

HISTORY EDUCATION NEWS

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Cover image: W.R. Norris, 1885. Courtesy of the David Rumsey Map Collection, Cartography Associates.

ABOUT

The *National History Education Clearinghouse* (NHEC) is designed to help K-12 teachers access resources and materials to improve the teaching and learning of U.S. history. NHEC is funded by the U.S. Department of Education Office of Innovation and Improvement's Teaching American History (TAH) program under contract number ED-07-CO-0088. It builds on and disseminates the valuable lessons learned by more than 900 TAH projects designed to raise student achievement by improving teachers' knowledge and understanding of traditional U.S.

history. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

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Maps!

Maps are a popular and exciting resource for teaching history. Using maps, teachers and students can explore military campaigns, settlement patterns, westward movement, the diffusion of ideas, environmental changes, migrations, and much more. In learning how to read and interpret maps, students develop significant critical thinking skills. Furthermore, Geographic Information Systems (GIS) technology allows students to explore complex questions, such as how colonial farming practices affected society

and the environment or how landscapes affected military campaigns. In this issue of *History Education News*, we are featuring some of the maps available for K–12 American history teachers. Keep exploring and enjoy!

The *National History Education Clearinghouse* has plenty of valuable resources to help you challenge your students in all areas of American history. Along with *History Education News*, the Clearinghouse at teachinghistory.org is a free resource. Visit today and let us know what you think!

History Content

The Internet offers unprecedented opportunities to bring maps into the history classroom. Many websites provide educators with direct access to map collections and provide guides to help you and your students learn how to read and understand maps. At **teachinghistory.org** you can search for online archives. In addition, many of these resources have special sections for teachers that include lesson plans, interactive activities, or teaching guides.



Charles H. Hitchcock and William P. Blake, *Geological Map US*, U.S. Census Office, 1874. Courtesy of the David Rumsey Map Collection, Cartography Associates.

Website Reviews

DAVID RUMSEY MAP COLLECTION

davidrumsey.com

This private collection, which was recently donated to Stanford University, presents more than 20,000 rare historical maps with a focus on North and South America. In addition to two browsers and a “collections ticker” requiring Insight software (available for free download), a GIS browser shows detailed overlays of maps and geospatial data. Many of the U.S. maps are from the late nineteenth and early twentieth centuries and are often notable for their craftsmanship. Materials include atlases, globes, books, maritime charts, pocket and wall maps, and children’s maps. Users can zoom in to view details.

Overlay capabilities make this site valuable for its ability to convey how locations have changed over time.

MAPPING HISTORY

mappinghistory.uoregon.edu

This website features a collection of 38 modules covering United States history from pre-1500 through 2000. These units include a variety of materials — from text introductions and review questions to interactive graphs and maps. The website also offers eighteen modules on European, Latin American, and African history, ranging in time between ancient Greek civilization and the present. Interactive maps and graphs require a shockwave plug-in for access. Useful as geographic aids for those studying U.S. explorations

Slave Crops in the American South: 1860, Westfälische Wilhelms-Universität Münster and University of Oregon, *Mapping History* URL: <http://mappinghistory.uoregon.edu/america/static/map16.html>



in North America, westward expansion, campaigns against Native Americans, and slavery, among other topics in U.S. and world history.

There are hundreds of online archives and exhibits that include maps. Visit the NHEC blog at teachinghistory.org to read a special post that lists more map resources!

History in Multimedia

Listen to the podcasts below and discover how historians use maps to learn about history in ways that other sources do not allow. Discover many other online audio and video lectures on history and history education from public historians, educators, authors, and university professors through a searchable database, History in Multimedia, at teachinghistory.org.

THE FRENCHMAN'S MAP

history.org/media/podcasts.cfm

"A map was drawn and then forgotten..." until researchers at Colonial

Williamsburg used the 1782 Frenchman's Map to help recreate the village. In this podcast, architectural researcher Ed Chappell describes the map, an overhead view of the town of Williamsburg, and how they used it in the restoration and reconstruction of the colonial village. The interview is accompanied by a slideshow of images. To listen to this podcast, select "All 2008 podcasts," and scroll to the program from April 21.

UNDERSTANDING THE BATTLE OF GETTYSBURG USING GIS

virginiaexperiment.com/podcast/speakerSeries041708.mp3

Dr. Anne Knowles of Middlebury College answers the question: "What could Lee see at Gettysburg?" Dr. Knowles builds two digital terrain models of the battlefield, one from 1996 data derived from aerial photographs and the other based on contour lines extracted from an 1874 map of the battlefield. Using a technique called "viewshed analysis," she investigates how lines of sight and real-time geographic information may have



Battle of Gettysburg Cyclorama, Paul Dominique Philippeaux, 1884, photographed by Desiree N. Williams, November 28, 2008, Flickr, creative commons <http://www.flickr.com/photos/buddhakivi/3126536408/>.

influenced commanders' decisions and terrain perceptions. The results suggest that historical maps and evidence from the physical landscape can shed new light on even the most familiar historical subjects.

Good Reads

Published in 2002, *Past Time Past Place: GIS for History* by Anne Kelly Knowles explores how GIS technology can illuminate the study of history. Check your local library for a copy.

Perfect for Younger Students

NATIONAL GEOGRAPHIC XPEDITIONS: MAPS MADE FOR PRINTING AND COPYING

nationalgeographic.com/xpeditions

This website offers hundreds of printer-friendly maps! Select a map of the U.S. or one of your state. There are also world maps and maps of other countries. Users can choose between detailed or basic versions. The maps section also links users to related lesson plans, such as *Explore Your State With Maps* for the K-2 classroom. Mapmaking guides categorized by grade level are available.

Florida, National Geographic Expeditions: Maps Made for Printing and Copying URL: <http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=usofam&Rootmap=usfl&Mode=d>.



Left: The Nguyen family, photographed in Saigon before fleeing Vietnam and settling in South Philadelphia in 1975. The Nguyens were the first Southeast Asian family in the traditionally Jewish and Italian American neighborhood. Photograph courtesy of Thoai Nguyen for the Historical Society of Pennsylvania (SP0002_0260_001).

Right: View of the Southwark neighborhood of Philadelphia, including the Sparks Shot Tower, 1939. From the *Philadelphia Record Photograph Morgue*, Historical Society of Pennsylvania (SP0011_0011_001).



History Content in Your Backyard

PHILAPLACE — JUST LAUNCHED!

PhilaPlace.org

PhilaPlace is an interactive website that connects stories to places across time in Philadelphia's neighborhoods, creating an enduring record of local heritage. Developed by the Historical Society of Pennsylvania, City of Philadelphia Department of Records, the University of Pennsylvania School of Design, and other

institutions and community members, the site weaves stories shared by ordinary people of all backgrounds with historical records to present an interpretive picture that captures the rich history, culture, and architecture of our neighborhoods — past and present. PhilaPlace uses a multimedia format, including interactive maps (both contemporary and historic), texts, photographs, and audio and video clips. It represents a new model for connecting with audiences — employing the latest digital technologies to share archival collections in an engaging and meaningful way.

Best Practices

Teachinghistory.org helps you transform primary sources into thought-provoking activities and lessons that promote historical thinking and student participation.

Examples of Teaching

USING MAPS AS PRIMARY SOURCES

chnm.gmu.edu/loudountah/source-analysis/john-smith-map/

Watch a fourth-grade teacher teach a lesson about John Smith's map of Virginia that was published in 1612. *Source Analysis*, a feature created for the Loudoun County, Virginia (Teaching American History) website, has three sections

focused on the map: scholar analysis, teacher analysis, and classroom practice. The latter two sections show and analyze a standards-based lesson that asks students to answer the question: What is important to John Smith? The teacher carefully plans activities so students look closely at the map and consider how this primary source helps them answer the central question. The site provides examples of two promising practices: 1) engaging young students in close, careful observation and reading of a primary source document; and 2) using students' observations to guide analysis and connect the source to larger questions and topics in the curriculum.

"He's Right Way Corrigan now," 1942, Library of Congress: LC-USZ62-130901.



"European situation spoils map on Post Office department floor," Harris & Ewing, April 12, 1939, Library of Congress: LC-DIG-hec-26428.

Using Primary Sources

MAKING SENSE OF MAPS

historymatters.gmu.edu/mse/maps/

Making Sense of Maps offers a place for students and teachers to begin working with maps as historical evidence. Written by David Stephens, professor of geography at Youngstown State University, this guide offers an overview of the

history of maps and how historians use them, a breakdown of the elements of a map, tips on what questions to ask when analyzing maps, an annotated bibliography, and a guide to finding and using maps online.

New Videos in Examples of Historical Thinking

teachinghistory.org/best-practices/examples-of-historical-thinking

Watch historians demonstrate historical thinking using fascinating objects

and documents from American history. What do daily objects such as a Hitchcock chair, a family portrait, and a lithograph of the West tell us about nineteenth-century America? What does an 1833 record from the Cherokee Nation's Supreme Court tell us about racial identity, legal authority, and slavery? How does a 1957 market research report on the public perception of potato chips reflect the attitudes and aspirations of postwar Americans? With segments at most five minutes long, the videos are all classroom friendly!

Amerique, Illus. in: Atlas ecclésiastique, Louis Brion de la Tour, Paris: Desnos, 1766, Library of Congress: LC-USZ62-46089.



"Helen Johns Kirtland leaning on a globe," c. 1919, Library of Congress: LC-DIG-ppmsca-06667.

FREE Teaching Historical Thinking Poster

Reserve Yours Today

The NHEC is creating a poster about historical thinking. Perfect for display, the poster will help you emphasize historical thinking in your classroom. Send an email to info@teachinghistory.org with your name and address and we will make sure you are one of the first to get a copy!

Teaching Materials

Explore teachinghistory.org for ideas on how to teach a particular topic or for innovative ways to improve your lesson plans. *Teaching Materials* contains examples encompassing a range of time periods, topics, and grade levels that are ready for immediate classroom use.

Lesson Plan Reviews

Classroom teachers have reviewed and critiqued these lesson plans according to the National History Education Clearinghouse rubric

(available at teachinghistory.org/files/rubricfinal.pdf).

THE FIRST CENSUS: AMERICA IN 1790

During the Constitutional Convention of 1787, major political debates broke out over how to best represent each state's population in Congress. In this lesson, students explore the politics behind the Great Compromise and the Three-Fifths Compromise at the Constitutional Convention of 1787. The lesson has a strong emphasis on analytic thinking and historical

causation. Students engage with online maps, analyze census data from 1790, and read secondary sources (select either *Map Tab* or *Documents Tab*) to make evidence-based claims about why various state representatives held the positions they did on the Great Compromise and the Three-Fifths Compromise. Read the review at teachinghistory.org.

IMMIGRATION

Primary source documents and statistical tables about immigration in the

Left: "Slovak woman and children," Augustus F. Sherman, c. 1906-1914, New York Public Library Digital Gallery, Digital ID: 418048. **Center:** Augustus F. Sherman, c. 1905, New York Public Library Digital Gallery, Digital ID: 1206545. **Right:** "Have your answers ready State military," June 11 to 16, 1917, Library of Congress: LC-USZC4-8370.



late nineteenth and early twentieth centuries anchor this lesson. Analytical questions about the documents and tables require students to draw conclusions from the data, as well as evaluate opinions regarding immigration as expressed in the primary sources. These materials are supplemented by Digital History's larger Immigration Learning Module that provides hyperlinks to additional primary sources including photographs, interactive maps, a timeline, and documents. (NOTE: To access these documents, paste the title of the document into the search field when you arrive at the Library of Congress Learning Page.) Read the review at teachinghistory.org.

Ask a Master Teacher

Are you facing a challenge in your classroom? Visit teachinghistory.org and send your question to a master teacher for suggestions and advice.



"A cowboy," Detroit Photographic Company, 1898-1905, Library of Congress: LC-DIG-ppmsca-17855.

TALL TALES: THE WEST AS LEGEND

Q. "I am working to develop an activity around myths or controversial information about people, places, and events of the American Western Frontier (about 1850–1900). This is a high school level course."

A. One could spend an entire lifetime studying the mythic and historical American West, but with your unit coming up, maybe it's best to get you right into some resources that you can implement in the classroom. First, check out *Exploring the West*, a project of the

Bill Lane Center (<http://west.stanford.edu/>) for the Study of the North American West. They have three units available on their website, one of which addresses the role of cowboys in historical myths about the West. Another good resource is PBS's *New Perspectives on the West* (<http://www.pbs.org/weta/thewest/>). This website has a number of good lesson plans and resources, including *Making Myths: The West in Public and Private Writings*. If you have time, it might be worth browsing around on the *New Perspectives* website — it's full of rich material.

Read more at teachinghistory.org!

Issues and Research

Stay up to date with current issues and research that affect history education.

Research Brief

TEACHING FOR HISTORICAL UNDERSTANDING IN INCLUSIVE CLASSROOMS

Teaching historical thinking can be tricky, especially in mixed ability classrooms. Yet it is possible for all students, even those with learning disabilities, to learn how to think about complex issues like historical evidence, bias, and corroboration of sources. Ralph Ferretti and Charles MacArthur of the University of Delaware and Cynthia Okolo of Michigan State



Teaching American History Professional Development Workshop, 2009.

University have shown that the right instructional techniques can help improve the learning of all children.

Teaching Tips

When working in heterogeneous classrooms, group projects focused on historical questions can help all students learn more about investigating and understanding the past.

- Carefully select small groups that bring together students with and without learning disabilities.
- Begin by framing history as a narrative, a story of what happened to a particular group of people living in the past.

- Provide the student groups with primary source documents that shed light on the people and time period you are investigating, and guide them to think about the narrative elements of history: Who are the people we are investigating? What was it like to live in their communities during their time? What challenges did they face and how did they respond to those challenges?
- Provide students a variety of ways to contribute to the group investigation — including but not limited to writing, speaking, and gathering written and pictorial evidence — to open more avenues for participation.

Read the full research brief at teachinghistory.org.

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Coming Soon!

ANNUAL REPORT ON THE STATE OF U.S. HISTORY EDUCATION

Created by the National History Education Clearinghouse, this report examines the state of U.S. history education primarily at the state level. This first of a series of annual reports focuses on state standards, assessments, and subject-matter requirements for initial teacher licensure. It also describes significant educational programs that cross state boundaries.

GET READY FOR OUR NEW LOOK!

The National History Education Clearinghouse will get a new look in 2010! New videos, including *What is Historical Thinking* and introductory tours of the website for elementary, middle, and high school teachers will be available. You will also find exciting new content, including *Beyond the Textbook*, a feature designed to look at how textbooks cover specific topics, what historians have to say, and what perspectives we uncover when looking at related primary sources.

NHEC Blog and RSS Feed

The NHEC blog keeps you up to date on what's happening in history education, featuring categories such as "Holidays and Heritage," "Multimedia," and "Student Activities." Get blog updates delivered to you with an RSS feed. To learn more about RSS feeds, read *RSS: Just the Basics* at teachinghistory.org/professional-development/research-tools/20697.

Subscribe



twitter

NHEC is on Twitter

Follow @teachinghistory on Twitter and be the first to know about history events, new additions to the NHEC, and great classroom resources!

TAH Grants

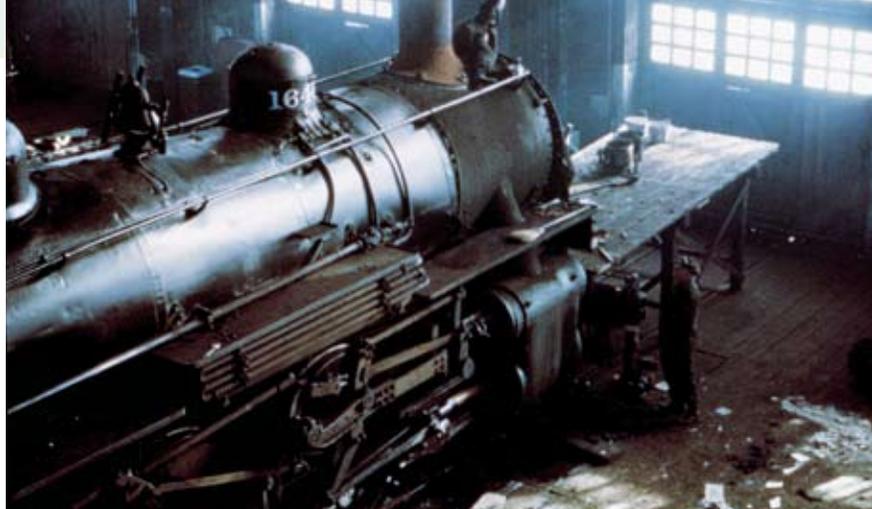
Explore resources related to Teaching American History (TAH) grants to learn from current and past projects and to plan for future grant applications.

Project Spotlight

CONSTRUCTING, CONSUMING, AND CONSERVING AMERICA

csudigitalhumanities.org/exhibits/exhibits

The Cleveland-based TAH Grant, *Constructing, Consuming, and Conserving America (CCC)*, offers teachers hands-on experience in archives, museums, historical societies — and on the web. During the first year of the program, teacher



C & NW RR, "Working on a locomotive at the 40th Street railroad shops," Chicago, Ill., Jack Delano, December 1942, Library of Congress: LC-DIG-fsac-1a34678.

historians researched the archival holdings of the Western Reserve Historical Society, Cleveland State University's Special Collections, online archives, and the holdings of local museums and historical societies. They defined research topics to complement their classroom teaching — placing local history into the context of American history to help their students see the importance of the big picture. You can view the results of their research online.

Read more at teachinghistory.org.

Lessons Learned

VIDEO! INTEGRATING HISTORY AND MAPS

Terri Ruyter, principal of PS 276 in New York City, and Michele Yokell, a teacher in PS 116, discuss their experiences with the *Becoming Historians* TAH Grant project, in which they sought creative ways to help New York City students understand the natural landscape traversed by colonists and pioneers.

“We work with a Teaching American History Grant called Becoming Historians. It’s working with elementary school kids, and one of the units of study in the New York City curriculum for fifth grade is this idea of westward expansion, and we came up with this — we realized that we had a bit of a stumbling block because when you’re talking westward expansion, it’s a pretty traditional model and teachers are doing Oregon Trail.

And our kids who live in New York City have no conceptual knowledge of what a plain is or a mountain or a mountain pass. So while we were getting ready to do this work around westward expansion and what’s out there, we wanted to help the kids make pictures in their minds to really have good empathy and historical imagination of what’s going on.”

Watch the video at teachinghistory.org.

Mark Your Calendars!

2010 TAH SYMPOSIUM AT THE ORGANIZATION OF AMERICAN HISTORIANS ANNUAL MEETING

Wednesday, April 7, 2010

Hilton Washington, Washington, D.C.

7:30 a.m. to 12:00 noon

Join other members of the TAH community to discuss important issues affecting the program. This year, Bruce Van Sledright will give the keynote address entitled “What Constitutes Success of the TAH Program and How Can We Know.” For more information, visit <http://meetings.oah.org/index.php/sessions/90-10tah>.

Classroom, 2009.



Teaching American History Grant, 2009.



Professional Development

At teachinghistory.org you can search for events and professional organizations nationally and in your backyard. In addition, you can learn how to use digital tools effectively in your classroom.

SOCIAL STUDIES SOS: CONNECTING CONTENT AND LITERACY

Minnesota Historical Society
March 11, 2010

Social studies teachers know how vital literacy competence is for success in the social studies classroom, but often lack training in how to teach literacy skills. Come and learn strategies for incorporating fun and meaningful reading selections into your classroom. Writing in the content area will also be explored by social studies and



"Sounds of History" Professional Development Workshop, 2009.

literacy experts at this workshop. Cost is \$50. Visit http://shop.mnhs.org/moreinfo.cfm?product_id=2392 for more information.

GREAT CHICAGO STORIES SEMINAR: THE GREAT MIGRATION

Chicago History Museum
May 1 and May 15, 2010

This seminar delves into the history of Chicago's Great Migration through compelling historical-fiction short stories based on the museum's collection. For teachers of grades 3–12, earn up to seven professional development units.

Cost is \$35. Visit <http://www.chicagohistory.org/education/educatorprograms> for more information.

Grants and Fellowships

NATIONAL ENDOWMENT FOR THE ARTS LEARNING AND LEADERSHIP GRANTS

neafoundation.org/pages/educators/grant-programs/grant-application/learning-and-leadership/

These grants fund individual participation in high-quality professional development experiences, such as summer institutes



Teaching American History Professional Development Workshop, 2009.

or action research. Applicants must be practicing U.S. public school K-12 teachers, public school education support

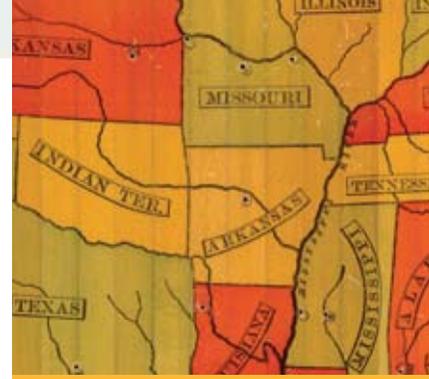
professionals, or faculty and staff at public higher education institutions. Award totals \$2000. Applications are accepted at any time and are reviewed three times a year. The next review deadline is June 1, 2010.

Tools for Teachers

SOCIAL EXPLORER

socialexplorer.com/pub/home/home.aspx

Social Explorer provides easy access to census demographics about the United States from 1940 to 2000. The free, public edition offers a collection of interactive demographic maps of census data that can be viewed, queried, and manipulated. Students can visually analyze and understand the demography of the U.S., their region, and their neighborhood, creating their own queries and parameters. Tools include zoom-in capability, selection of variables, the option to create a slideshow enabling comparative dataset mapping, and printing. The City University of New York (CUNY) developed the project.



Tell Us What You Think

We are grateful to our users who have let us know what they think about **teachinghistory.org** and *History Education News!*

Please let us know what we can do to make the *National History Education Clearinghouse* more useful to you. Take a moment and tell us what you think of the newsletter and the website at **teachinghistory.org**. Use the feedback form on the site, email comments to info@teachinghistory.org, or call us at 1-866-539-8381. We appreciate your time and thank you for all that you do for history education!



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