans in Philadelphia: The Abolition Movement | 15 | 65% | 100% |
| 9-Jun | Participant Presentation | 16 | 70% | |
| 16-Jun | Participant Presentation | 13 | 57% | |
| 9-Aug | The Civil War and Reconstruction' | 13 | 57% | 100% |
| 10-Aug | The Civil War and Reconstruction' | 13 | 57% | 100% |
| 11-Aug | The Civil War and Reconstruction' | 13 | 57% | 100% |

Source: TAH Program Professional Development Feedback Surveys

The data reviewed yielded no clear reasons why attendance decreased. Participants appeared very satisfied with all of the professional development sessions. Based on the survey data, dissatisfaction with the initial PD sessions can be ruled out as the cause for declining attendance later in the program year. The Program Manager reported that during recruitment, participants were made aware of the topics that would be covered throughout the program. Prior to becoming a program participant, teachers agreed that the professional development topics were of interest to them and consistent with what would be taught in their classes. Based on the Program Manager's report, the decline in attendance rates are not directly related to the topics covered. The Program Manager reported that attendance declines in the same manner every year as teachers prepare for standardized testing and the end of the school year. The Program Manager reported that only one session was offered during the PSSA window due to previous years' documented declines in attendance. The Program Manager has continued to explore mechanism to

galvanize engagement efforts that would likely combat decreases in attendance during the spring and summer months.

Were at least 85% of participants satisfied with their professional development experience?

To determine participating teachers' satisfaction with the professional development, teachers were surveyed after each session (Appendix A). Table 3 below reflects participants' responses from all 13 satisfaction surveys to the eight provided statements.

Table 3. Professional Development Survey

| | Statement | Strongly Disagree/ Disagree | Strongly Agree/ Agree |
|---|---|-----------------------------|-----------------------|
| 1 | PD was relevant | 4% | 96% |
| 2 | Content was adequate for history teachers | 7% | 93% |
| 3 | Facilitator was well prepared | 2% | 98% |
| 4 | Facilitator engaged the group | 4% | 96% |
| 5 | Questions/concerns were addressed | 4% | 96% |
| 6 | I understand the importance of primary documents | 0 | 100% |
| 7 | I understand the importance of multiple sources | 0 | 100% |
| 8 | I am comfortable implementing strategies taught in PD in my class | 4% | 96% |
| 9 | I was satisfied that this session met my needs as a history teacher | 0 | 100% |

Source: TAH Teacher Professional Development Survey 2012

Participants were pleased with the facilitators' preparation, chosen content, and their ability to keep participants engaged. Every participant (100%) reported being satisfied with the PD they attended. While, 93% of participants reported that the content of the PDs were adequate and relevant to their craft, 7% of the participants requested more take home material. Saturday PD sessions were not observed by ORE, thus materials were not collected and the rigor of the content used during facilitation was not measured. However, the summer symposium PD sessions were observed.

Summer Symposium

The summer symposium PD was observed by ORE (Appendix E). The summer symposium was held in New Orleans, LA in 2012, and involved visits to the National World War II Museum, historical sites in the French Quarter, Chalmette Battlefield, and the Laurel and Green Oaks Plantations. A total of 12 participants travelled to New Orleans August 9 – 11, 2012. There were two tour guides who accompanied participants to the multiple sites, in addition to staff at each site, who contributed to the educational experience for participants. The visit to the National World War II Museum involved an educational presentation by a museum staff member. The presentation involved interactive materials and access to hands-on primary sources to support the lecture material. Participants then had an hour to tour the museum and view short film clips peppered throughout the exhibit. A tour company was hired to lead the visits to historical sites in the French Quarter, including the Cabildo and St. Louis Cemetery. The same tour guide led the Riverboat ride to the Chalmette Battlefield and the plantation tours. Additional staff members at the plantations offered guide services. All presenters were excellent. They were engaging and responsive to the participants. Additionally, they were able to bridge the connection between informational presentations and what a teacher may need once back in the classroom. The presentation at the World War II museum was particularly focused on practical information for the classroom. He also

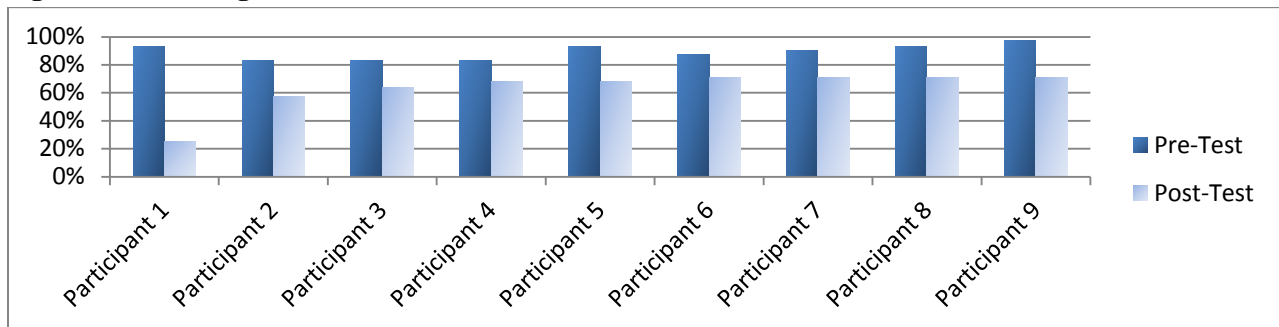
provided multiple perspectives on the information he was presenting to make it accessible to a varied audience. The other tour guide was very focused on contextualizing the content in a real-world perspective. Both main presenters were passionate about history and New Orleans and successfully conveyed their interest and enthusiasm to participants.

Did participants increase their content knowledge?

Content Knowledge-Based Assessment

Before the first PD lecture began a 30-item content based pre-test, which included all topics to be taught throughout the program year, was distributed by the Program Manager to teachers on January 21, 2012 (Appendix B). Sixteen participants completed the knowledge based pre-test. The same knowledge-based test was administered by the Program Manager to participants on August 16, 2012, at which time nine participants completed the post-test. Figure 2 below shows comparable pre and post-test results. Due to absences, 9 (50% of retained participants) had comparable pre/post results. Results are presented below in Figure 2.

Figure 2. Knowledge Based Pre/Post Tests Results



Source: Knowledge-Based Pre/Post-Assessment 2012

As shown, none of the nine teachers increased their post-test scores. Table 4 below shows the difference in pre/post test scores.

Table 4. Knowledge Based Pre/Post Tests Results

| | Pre-Test | Post-Test | Difference |
|---------------|----------|-----------|------------|
| Participant 1 | 93% | 25% | -68% |
| Participant 2 | 83% | 57% | -26% |
| Participant 3 | 83% | 64% | -19% |
| Participant 4 | 83% | 68% | -15% |
| Participant 5 | 93% | 68% | -25% |
| Participant 6 | 87% | 71% | -16% |
| Participant 7 | 90% | 71% | -19% |
| Participant 8 | 93% | 71% | -22% |
| Participant 9 | 97% | 71% | -26% |

Source: Knowledge-Based Pre/Post-Assessment 2012

Post-test results show that participants did not increase their content knowledge of American History. The environment in which the pre and post testing took place was similar in that it was controlled i.e. it was supervised and same amount of time was allotted for both tests. The questions that participants

previously answered correctly then answered erroneously varied. The Program Manager attributed low post-test scores to program completion and test burn-out, as participants completed 10 session topic assessments in-between the pre/post knowledge-based assessment. It is also important to note that eight session topic assessments contained many of the items that made up the knowledge-based assessment. The results of those topic assessments showed increases in teacher knowledge. Table 5 below shows the number of participants who increased and decreased their session post-test scores.

Table 5. Pre/Post-Test Session Results by Topic

| Topic Pre/Post | Pre-Test Date | Post-Test Date | Number of Participants Who Inc .Score | Number of Participants Who Dec . Score | Number of Participants Who remained the Same | Average Point Growth |
|--|------------------|-----------------|---------------------------------------|--|--|----------------------|
| Topic 1: African American Women Before, During and After the Civil War | February 25,2012 | March 10, 2012 | 13 | 3 | | 16 |
| Topic 2: Philadelphia During the Civil War | March 24, 2012 | March 31, 2012 | 15 | 0 | | 43 |
| Topic 3: Revisiting Garvey, Dubious and Booker T. Washington | April 28, 2012 | May 5, 2012 | 11 | 1 | 2 | 13 |
| Topic 4: African Americans in Philadelphia: The Abolition Movement | May 12, 2012 | June 2, 2012 | | | | |
| Topic 5: Civil War and Reconstruction (Summer Symposium) | August 9, 2012 | August 11, 2012 | 8 | 3 | | 12 |

Source: Session Topic Pre/Post-Assessment 2012

The Program anticipated that participants would earn a score of at least 85% on session posttests. Only one participant earned a score of 85% on the material related to topic one, ‘African American Women Before, During, and After the Civil War’. Topic two, ‘Philadelphia During the Civil War’, post-test results showed two participants earned at least an 85%. One participants earned an 85% or higher on the posttest that covered topic three, ‘Revisiting Garvey, Dubious and Booker T. Washington ‘. Topic four pre/post test results were not submitted to ORE and the location of the tests are unknown. None of the participants earned an 85 or higher on the posttest that covered topic five ‘Civil War and Reconstruction’. All four session topic post-test results show that participants increased their post-test scores by more than 12 points. Based on session topic post-test results, participating teachers increased their knowledge of American History content.

Did participants utilize the instructional strategies taught in PD during their classroom lessons?

Classroom Observations

Fifteen participating teachers' classrooms were observed May 23-25, 2012 to assess if teachers were applying the knowledge and skills taught in PD during classroom instruction. Teachers were assessed using an Instructional Strategies checklist (Appendix C) and History Habits of Minds checklist (Appendix D). 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". 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 5 show that when averaged, participating teachers scored 14.3 points on the Instructional Strategy. This means that teachers are utilizing a little over 50% of the strategies suggested in PD during classroom instruction. The average score on History Habits of Mind was 3.9, which means teachers are employing 30% of the suggested concepts during their lessons. Table 5 shows the Instructional Strategy and History Habits of Mind scores of 15 participants.

Table 6. Teacher Observation Scores

| Teacher | Instructional Strategy Score (n/28) | Habits of Mind Score (n/13) |
|----------------|-------------------------------------|-----------------------------|
| Participant 1 | 19 | 5 |
| Participant 2 | 11 | 4 |
| Participant 3 | 12 | 5 |
| Participant 4 | 14 | 2 |
| Participant 5 | 8 | 1 |
| Participant 6 | 5 | 4 |
| Participant 7 | 10 | 6 |
| Participant 8 | 18 | 7 |
| Participant 9 | 13 | 3 |
| Participant 10 | 21 | 4 |
| Participant 11 | 19 | 3 |
| Participant 12 | 17 | 6 |
| Participant 13 | 14 | 4 |
| Participant 14 | 16 | 3 |
| Participant 15 | 17 | 2 |

Source: Habits of Minds and Instructional Strategies Checklists 2011

The Instructional Strategy checklist revealed that all participating teachers used instructional strategies taught in PD. All observed participants used primary sources during instruction. Eight participating teachers incorporated secondary sources during their instruction. All participating teachers also allocated time for their students to work in groups. One teacher incorporated music into the history lesson. Four participating teachers used political cartoons and replications of maps. More than half (8) participating teachers 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 historical events, which teaches students how to appreciate the non-rational, irrational, and the accidental in history and human affairs. This particular Habits of Mind strategy was also the most used by the previous cohort.

Although one teacher primarily lectured and requested that students hold their questions until the end, rarely using any of the strategies identified in the two checklists, most participating teachers used some of what they learned from PD during class instruction. Most teachers presented a historical event, provoked discussion, used primary documents, grouped students, and answered questions throughout the lesson. Most students appeared engaged, as evidenced by their frequent questions and forward leaning body language.

IV. Evaluation Limitations

ORE did not collect pre- or post-test data from program participants, but relied on the Program Manager. As such, there was missing data to compare knowledge outcomes. Based on the knowledge based post test results, content knowledge declined, showing little benefit of the program. However, session topic posttests reveal increases in content knowledge. Saturday PD sessions were not observed by ORE; subsequently it is unclear what occurred during PD that may have affected decreased scores in knowledge based posttest results. Finally, no information on student outcomes were included in the evaluation as the funder decided to exclude this measure due low confidence in correlation between teacher PD and standardized test scores.

V. 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 survey and observation data, participants appear satisfied with the TAH program. The program made some changes to PD based on the previous year's report. The Program Manager built in time during PD to ensure all participants' questions were answered and that participants had an opportunity to have one-on-one discussion with PD facilitators. The Program Manager also encouraged facilitators to incorporate and refer to the History Habits of Mind, as well as the Instructional Strategy checklists, during PD. All retained teachers reported that they were pleased with their experience and that they would recommend the TAH program to others.

Among the issues that require heightened awareness are session attendance and retention. For two consecutive years attendance was stable during the months that school was in session. However, attendance significantly decreased as the school years wound down. This was cited in the previous year's report along with a recommendation to increase summer attendance by hosting the summer symposium at a different location. The Program Manager adhered to that recommendation and August attendance increased. However, the program still experienced the lowest attendance rates May through August 2011 and 2012. The Program Manager should consider recruiting more teachers or scheduling the most interesting and provocative facilitators during the months that typically have low attendance rates.

Overall, the program was very popular with participants. Based on self-reports, the program had a positive impact on history instruction. Unfortunately, not all the quantitative data collected reflects positive outcomes as it relates to increases in teacher knowledge. As the last year of the funded program approaches it is recommended that a sustainability plan be developed. Ensuring support to sustain the program may be difficult as history is not a subject that is assessed in high stakes testing.

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"/> |
| i. I was satisfied that this session met my needs as a history teacher | <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...



UNITED STATES HISTORY
Knowledge Based Teacher Exam

ID # _____

Directions: Each question or incomplete statement below is followed by five suggested answers or completions. Circle the one that is best in each case.

1. Which argument did President Abraham Lincoln use against the secession of the Southern States?
 - a. Slavery was not profitable
 - b. The government was a union of people and not of states
 - c. The Southern States did not permit their people to vote on secession
 - d. As the Commander in Chief, he had the duty to defend the United States against foreign invasion

2. The abolitionist movement, the women's suffrage movement, and the 1960's civil rights movement are all examples of reform efforts that
 - a. succeeded without causing major controversy
 - b. developed significant popular support
 - c. achieved their goals without government action
 - d. failed to affect the nation as a whole

3. Which statement best explains President Abraham Lincoln's justification for the Civil War?
 - a. As an abolitionist, President Lincoln wanted to end slavery in the United States.
 - b. President Lincoln wanted to keep the South economically dependent on the industrial North.
 - c. President Lincoln's oath of office required him to defend and preserve the Union.
 - d. To keep the support of Great Britain and France, President Lincoln had to try to end slavery immediately.

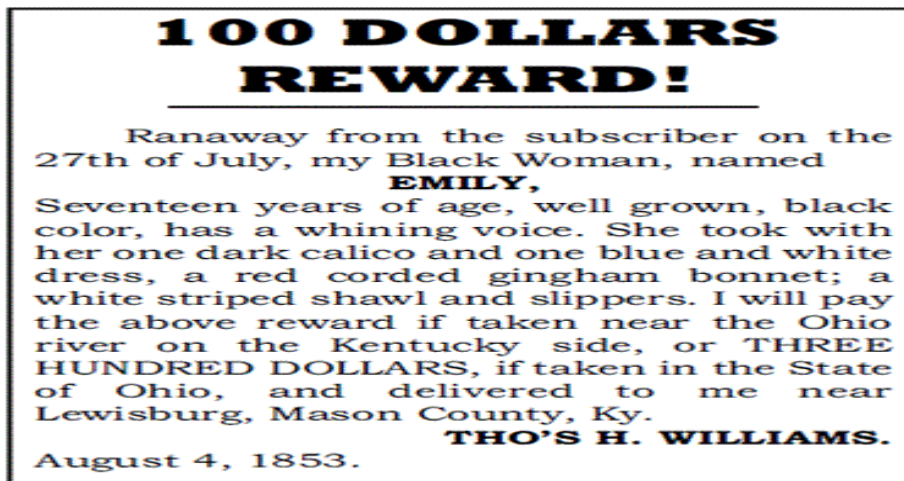
4. A major result of the Civil War was that the
 - a. economic system of the South came to dominate the United States economy
 - b. Federal Government's power over the States was strengthened
 - c. members of Congress from Southern States gained control of the legislative branch
 - d. nation's industrial development came to a standstill

5. Sectional differences developed in the United States largely because
 - a. the Federal Government adopted a policy of neutrality
 - b. economic conditions and interests in each region varied
 - c. only northerners were represented at the Constitutional Convention
 - d. early Presidents favored urban areas over rural areas

6. "By the 1850's, the Constitution, originally framed as an instrument of national unity, had become a source of sectional discord."
This quotation suggests that
- vast differences of opinion existed over the issue of States rights
 - the Federal Government had become more interested in foreign affairs than in domestic problems
 - the Constitution had no provisions for governing new territories
 - the Southern States continued to import slaves
7. Early in his Presidency, Abraham Lincoln declared that his primary goal as President was to
- enforce the Emancipation Proclamation
 - preserve the Union
 - end slavery throughout the entire country
 - encourage sectionalism
8. The rulings of the Supreme Court in *Dred Scott v. Sanford* (1857), *Plessy v. Ferguson* (1896), and *Korematsu v. United States* (1944) all demonstrate that the Supreme Court has
- continued to extend voting rights to minorities
 - protected itself from internal dissent
 - sometimes failed to protect the rights of minorities
 - often imposed restrictions on free speech during wartime
9. "Compromise Enables Maine and Missouri To Enter Union" (1820), "California Admitted to Union as Free State" (1850), "Kansas-Nebraska Act Sets Up Popular Sovereignty" (1854) . Which issue is reflected in these headlines?
- enactment of protective tariffs
 - extension of slavery
 - voting rights for minorities
 - universal public education
10. Before the Civil War, slavery expanded in the South rather than in the North because
- the Constitution contained a clause that outlawed the importation of slaves into the Northern states
 - Congress passed a law forbidding slavery in the North
 - Northern states passed affirmative action legislation
 - geographic conditions in the South encouraged the development of large plantations
11. "A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free." -Abraham Lincoln, 1858 According to this quotation, Abraham Lincoln believed that
- slavery was immoral and should be abolished immediately
 - sectional differences threatened to destroy the Union
 - the Southern states should be allowed to secede
 - to save the nation, the North should compromise with the South on slavery

12. Which statement best summarizes the beliefs of Booker T. Washington?
- The best solution for African Americans was to return to Africa.
 - Social equality for African Americans would be easier to achieve than legal rights.
 - The way to dissolve the barriers of segregation and bring about an end to Jim Crow laws was by active, violent resistance.
 - The most immediate means for African Americans to achieve equality was to expand their opportunities for vocational education.

13. Prior to the Civil War, abolitionists reacted to the situation described in the poster below by



Source: Ohio Historical Center Archives (adapted)

- supporting the Underground Railroad
 - opposing the Emancipation Proclamation
 - banning freed slaves from Northern states
 - proposing a stricter fugitive slave law
14. "Although important strides were made, Reconstruction failed to provide lasting guarantees of the civil rights of the freedmen." Which evidence best supports this statement
- passage of Jim Crow laws in the latter part of the 19th century
 - ratification of the 13th, 14th, and 15th amendments
 - refusal of Southern States to allow sharecropping
 - passage of the Civil Rights Acts of 1866
15. Which statement about the philosophies of Booker T. Washington and W.E.B. Du Bois is most accurate?
- They differed as to the best way that African Americans could effectively achieve equality.
 - Both demanded programs that would provide for immediate social equality.
 - Both believed that vocational training would provide the most important kind of education for African Americans.
 - Neither wanted the Federal Government to play a major role in protecting the civil rights of African Americans.

16. Base your answer to the question below on the passage below and on your knowledge of American History.

"[The registrar] brought a big old book out there, and he gave me the sixteenth section of the constitution of Mississippi, . . . I could copy it like it was in the book, but after I got through copying it, he told me to give a reasonable interpretation and tell the meaning of the section I had copied. Well, I flunked out." Source: *A History of the United States since 1861*

The main intent of the literacy test described in the passage was to

- a. encourage reform of the political system
- b. encourage Mississippi residents to learn about their state's legal system
- c. prevent African Americans from exercising a basic right
- d. enforce the provisions of the United States Constitution

17. The Jim Crow laws of the post-Civil War Era were attempts by

- a. the Federal Government to improve the status of African Americans and Native American Indians
- b. state and local governments to restrict the freedoms of African Americans
- c. states to ban organizations such as the Ku Klux Klan
- d. the Radical Republicans in Congress to carry out Reconstruction plans

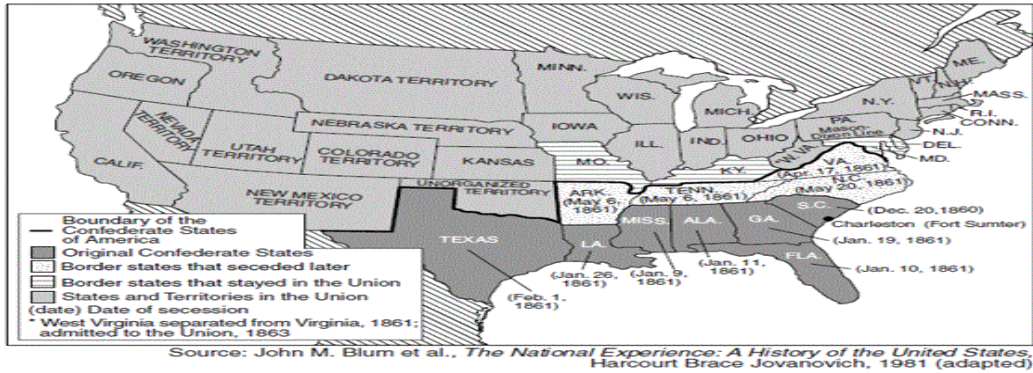
18. In the South, the passage of Jim Crow laws in the 1870s and 1880s led directly to the

- a. racial integration of public schools
- b. decline of the Democratic party
- c. organization of the Ku Klux Klan
- d. segregation of public facilities

19. The label "Solid South" was applied to the former Confederate States after Reconstruction because they

- a. consistently supported the Democratic Party
- b. could not participate in national politics
- c. rejected efforts to pass Jim Crow laws
- d. continued to support abolitionist causes

20. What is the most accurate title for this map?



- a. Closing the Frontier
- b. Results of Reconstruction
- c. A Nation Divided
- d. Compromise of 1850

21. The 14th amendment provides that no "state [shall] deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws." A direct result of this amendment was that

- a. the process of amending the Constitution became slower and more complex
- b. the guarantees in the Bill of Rights were applied to state actions
- c. every citizen gained an absolute right to freedom of speech and assembly
- d. the power of the Federal Government was sharply reduced

22. After the passage of the 13th, 14th, and 15th amendments, African Americans continued to experience political and economic oppression mainly because

- a. the amendments were not intended to solve their problems
- b. many African Americans distrusted the Federal Government
- c. Southern legislatures enacted Jim Crow laws
- d. poor communications kept people from learning about their legal rights

23. Poll taxes and grandfather clauses were devices used to

- a. deny African Americans the right to vote
- b. extend suffrage to women and 18-year-old citizens
- c. raise money for political campaigns
- d. prevent immigrants from becoming citizens

24. In their plans for Reconstruction, both President Abraham Lincoln and President Andrew Johnson sought to

- a. punish the South for starting the Civil War
- b. force the Southern States to pay reparations to the Federal Government
- c. allow the Southern States to reenter the nation as quickly as possible
- d. establish the Republican Party as the only political party in the South

25. The poll tax, the literacy test, and the actions of the Ku Klux Klan were all attempts to limit the effectiveness of
- the 14th and 15th amendments
 - the Supreme Court's decision in *Brown v. Board of Education*
 - civil rights legislation passed in all states after the Civil War
 - immigration laws such as the Gentleman's Agreement and the Chinese Exclusion Act
26. W.E.B. Du Bois believed that African Americans should attempt to gain equality in the United States by
- setting up a separate nation within the United States
 - entering vocational training programs in separate schools
 - demanding full and immediate participation in American society
 - taking over the leadership of the two major political parties
27. A major reason the Radical Republicans opposed President Abraham Lincoln's Reconstruction plan was that his plan
- demanded payments from the South that would have damaged its economy
 - postponed the readmission of Southern States into the Union for many years
 - granted too many rights to formerly enslaved persons
 - offered amnesty to nearly all Confederates who would swear allegiance to the United States
28. The provision of the Radical Republicans' plan for Reconstruction that Southern States found most objectionable was that a former Confederate State could not be readmitted to the Union unless that State
- gave land and money to former slaves
 - granted full citizenship to former Confederate leaders
 - ratified the 14th amendment
 - agreed to modernize its economy
29. Booker T. Washington and W.E.B. Du Bois shared the belief that African Americans should
- use force to bring an immediate end to segregation in public facilities
 - pursue education as the key to improving social status
 - recognize that the growth of labor unions was the major barrier to economic advancement
 - strive for immediate social equality with whites
30. "No state shall make or enforce any law which shall abridge the privileges . . . of citizens . . . nor shall any state deprive any person of life, liberty, or property, without due process of law. . . ." The major purpose of these provisions of the 14th Amendment was to
- limit the power of the federal government
 - expand the civil rights of women
 - maintain competition in business
 - protect the rights of African Americans

Appendix C

Instructional Strategy 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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Appendix D

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 |
|---|---|-------------|---------|----------|
| Significance of the past: | understand the significance of the past to their own lives, both private and public and to their society | | | |
| What's important and what's not: | distinguish between the important and the inconsequential, to develop the "discriminating memory" needed for a discerning, judgment in public and personal life | | | |
| Historical empathy: | perceive past events and issues as they were experienced by people at the time, to develop historical empathy as opposed to present-mindedness | | | |
| Shared humanity: | acquire at one and the same time a comprehension of diverse cultures and of shared humanity | | | |
| Change and consequences: | 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 | | | |
| Change and continuity: | comprehend the interplay of change and continuity, and avoid assuming that either is somehow more natural, or more to be expected, than the other | | | |
| History is unfinished business: | prepare to live with uncertainties and exasperating, even perilous, unfinished business, realizing that not all problems have solutions | | | |
| Campaign against monocausality | grasp the complexity of historical causation, respect particularity, and avoid excessively abstract generalizations | | | |
| History's tentative nature: | 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 | | | |
| People who made a difference: | recognize the importance of individuals who have made a difference in history, and the significance of personal character for both good and ill | | | |
| The unintended and unexpected: | appreciate the force of the nonrational, the irrational, the accidental, in history and human affairs | | | |
| Time and place are inseparable: | understand the relationship between geography and history as a matrix of time and place, and as context for events | | | |
| Evaluating evidence: | 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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Appendix E

Teaching American History Summer Symposium 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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