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# HISTORY EDUCATION NEWS

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featuring  
**Social Issues in  
the History Classroom**

# HISTORY EDUCATION NEWS

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## ABOUT

The *National History Education Clearinghouse* (NHEC) is created 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

**Cover image:** Courtesy of The Journey Through Hallowed Ground

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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## LEARNING FROM THE PAST

Teaching history as an active process of analysis instead of a timeline of textbook facts encourages students to sharpen their ability to examine different types of evidence and critically analyze the world around them. This is particularly helpful when dealing with difficult social issues. Engaging in discussions on colonization, Japanese American internment, the Civil Rights Movement, and other complex topics can shed light on contemporary social and political situations. In addition, research from various foundations and academic centers, such as the John D. and Catherine T. MacArthur Foundation

and the Center for Communication & Civic Engagement at the University of Washington, Seattle, shows that students feel empowered by this kind of activity and inspired to become involved in their communities, often sharing their opinions using new media technologies. Throughout this edition of *History Education News* you will find useful resources to help you engage your students in these types of important conversations.

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](http://teachinghistory.org) is a free resource. Visit today and let us know what you think!

# History Content

Finding resources to help teach about difficult issues can be challenging, but at **teachinghistory.org** you can search for primary sources, online multimedia, and tips for integrating the material into your classroom teaching.

Libraries, museums, and historic sites have made thousands of primary sources available online, in addition to introductory essays that will help you make sense of complexity and context.

“In the face of rising antisemitism and Holocaust denial, educating students about this history is increasingly urgent. As

the global leader in Holocaust education, the U.S. Holocaust Memorial Museum works to ensure teachers have the training and resources they need to introduce their students to this important and complex history and show them how its lessons remain relevant to all citizens.”

—Peter Fredlake, Director, National Outreach for Teacher Initiatives, USHMM

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## NATIONAL CENTERS

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### UNITED STATES HOLOCAUST MEMORIAL MUSEUM

[www.ushmm.org](http://www.ushmm.org)

The United States Holocaust Memorial Museum stimulates citizens to examine and confront hatred and to promote human dignity. The extensive archives, programs, educational outreach, and events are designed not only to teach history, but to promote thought about the continuing need for vigilance in preserving democratic values and individual freedom. This website includes a section for teachers that features an online workshop about teaching the Holocaust. It also offers



Photo courtesy of the United States Holocaust Memorial Museum.

six exemplary lessons for middle and high school educators with video, text, and handouts, as well as additional classroom and community educational resources. Student materials include a narrative introduction to the Holocaust with supplementary materials, exhibits, and activities. Educators will also find a wealth of multimedia resources, digitized documents, photographs, and interactive maps in Collections and Archives.

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## WEBSITE REVIEW

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### EVOLUTION OF THE CONSERVATION MOVEMENT, 1850–1920

[memory.loc.gov/ammem/amrvhtml/conshome.html](http://memory.loc.gov/ammem/amrvhtml/conshome.html)

These published works, manuscripts, and images, as well as a collection of motion picture footage, address the formation of the movement to conserve and protect America's natural heritage. Materials include 62 books and pamphlets, 140 federal statutes and congressional resolutions, 34 additional legislative documents, and excerpts from the *Congressional Globe* and the *Congressional Record*. An additional 360 presidential proclamations, 170 prints and photographs, two historic manuscripts, and two motion pictures are available. Materials include Alfred Bierstadt paintings, period travel literature, a photographic record of Yosemite, and congressional acts regarding conservation and the establishment of national parks. An annotated chronology discusses events in the development of



American Hunting Scenes: "A Good Chance," Currier & Ives, 1863, Prints and Photographs Division, *The Evolution of the Conservation Movement, 1850-1920* American Memory, Library of Congress: LC-USZC2-3482 DLC.

the conservation movement with links to pertinent documents and images.

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## HISTORY IN MULTIMEDIA

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Social movements do not occur in isolation. Learn about the fascinating connections between the women's rights and the anti-slavery movements using Online History Lectures. Explore the featured items below and 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 at [teachinghistory.org](http://teachinghistory.org).

### ANTI-SLAVERY AND THE ORIGINS OF THE AMERICAN WOMEN'S RIGHTS MOVEMENT

[lincoln.lib.niu.edu/Video/sklar5.ram](http://lincoln.lib.niu.edu/Video/sklar5.ram)

Kathryn Kish Sklar of SUNY–Binghamton outlines the lives of the Grimke sisters, Angelina and Sarah Grimke, focusing on their entrance into the Quaker religion and the radical abolitionist movement headed by William Lloyd Garrison. Sklar notes how the Grimkes' public speaking in support of abolitionism broke away from common conventions limiting women's public participation and behavior.

### ABOLITIONISM AND WOMEN'S CHANGING PUBLIC ROLES

[lincoln.lib.niu.edu/Video/jeffrey4.ram](http://lincoln.lib.niu.edu/Video/jeffrey4.ram)

Julie Roy Jeffrey of Goucher College discusses women's increasing involvement in politics in the antebellum U.S., focusing on their involvement in circulating and supporting anti-slavery petitions and publications and arranging events to support abolitionism.

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## PERFECT FOR YOUNGER STUDENTS

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### THE MONTICELLO CLASSROOM

[classroom.monticello.org](http://classroom.monticello.org)

The Monticello Classroom was designed to meet the needs and preferences of students and teachers in grades 3 through 8. Among the features offered by the Monticello Classroom are a collection of brief, grade-appropriate reports and suggested classroom activities on topics related to Jefferson and Monticello; a large collection of images and media files offering primary source materials; a database of lesson plans; a “teacher toolbox” with which teachers can share resources; and an interactive section where students can build slideshows or design their own versions of Monticello.

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### HISTORY CONTENT IN YOUR BACKYARD

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Museums and historic sites offer a great way for students to get involved in their

communities. Search the database of museums and historic sites at [teachinghistory.org](http://teachinghistory.org) and reach out to museums in your community.

### OF THE STUDENT, BY THE STUDENT, FOR THE STUDENT

President Obama’s United We Serve Initiative called on Americans to make community service part of their daily lives. This past summer, The Journey Through Hallowed Ground Partnership (JTHG), Harpers Ferry National Historic Park, and the Advisory Council on Historic Preservation unveiled a ground-breaking service-learning program in keeping with

“It’s critical for students to be connected to stories in their own backyard.”

—ANGELA STOKES, JOURNEY THROUGH HALLOWED GROUND

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Photo courtesy of The Journey Through Hallowed Ground.

this initiative. Seventy students from Harpers Ferry Middle School launched their own historic research and preservation project, creating six mini-movies examining the October 6, 1859, John Brown raid on the Harpers Ferry arsenal.

The use of iPods, cell phones, and YouTube engaged the students, and the project promoted both leadership qualities, community involvement, collaborative learning, and critical thinking skills. The resulting videos are now on view at the historic site and online to help students from around the globe connect to that history. For more information visit the Journey Through Hallowed Ground website at [www.hallowedground.org](http://www.hallowedground.org) and the Harpers Ferry Historic Park website at [www.nps.gov/HAFE/](http://www.nps.gov/HAFE/).

# Best Practices

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

Below is a step-by-step example of how you can use **teachinghistory.org** to



Photo by Lewis Hine, courtesy of The History Place.

search for primary sources and discover the best ways to teach your students to read primary sources like a historian.

1. Search for primary sources using the History Content Gateway or the Website Reviews search tools in History Content.

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## WEBSITE REVIEW

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### CHILD LABOR IN AMERICA 1908-1912: PHOTOGRAPHS OF LEWIS W. HINE

[www.historyplace.com/unitedstates/childlabor/](http://www.historyplace.com/unitedstates/childlabor/)

Furnishes 64 photographs taken by Lewis W. Hine (1874–1940) between 1908 and 1912. Images document American children working in mills, mines, streets, and factories, and as “newsies,” seafood workers, fruit pickers, and salesmen. The website also includes photographs of immigrant families and children’s “pastimes and vices.” Original captions by Hine—one of the most influential photographers in American history—call attention to exploitative and unhealthy conditions for laboring children. A background essay introduces



Photo by Lewis Hine, courtesy of The History Place.

Hine and the history of child labor in the United States. This is a valuable collection for studying documentary photography, urban history, labor history, and the social history of the Progressive era.

2. Browse Using Primary Sources in *Best Practices* for advice on teaching students how to critically examine the primary source.

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## USING PRIMARY SOURCES

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### MAKING SENSE OF DOCUMENTARY PHOTOGRAPHY

[historymatters.gmu.edu/mse/photos/](http://historymatters.gmu.edu/mse/photos/)

A picture may be worth a thousand words, but you need to know how to analyze the picture to gain any understanding of it at all. Making Sense of Documentary Photography provides a place for students and teachers to grapple with the

documentary images that often illustrate textbooks but are less commonly considered as historical evidence in their own right. Written by James Curtis, this guide offers a brief history of documentary photography, examples of what questions to ask when examining a documentary photograph, and an annotated bibliography and list of online resources for documentary photography.

3. Browse *Examples of Teaching in Best Practices* for multimedia examples of best practices in action.

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## EXAMPLES OF TEACHING

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### READING AND THINKING ALOUD TO UNDERSTAND

Strategic Literacy Initiative, WestEd

This U.S. history honors class shows students engaged in the process of reading primary source documents as a means of better understanding the internment of Japanese Americans during World War II. While the students in this video are in an honors classroom, the class is in an

A THINK ALOUD asks students to verbalize their thoughts out loud while reading or examining a primary source so students and teachers can see the active process of making sense of a source.

ethnically, linguistically, and economically diverse school in a high immigrant, rural community. This video provides examples of two promising practices: putting students in pairs to conduct “read aloud/think aloud” work, and providing students with strategic vocabulary for reading primary sources. Read more at [teachinghistory.org](http://teachinghistory.org).

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## TEACHING WITH TEXTBOOKS

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### QUESTIONING TEXTBOOK AUTHORITY

Do you teach your students to read documents carefully and critically, but then watch in dismay as they fail to apply these skills while reading their textbooks? As a high school history teacher in Cleveland, OH, Robert Bain did. “The problem,” he writes, “was greater than sharpening their tools for critical reading, but rather involved transformation in my students’

relationships to the books, to the historical content in the books, and to the authors who wrote them.” Bain hypothesized that the problem lay in the authority gap between his students and the textbook. History textbooks often take an omniscient tone, smoothing over historical complexities and competing narratives. Bain developed a method to raise students’ sense of their own authority so they can read more critically. Read more at [teachinghistory.org](http://teachinghistory.org).

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## NEW VIDEOS IN BEST PRACTICES!

### National Park Service: Teaching with Historic Places

Teachers, teacher educators, and National Park Service staff talk about the importance of teaching with historic places. They model teaching strategies for helping students think critically about and learn from local and national resources. Watch the video at [teachinghistory.org](http://teachinghistory.org).

# Teaching Materials

Explore [teachinghistory.org](https://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.

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## LESSON PLAN REVIEW

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Classroom teachers have reviewed and critiqued these lesson plans according to

the National History Education Clearinghouse rubric (available at [teachinghistory.org/teaching-materials/lesson-plan-reviews/19230](https://teachinghistory.org/teaching-materials/lesson-plan-reviews/19230)).

### CIVILIAN CONSERVATION CORPS

[edsitement.neh.gov/view\\_lesson\\_plan.asp?id=768](https://edsitement.neh.gov/view_lesson_plan.asp?id=768)

Students engage in a sophisticated exploration of the African American experience with the Civilian Conservation Corps (CCC) during the Great Depression.

The strength of this two- to four-day lesson is that it presents students with primary source documents representing multiple perspectives. These documents can help build students' understanding of the issues surrounding African American employment in the CCC. The documents also provide an excellent platform for students to explore the sticky political and civil rights issues facing the Roosevelt administration as it attempted to hold together a precarious political coalition that included both large numbers of African Americans and conservative Southern Democrats opposed to civil rights reforms.

The lesson is comprised of four activities. Each activity is well structured and provides detailed procedures for classroom teachers. Read the review at [teachinghistory.org](https://teachinghistory.org).

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## TEACHING GUIDES

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These guides, written for K-12 history teachers, provide concise summaries that address ways to use particular teaching resources and methods or address specific instructional challenges.

### STRUCTURED ACADEMIC CONTROVERSY IN THE CLASSROOM

Structured Academic Controversy (SAC) is a discussion that moves students beyond “either/or” debates to a more nuanced historical synthesis. By the time students reach adolescence, many believe that every issue comes neatly packaged in a pro/con format, and that the goal of classroom discussion, rather than to understand your opponent, is to defeat him or her. The SAC method provides an alternative to the “debate mindset” by



shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses. The SAC's structure demands that students listen to each other in new ways and guides them into a world of complex and controversial ideas.

### USING HISTORY BOOK SETS TO INVESTIGATE HISTORICAL AGENCY

History Book Sets (HBS) is a strategy that combines fiction and nonfiction texts to guide students in analyzing historical agency. Authors of historical fiction for children and adolescents often anchor their narratives in powerful stories about individuals. Emphasis

on single actors, however, can frustrate students' attempts to understand how collective and institutional agency affects opportunities to change various historical conditions. History Book Sets that focus on experiences of separation or segregation take advantage of the power of narratives of individual agency to motivate inquiry into how collective and institutional agency supported or constrained individuals' power to act.

Read more at [teachinghistory.org](http://teachinghistory.org).

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### COMING SOON

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### BEYOND THE TEXTBOOK

Beyond the Textbook is a new 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. Topics include slavery, industrialization, John Brown's raid on Harpers Ferry, and Louisiana Senator Huey Long's criticism of the New Deal. Each Beyond the Textbook will investigate points of controversy

and inquiry questions, providing teaching materials and strategies for helping students read textbooks critically.



Huey Long, 1933-35, Library of Congress: LC-USZ62-111008

## ASK A HISTORIAN OR MASTER TEACHER

Are you facing a challenge in your classroom? Have a Question about U.S. history? Let our expert historians and master teachers help out. Visit [teachinghistory.org](http://teachinghistory.org) and post your question today!

# Issues & Research

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

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## RESEARCH BRIEF

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### WHAT DO STUDENTS LEARN FROM HISTORICAL FEATURE FILMS?

Historical feature films are a popular tool history teachers use to engage their students. But what is it that students actually learn from the films they watch? Peter Seixas, a historian and professor of education at the University of British Columbia, showed that while students often empathize with the past they see on the screen, they also approach film history uncritically. Sometimes they even



Movie theater, Southside, Chicago, Illinois, Lee Russell, 1941, Library of Congress: LC-USF34- 038553-D

interpret a film's presentation of history to be as it actually happened. In a landmark article, Seixas described the difficulty students have in analyzing films for historical accuracy.

### Tips for Teaching with Historical Films

Use older films in the beginning of the year as a touchstone experience for critiquing a film's accuracy and realism.

Provide students with the vocabulary, concepts, and approaches needed to discuss both the cinematic conventions as well as the historical accuracy of the film. One important concept for students to learn is that the time period in which

a film is created influences the way it depicts an historical event.

Use historical documents in conjunction with a film to provide students with information to help them determine its historical accuracy.

Read more at [teachinghistory.org](http://teachinghistory.org).



Photo taken at Buckskin Joe Frontier Town and Railway, Cañon City, CO

explore  
teachinghistory.ORG

### 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!*

How can we make the site more useful to you? Please take a moment and let us know 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](mailto:info@teachinghistory.org), or call us at 1-866-539-8381. We appreciate your time and all that you do for history education!

Photo courtesy of the National Archives and Records Administration.



### NHEC NEWSLETTER

Stay up to date with the NHEC newsletter. Sign up at **teachinghistory.org** and receive monthly emails that detail great resources and best practices for the teaching and learning of American history. In the past, we have featured special topics, such as Asian-American Heritage Month and the Supreme Court nomination.

### WEEKLY HISTORY QUIZ IS BACK!

With the new school year, the NHEC weekly history quiz returns to **teachinghistory.org** with new topics to test your knowledge. Quiz categories include labor unrest, lady daredevils, and dancing etiquette. You can even prepare for “Talk Like a Pirate Day” with a quiz on Oyster Pirates.

# 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.

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## NEW TAH GRANTS AWARDED!

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In July, U.S. Secretary of Education Arne Duncan announced that 123 school districts in thirty-eight states have been awarded \$116 million in new grants to help schools improve the teaching of American history. “These grants give school districts an ideal opportunity to partner with other organi-



Photo courtesy of the National Archives and Records Administration

zations that possess content expertise to embark on a journey to enhance American history education and student academic achievement,” Duncan said. We are always interested in hearing about TAH projects nationwide. Let us know about your project by emailing [info@teachinghistory.org](mailto:info@teachinghistory.org).

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## LESSONS LEARNED

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### VIDEO: MAKING CONNECTIONS: USING WHAT’S TAUGHT

In this video, Mark Tebeau, associate professor of history at Cleveland State University, discusses the importance of working with material in a TAH project from more than one angle. As examples,

he looks at grant projects in which teachers are taught how to use and analyze oral histories and then sent out to collect oral histories themselves, and at project speakers who build out from their lectures into practical engagement with the materials presented. Watch this video at [teachinghistory.org](http://teachinghistory.org).

### BUILDING SUSTAINABILITY THROUGH RELATIONSHIPS

“How much does your local Board of Education know about your TAH program? Have you ever invited them to attend one of your training sessions? What about central office personnel—have you ever involved them in your program? Hopefully, you are ahead of the game and have done these things already; but if not, let’s look at the possibilities.

“In 2002, a colleague asked me to co-write a TAH grant. I was intrigued, as my largest endeavor to date was \$3,000. Our system did not have a grant writer nor did they have curriculum specialists, but the superintendent was willing to

allow us to embark upon this adventure. In the fall of 2002, we received word—our grant proposal was awarded. We were truly blessed!”

—**Pamela Gothart, Alabama**

Read more at [teachinghistory.org](http://teachinghistory.org).

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## PROJECT SPOTLIGHT

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### CIVIL WAR AND DIGITAL STORYTELLING

[tah-civilwar.blogspot.com](http://tah-civilwar.blogspot.com)

To what extent can digital tools support history education and foster historical thinking skills? In Clark County, Nevada, Inside American History, an elementary school Teaching American History TAH grant, offers an example of the possibilities. The program utilized digital storytelling techniques to study the Civil War era and to focus on Abraham Lincoln. Christy Keeler, Ph.D, Clark County's pedagogy scholar, explains the work of 3rd, 4th, and 5th grade teachers involved with the TAH grant: “Their assignment was to script a digital story using a R-A-F-T (Role-Audience-Format-Topic) strategy, record it with

an iTalk attachment to their video iPods, and edit/embellish their stories using Audacity. Their topic had to relate to the Civil

War era and had to be suitable for use in an intermediate level classroom.”

—**Nevada**

## NEWS

### NEH Picturing America School Collaboration Projects

Picturing America is an initiative of We the People, an NEH program designed to encourage and enhance the teaching, study, and understanding of American history, culture, and democratic principles. American colleges, universities, associations, libraries, museums, and other non-profit organizations are encouraged to design conferences that help educators who have already received the Picturing America images form connections with courses in the core curriculum. Awards are up to \$75,000 and the deadline to apply is October 7, 2009. More information about the Picturing America program can be found at [picturingamerica.neh.gov](http://picturingamerica.neh.gov). Visit [www.neh.gov/grants/guidelines/PASCP.html](http://www.neh.gov/grants/guidelines/PASCP.html) for application materials.

### The Library of Congress has a New Teachers Page

For more than ten years, the Library has provided teachers with access to millions of digitized primary sources and the tools educators need to use them in the classroom. Recently, these tools moved to a new, easy-to-find center for teachers just one click away from the Library's home page. Some of the new features include: TPS Direct, the Library's new build-your-own professional development tool; a dedicated home page for primary source sets; using Primary Sources, a quick introduction to the authentic classroom use of primary sources; and, coming soon, a new search tool just for classroom materials. Visit the Teachers Page at [loc.gov/teachers](http://loc.gov/teachers).

# Professional Development

At [teachinghistory.org](http://teachinghistory.org) you can search for events and professional organizations nationally and in your backyard.

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## CONFERENCES

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### **NATIONAL COUNCIL FOR THE SOCIAL STUDIES ANNUAL CONFERENCE**

November 13–15, 2009  
[www.socialstudies.org/conference](http://www.socialstudies.org/conference)

Join the National Council for the Social Studies and the Georgia Council for the Social Studies in Atlanta for the 89th NCSS Annual Conference. The conference will address the key responsibility of social studies educators: preparing young citizens to make a better world.

The agenda includes more than 400 sessions, workshops, poster presentations, clinics, tours, speakers and panels, and social events. If you are unable to make it to Atlanta, there are also affiliated state, local, and regional conferences. These are listed on the NCSS website and at [teachinghistory.org](http://teachinghistory.org).

### **LATINO/A COMMUNITIES IN THE MIDWEST: 20TH ANNIVERSARY CELEBRATION CONFERENCE**

November 5, 2009, in East Lansing, Michigan  
 Julian Samora Research Institute,  
 Michigan State University  
[www.jsri.msu.edu/whatsnew/index.html](http://www.jsri.msu.edu/whatsnew/index.html)

The more than 4.2 million Latino/as in the midwest comprise ten percent of the nation's Latino/a population and six percent of the overall population in the region. Historically, Latino/as have laid railroad tracks, worked the agricultural fields, slaughter houses, and automobile factories, and provided domestic and service labor in the communities and cities of the midwest. Join scholars and educators to talk about current understandings of Latino/a communities

related to such topics as immigration, demographics, and social justice.

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## PLAN AHEAD FOR 2010!

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### **AMERICAN HISTORICAL ASSOCIATION NATIONAL HISTORY EDUCATION CLEARINGHOUSE TEACHING WORKSHOP**

Saturday, January 10, 2010, in San Diego, CA

This free workshop will discuss best practices in teaching American history. Speakers include:

- Christopher Hamner (George Mason University) on “Teaching the ‘New’ Military History: New Subjects, New Techniques”
- George Sanchez (University of Southern California) on “Teaching About Immigration to Immigrants, Children of Immigrants, and Non-Immigrants”
- Thomas Adams (California State Director, Curriculum Frameworks and Instructional Resources Division) on “History, Education, and Public Policy: California, 1998-2011”

- Emma Hipolito (UCLA) and Miguel Morales (Los Angeles Unified School District) on “Resources to Teach About Immigration from a West Coast Perspective.”

Stay tuned to **teachinghistory.org** for more information.

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## AWARDS

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### ORGANIZATION OF AMERICAN HISTORIANS TACHAU TEACHER OF THE YEAR AWARD

Deadline—December 1, 2009!  
[www.oah.org/activities/awards/tachau/index.html](http://www.oah.org/activities/awards/tachau/index.html)

The Organization of American Historians (OAH) sponsors an annual award to recognize the contributions made by pre-collegiate or classroom teachers to improve history education. The award, to be given for activities that enhance the intellectual development of other history teachers and/or students, memorializes the career of Mary K. Bonsteel Tachau, University of Louisville, for her path-breaking efforts to build bridges between university and pre-collegiate history



Professional Development Workshop, 2009

teachers. The award will be presented at the 2010 annual meeting of the OAH (April 7–10) in Washington, DC.

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## TOOLS FOR TEACHERS

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Students are increasingly using digital tools to learn and share their knowledge and ideas. Explore tutorials and best practices for using these digital tools at **teachinghistory.org**.

## WORDLE

[www.wordle.net](http://www.wordle.net)

The creators of Wordle define this free, open-source tool as a toy. Wordle is definitely fun to play with, but it's also a learning tool for visualizing and analyzing text. And it's adaptable to learning objectives for K–12. Plug a block of text, a URL, or even del.icio.us bookmarks into Wordle, and the program generates a word cloud—a graphic that amplifies font sizes of words based on how frequently they are used in the material you've provided.



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