



What Did You Learn in School Yesterday

Course schedule

Date	Topics
3/29	Introduction and America's first century
4/5	The 20 th Century looks back
4/12	Wars, Hot and Cold
4/26	The rebels take hold: Young radical historians
5/3	Contemporary Trends The Future of History



Cengage, McGraw-Hill Agree to Merge to Become 2nd Biggest US Textbook Publisher

- Merger Will Mean More Tech Push
- “I would not be surprised if Amazon builds something in this space,” said Cengage CEO Michael Hansen.

When is a joke in order? When not? This was asked in a recent S. E. C. meeting where a certain, current, personal joke in Jax Party circles was taken as a serious, political matter in the family of a leading Jax comrade, raising havoc in his personal life.

What is the yard-stick for everything we do? Is it not: "Does this action help or hinder the working class and the progressive movement?" If it helps, it's a correct action. If it hinders, it's wrong. If a joke makes us more acceptable to the masses, it's politically correct. If it raises havoc in a comrade's home life, it's politically incorrect.

Let's politicalize our jokes by using this yardstick—use it carefully, but let's not relinquish the valuable weapon of humor and ridicule in the struggles we face in 1940.

By R. Jonas

American Communist humor – 1940

Investigation of un-American propaganda activities in the United States.

By this I mean that the Daily Worker has on its staff one of the greatest of proletarian cartoonists of this epoch, judged by the hardest of all tests—the daily, striking, easily understood and politically correct depicting of major events and issues in the life and battles of the working class in his chosen medium.



More Communist Humor

Hunger and Revolt: Cartoons by Burck – 1935

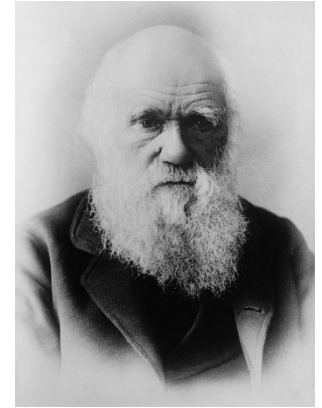
HOW HISTORY GETS THINGS WRONG



*The Neuroscience of Our
Addiction to Stories*

ALEX ROSENBERG

To understand history,
read this guy



Not this guy



About this book

American historical knowledge at elite institutions

- The question that asked students the source of the phrase, “Government of the people, by the people, and for the people” had only twenty-two percent (22%) of the students answering correctly.
- Only thirty-eight percent (38%) of students asked to identify the lowest point in American fortunes in the Revolutionary War.
- The question that asked students who the “Father of the Constitution” was had only twenty three percent (23%) of the students answering correctly.

Elite College History Survey

“Test results over the last hundred years point to a peculiar American neurosis: each generation’s obsession with testing its young, only to discover—and rediscover—their ‘shameful’ ignorance.”

– Sam Wineburg

Students need to learn critical thinking skills in the digital era

[Why Learn History \(When It's Already on Your Phone\)](#)

... there is no evidence that the status of history in high schools had in fact declined by the 1980s.

... test and survey results not show a decline in students' historical knowledge— previous generations appeared just as ignorant as today's do— but these assessments are constructed in such a way that the game is statistically rigged, so that students can never appear to know as much as they should. Lamenting students' lack of historical knowledge can be a fun pastime, but it provides no evidence of a decline in schools' attention to history.

Wars and Rumors of War

History Wars and The Classroom : Global Perspectives, edited by Tony Taylor, and Robert Guyver, Information Age Publishing, Incorporated, 2014.

How do teachers use textbooks?

- Teachers seem to develop their own patterns of using materials, which they keep from year to year and textbook to textbook.
- Teachers vary considerably in what these patterns look like and why they adopt them.
- While politicians and others outside the classroom tend to think textbooks dominate the classroom, teachers often view them as only one of several tools. Some use them effectively; others may misuse them.
- It is difficult to find out how teachers use textbooks without actually observing them do so. Likewise, it is difficult to find out what they think about their use without actually asking them.

How Do Teachers Use Textbooks and Other Print Materials?

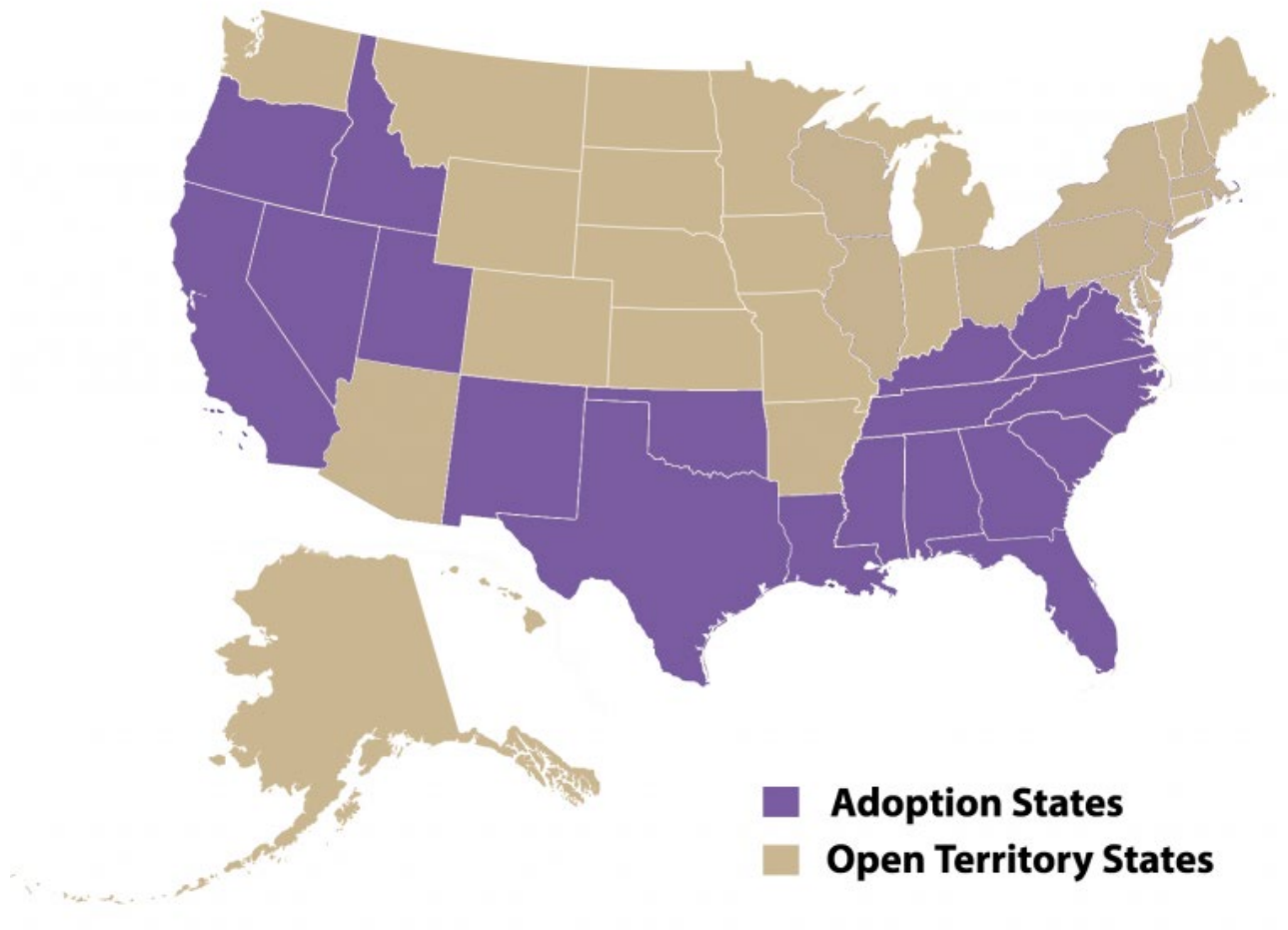
Jeanne Moulton

Teachers' experience and textbook use

Table 17—Percentage of teachers who used various teaching practices during the last semester, by teaching experience: 1993–94 and 1994–95

		Teaching experience			
Teaching practices	Total	1–4 years	5–10 years	11–20 years	21 years or more
Recommended practices*					
Students discussed with the class work they had done in small groups	31.2	34.7	32.1	32.1	28.1
Teacher used electronic media to demonstrate a concept	55.4	48.2	52.1	58.9	56.8
Students linked what they learned in class to the real world	63.7	66.2	65.2	63.6	61.7
Students worked on problems with several answers in class	59.1	61.1	62.3	59.6	55.6
Traditional practices*					
Students read textbooks at home	62.9	61.4	60.4	60.2	68.3

What Happens in Classrooms? Instructional Practices in Elementary and Secondary Schools, 1994–95



The Shifting Textbook Adoption Market

The Mad, Mad World of Textbook Adoption, Foreword by Chester E. Finn, Jr. Introduction by Diane Ravitch

College Board AP® United States History Course Framework

II. Thematic Learning Objectives

The thematic learning objectives describe, at a high level, the knowledge colleges expect students to develop in the AP U.S. History course in order to be qualified for credit and placement. In order to help students develop this knowledge, teachers will need to anchor their locally developed AP syllabi in historical content and skills. The learning objectives are grouped into seven themes typically included in college-level U.S. history courses:

- American and National Identity (NAT)
- Politics and Power (POL)
- Work, Exchange, and Technology (WXT)
- Culture and Society (CUL)
- Migration and Settlement (MIG)
- Geography and the Environment (GEO)
- America in the World (WOR)

These themes focus on major historical issues and changes, helping students connect the historical content they study to broad developments and processes that have emerged over centuries in what has become the United States. Each theme is presented with its description and a table that outlines the learning objectives for that theme.

Learning Objectives by Theme

Theme 1: American and National Identity (NAT)

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Learning Objectives

Students are able to ...

NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity.

NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society.

NAT-3.0 Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.

NAT-4.0 Analyze relationships among different regional, social, ethnic, and racial groups, and explain how these groups' experiences have related to U.S. national identity.

No one worried much about the College Board having this de facto power over curriculum until that organization released a detailed framework -- for courses beginning last year -- on which the Advanced Placement tests on U.S. history will be based from 2015 onward. When educators, academics and other concerned citizens realized how many notable figures were missing and how negative was the view of American history presented, they spoke out forcefully. The response of the College Board was to release the sample exam that features Ronald Reagan as a warmonger.

-- Lynne Cheney

“The End of History, Part II” , [WSJ April 4, 2015](#)

C1 Purposes of Government

Explain why people create governments.

K – C1.0.1 Identify and explain reasons for rules at home and in school.

Examples may include but are not limited to: safety, fairness, organization.

C2 Democratic Values and Constitutional Principles of American Government

K – C2.0.1 Identify the American flag as an important symbol of the United States.

K – C2.0.2 Explain why people do not have the right to do whatever they want.

Examples may include but are not limited to: promote fairness, ensure the common good, maintain safety.

K – C2.0.3 Describe fair ways for groups to make decisions.

C5 Civic Participation

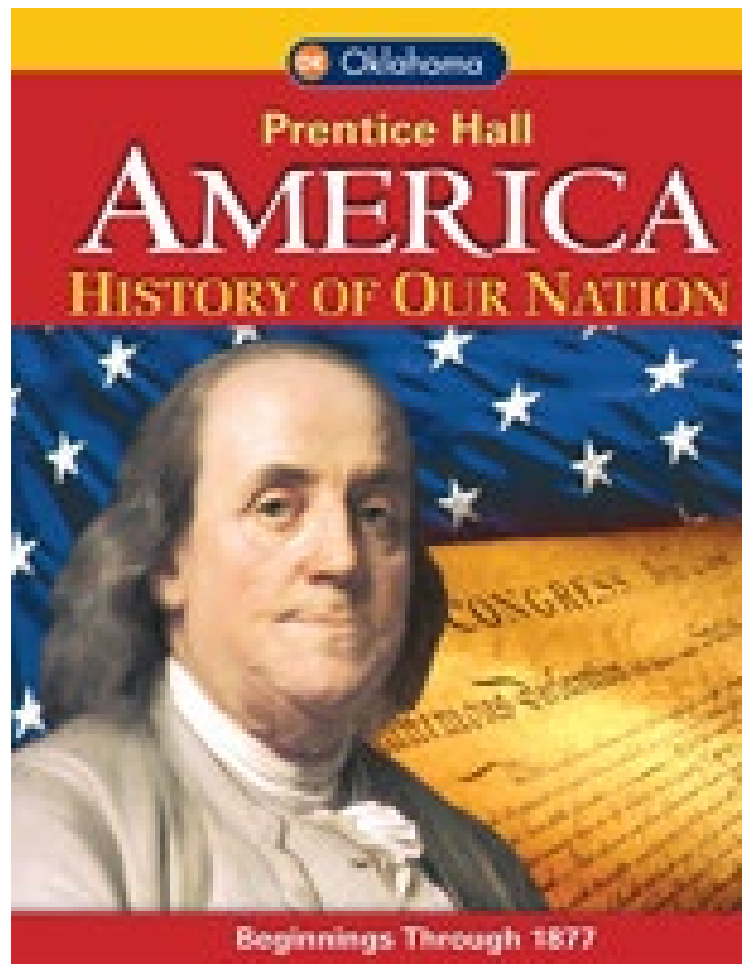
Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility.

Examples may include but are not limited to: caring for a pet, completing chores, following school rules, working in a group, taking turns.

NYT: Is the U.S. a Democracy? A Social Studies Battle Turns on the Nation's Values

Michigan K-12 Standards Social Studies (March 2019 Draft)



State editions of history textbooks

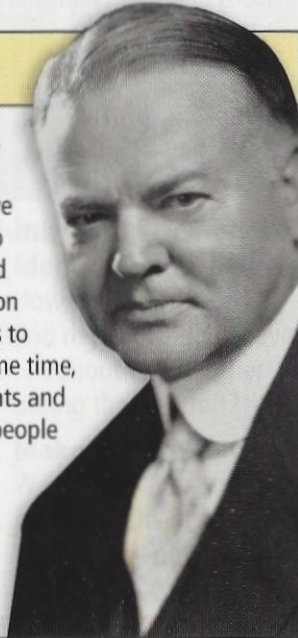
America: History of Our Nation, Beginnings to 1877, Oklahoma Edition

Prentice-Hall United States History

HISTORY MAKERS

Herbert Hoover (1874–1964)

After the depression hit, President Hoover eventually embraced an active economic plan. He urged Congress to fund construction projects that would provide jobs and pushed for legislation that would loan money to businesses to kick-start the economy. Yet at the same time, Hoover insisted that local governments and charities should provide direct aid to people out of work. "Economic depression cannot be cured by legislative action or executive pronouncement," he said. As a result, many Americans blamed him for their troubles.



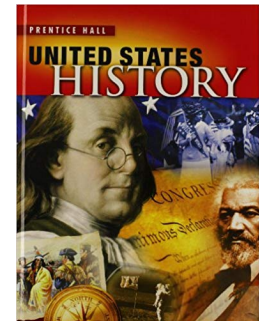
Chapter 21 Section 3 721

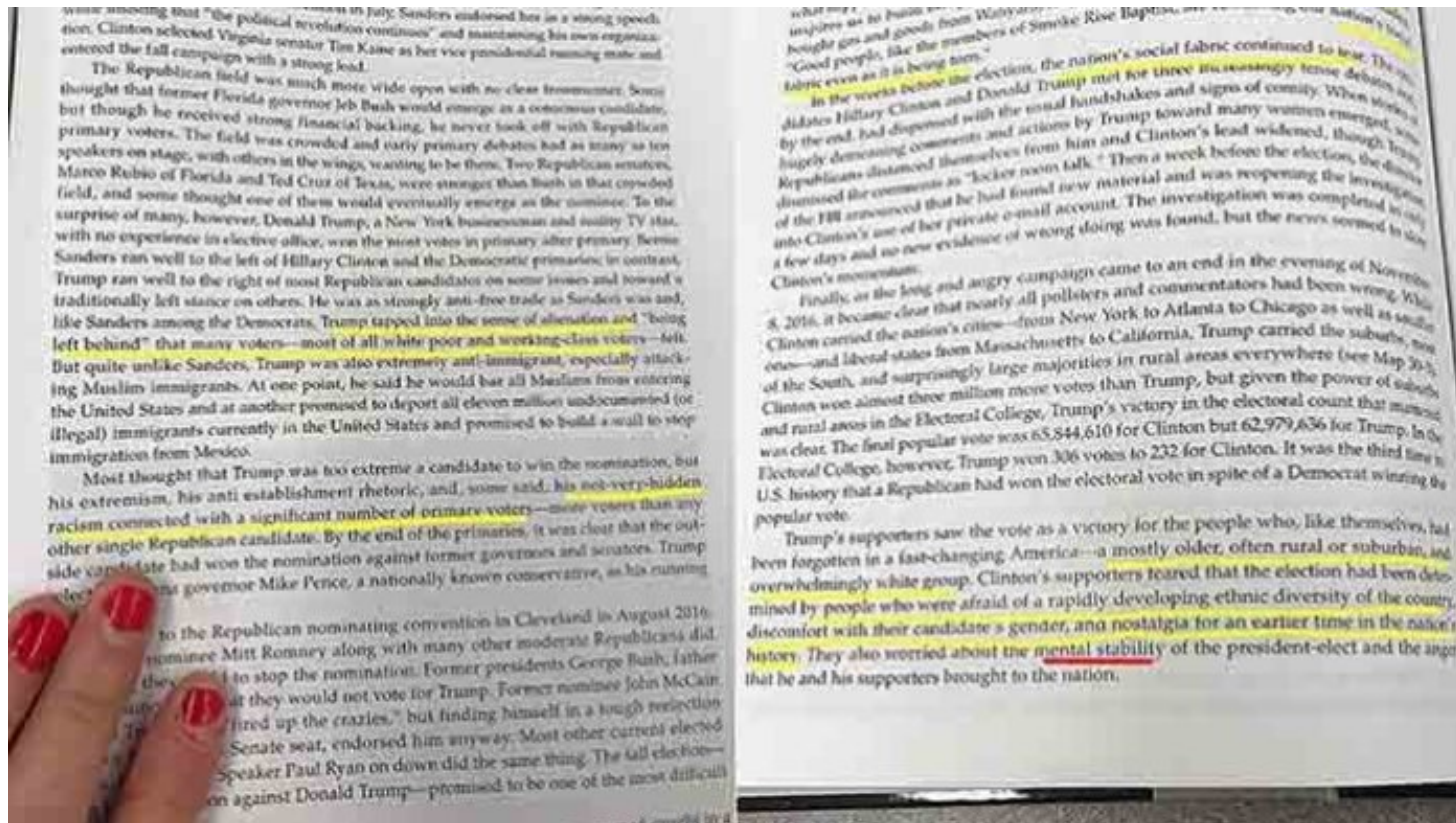
Quick Study Timeline

			
		1928 Hoover elected President	October 1929 Stock market crashes
In America			
Presidential Terms	Calvin Coolidge 1923–1929	Herbert Hoover 1929–1933	
	1928	1929	
Around the World	1928 Stalin launches first Five-Year Plan in the Soviet Union		Haile Selassie emperor of

726 The Great Depression

What's wrong with these pictures?





Voters "... worried about the mental stability of the president-elect and the anger that he and his supporters brought to the nation."

Anti-Trump American history textbook 'blatantly biased,' critics say I Wrote a Textbook. "Fox and Friends" Turned Me into a Villain.

Request for Reconsideration of Challenged Materials
by State Textbook Commission
Date: Sept 1, 2013

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other _____

Title U.S. History Post-Reconstruction to Present (TE)
Author Emma Lapack, Eric W. Foner, Peter Lee, R. Roberts, & Taylor
Publisher or Producer Pearson Prentice Hall
Copyright Date: 2013 Edition: 1st ISBN: 9780321891923
Request initiated by Chandra McArthur
Telephone: _____
City Franklin State TN Zip 37064
Do you represent:
☐ Yourself
☒ An organization (name) Advocates for Liberty
☒ Other group (name) Reformed 9-12 History

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)
The book cover says Post-Reconstruction, but the book begins with Nation's Early Development. The book includes a Spanish dictionary glossary. We need to encourage Americans to know English. (See attached comments)
2. What do you believe is the theme or purpose of the material?
The purpose is to teach the history of the U.S. not indoctrinate children.
3. What do you feel might be the result of a student using the material?
The student will not learn the exceptionalism of America and not have sense of pride in the nation. They will also not know the truth.
4. For what age group would you recommend this material? 9-12 (11th grade)
5. Is there anything good in this material? Please comment.
Photographs are nice.
6. Would you care to recommend other materials of the same subject and format? Wall builders songs on American History. Hilldale College resources on History & Political Science.

Signature of Complainant _____ Date Sept 1, 2013

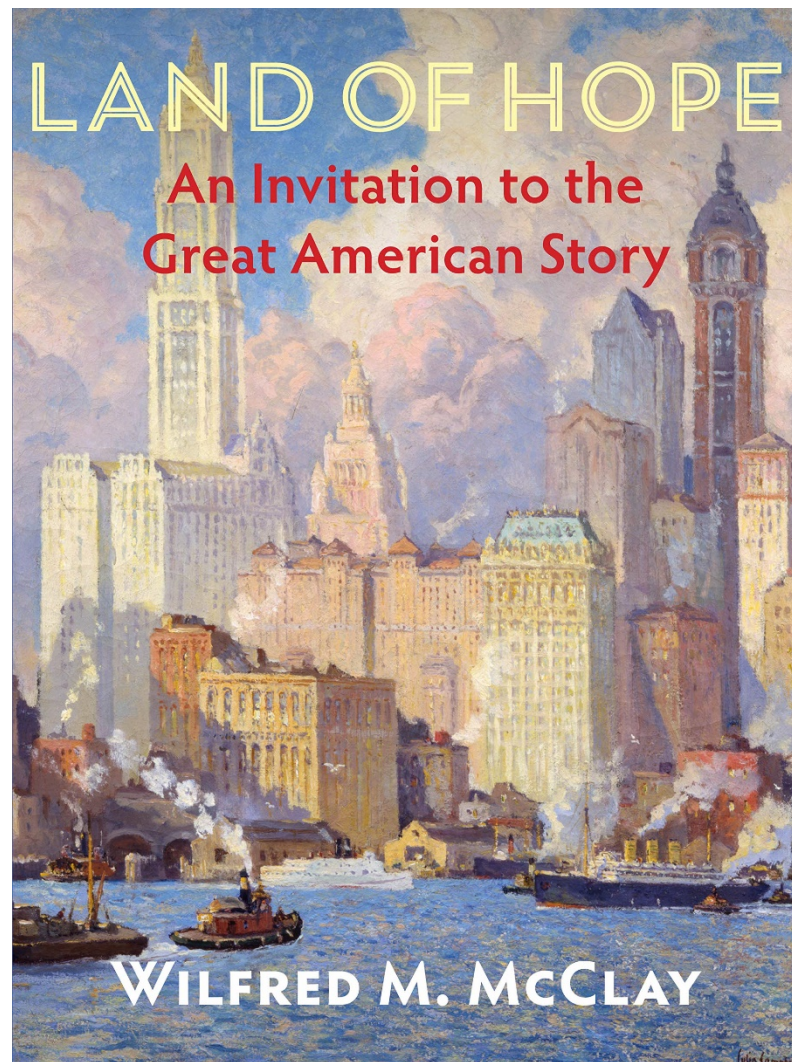
Please return completed form by September 2, 2011:
Director, Textbook Services
State Department of Education
11th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0379

72-23
SEP 5 2013

Citizen reviewers

Tennessee Textbook Advocates





An antidote to leftist history textbooks



Fear of “supplemental” materials

The Stealth Curriculum: Manipulating America's History Teachers by Sandra Stotsky

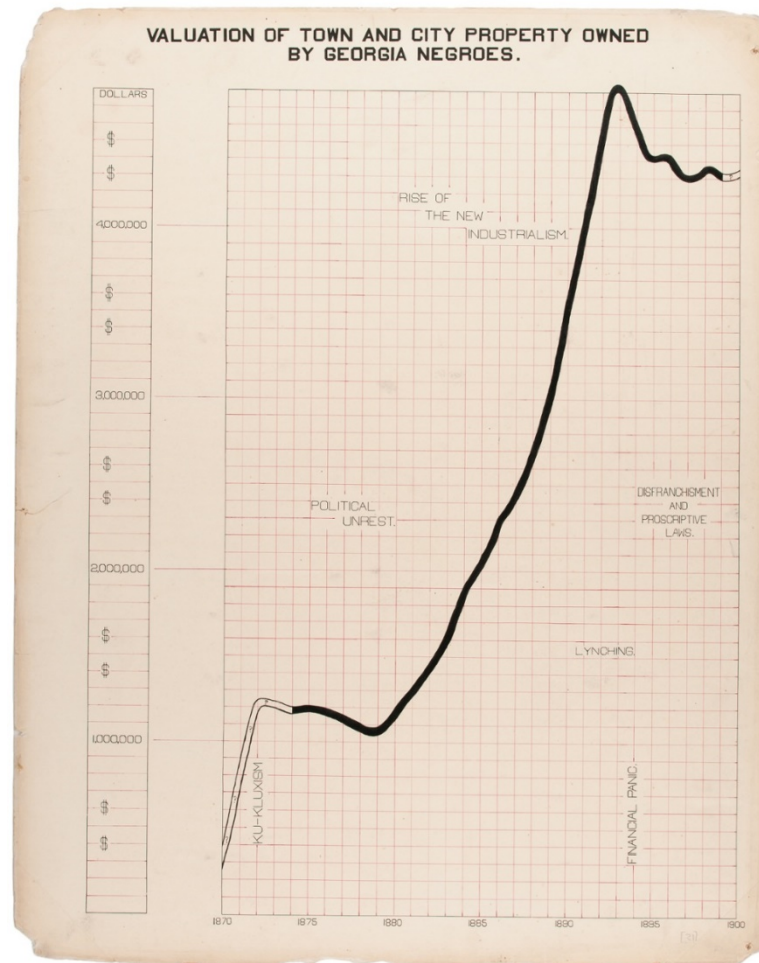


“The question for our age is how to make those 10 minutes count.”

Voice of America: Are US History Textbooks Obsolete?



Making history modern



Visualizing impact of events on economics

W.E.B. Du Bois' Infographics



Bill of Rights Institute – free online American history courses

Homework Help – A Resource for Students and Teachers



The American Yawp

Yawp \yôp\ n: 1: a raucous noise 2: rough vigorous language
"I sound my barbaric yawp over the roofs of the world." Walt Whitman, 1855.

U.S. History *Pre-Columbian to the New Millennium*

BACK HOME NEXT

c. The Rush of Immigrants

From the Countryside to the City

Cite This Page

38c. The Rush of Immigrants



IMMIGRATION was nothing new to America. Except for Native Americans, all United States citizens can claim some immigrant experience, whether during prosperity or despair, brought by force or by choice. However, immigration to the United States reached its peak from 1880-1920. The so-called "**OLD IMMIGRATION**" brought thousands of Irish and German people to the New World.

This time, although those groups would continue to come, even greater ethnic diversity would grace America's populace. Many would come from Southern and Eastern Europe, and some would come from as far away as Asia. New complexions, new languages, and new religions confronted the already diverse American mosaic.

The New Immigrants

Most immigrant groups that had formerly come to America by choice seemed distinct, but in fact had many similarities. Most had come from Northern and Western Europe. Most had some

Chinese Immigration to San Francisco
 Check out this website for an example of anti-Chinese sentiment in 1874. Then click on the "Chinese on San Francisco" link in the left-hand column for a listing of many more documents, articles and images related to Chinese immigration. From the Museum of the City of San Francisco.
 Report broken link

Ellis Island
 The page from the National Park Service provides a history of Ellis Island illustrated with several fine images.
 Report broken link

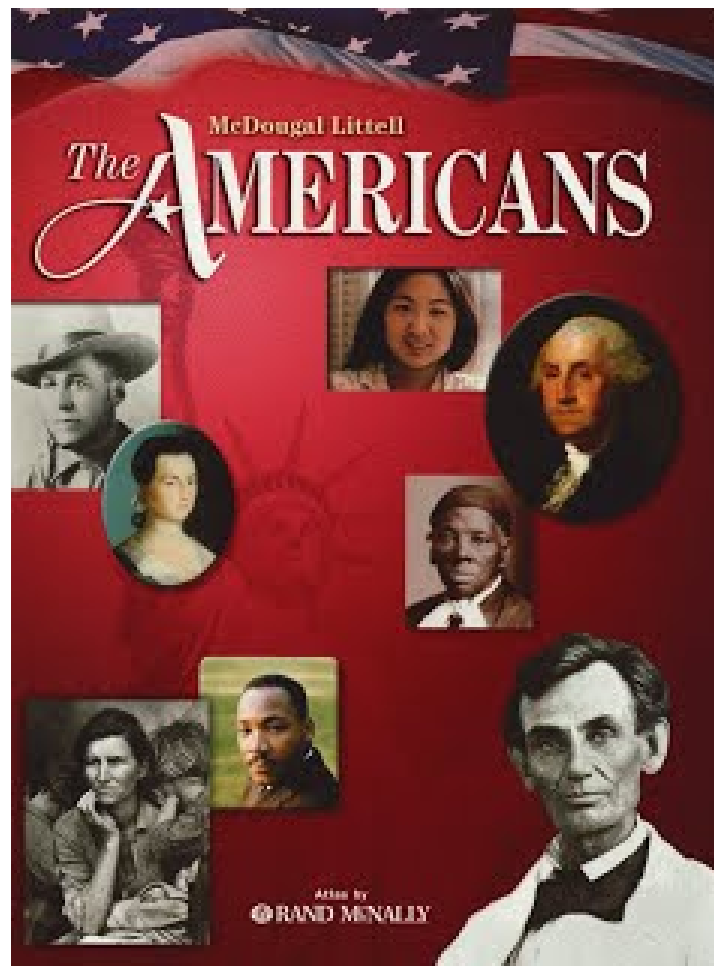
Emma Lazarus, "The New Colossus" (1893)
 Background information on poet Emma Lazarus and her signature work, "The New Colossus" which transformed the Statue of Liberty from a symbol of enlightenment into a beacon of welcome for immigrants. Don't miss the link to the full text of her immortal poem.
 Report broken link

Historical Census

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 Declarations, Constitutions, and more!

PELOTON
 WORLD-CLASS CARDIO FROM THE COMFORT OF HOME
 GET THE BIKE

Free, online, ad-supported history textbook



Online traditional textbook

The Americans – Textbook (used by **QEA** teacher Sharrod Patterson)



Digital History

using new technologies to enhance teaching and research

TIMELINE



Click to enable Adobe Flash Player

ERAS	TOPICS	RESOURCES	REFERENCES
HISTORY ERAS <ul style="list-style-type: none"> • The First Americans • Colonial Era • American Revolution • Early National Period • Pre-Civil War Era • Slavery • Civil War • Reconstruction • Gilded Age • America Becomes a World Power • Progressive Era • World War I • 1920s • Great Depression • World War II • Post-War Era • 1960s • Vietnam War • 1970-2000 • The 21st Century 	DO HISTORY TOPICS <ul style="list-style-type: none"> • Advertisements • Architecture • Art • Beauty & Fashion • Cemeteries • Children • Controversies • Courtship • Decision Making • Film • Food • Historiography • Immigration & Ethnicity • Music • Photography • Political Cartoons • Private Life • Propaganda Posters • Science & Technology • Slavery 	PRIMARY SOURCES <ul style="list-style-type: none"> • Landmark Documents • Court Cases • Supreme Court Cases • Newspaper Articles • Obituaries VOICES <ul style="list-style-type: none"> • Overview & Resources • Asian American • Children • Civil Rights • Immigrant • Native Americans • Texas • Women MULTIMEDIA <ul style="list-style-type: none"> • Digital Stories • Historical Music 	GENERAL REFERENCE <ul style="list-style-type: none"> • Timelines • Reference Room • Glossaries • History Profession • Image Sites • Maps • Museums & Archives • Writing Guides ACTIVE LEARNING <ul style="list-style-type: none"> • eXplorations FOR TEACHERS <ul style="list-style-type: none"> • Classroom Handouts • Lesson Plans • Quizzes EXHIBITIONS <ul style="list-style-type: none"> • Lincoln's America • Reconstruction • Dear Madam • Frederick Douglass • A Soldier's Sketchbook • Calhoun School

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Digital History, at the University of Houston



DYLAN OESCH-EMMEL
Student at Stoneham High School

Center for the Teaching of History

Massachusetts Historical Society [Online Resources](#)

2018 Massachusetts History and Social Science Curriculum Framework

High School United States History I

9-12



Students begin their study of United States history with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “What are some examples of continuity and change in the first 150 years of United States history?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

United States History I Topics

- Topic 1. Origins of the Revolution and the Constitution
- Topic 2. Democratization and expansion
- Topic 3. Economic growth in the North, South, and West
- Topic 4. Social, political, and religious change
- Topic 5. The Civil War and Reconstruction
- Topic 6. Rebuilding the United States: immigration and industry
- Topic 7. Progressivism and World War I

Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 [reading, writing and speaking and listening skills](#), and learn vocabulary and concepts related to history and social science.

Looking Back to Middle School, Connecting to other High School Courses

Eighth graders studied Civics. *US History I and II* focus on the United States, while *World History I and II* examine global connections. There are two high school electives, *United States Government and Politics* and *Economics* as well as standards for *personal financial literacy* and *news/media literacy* that may be taught as stand-alone courses or integrated into history and social science or other subjects.

Standards for History and Social Science Practice, Pre-K–12*

1. Demonstrate civic knowledge, skills, and dispositions.
2. Develop focused questions or problem statements and conduct inquiries.
3. Organize information and data from multiple primary and secondary sources.
4. Analyze the purpose and point of view of each source; distinguish opinion from fact.
5. Evaluate the credibility, accuracy, and relevance of each source.
6. Argue or explain conclusions, using valid reasoning and evidence.
7. Determine next steps and take informed action, as appropriate.

* A statement on civic knowledge, skills, and dispositions adopted by the Massachusetts Board of Elementary and Secondary Education in 2016 is included in the larger explanation of the practices, at the [beginning of the Standards](#) section.

Massachusetts Curriculum Framework for History and Social Science

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High School United States History II

9-12



Students continue their study of United States history of the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, “How has the United States government responded to economic crises?” and “What are the sources of political and cultural differences in the modern United States?” Additional supporting questions appear under each topic. The questions are included to stimulate teachers’ and students’ own questions for discussion and research.

US History II Topics

- Topic 1. The role of economics in modern United States history
- Topic 2. Modernity in the United States: ideologies and economies
- Topic 3. Defending democracy: responses to fascism and communism
- Topic 4. Defending democracy: the Cold War and civil rights at home
- Topic 5. United States and globalization

Literacy in History and Social Science

In studying these topics, students apply grades 9–10 or 11–12 reading, writing and speaking and listening skills, and learn vocabulary and concepts related to history and social science.

Connecting to other High School History and Social Science Courses

US History I examined the United States from the colonial period to circa 1920. *World History II* presents connections among nations from 1800 to the present. There are two high school electives, *United States Government and Politics* and *Economics* as well as standards for *personal financial literacy* and *news/media literacy* that may be taught as stand-alone courses or integrated into history and social science or other subjects.

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Massachusetts Curriculum Framework for History and Social Science

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SENATE No. 324

The Commonwealth of Massachusetts

PRESENTED BY:

Marc R. Pacheco

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act establishing a special commission relative to digital textbooks.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	
<i>Marc R. Pacheco</i>	<i>First Plymouth and Bristol</i>	
<i>Michael O. Moore</i>	<i>Second Worcester</i>	<i>4/24/2019</i>

1 of 2

We have a **commission**

Changing history with augmented reality



