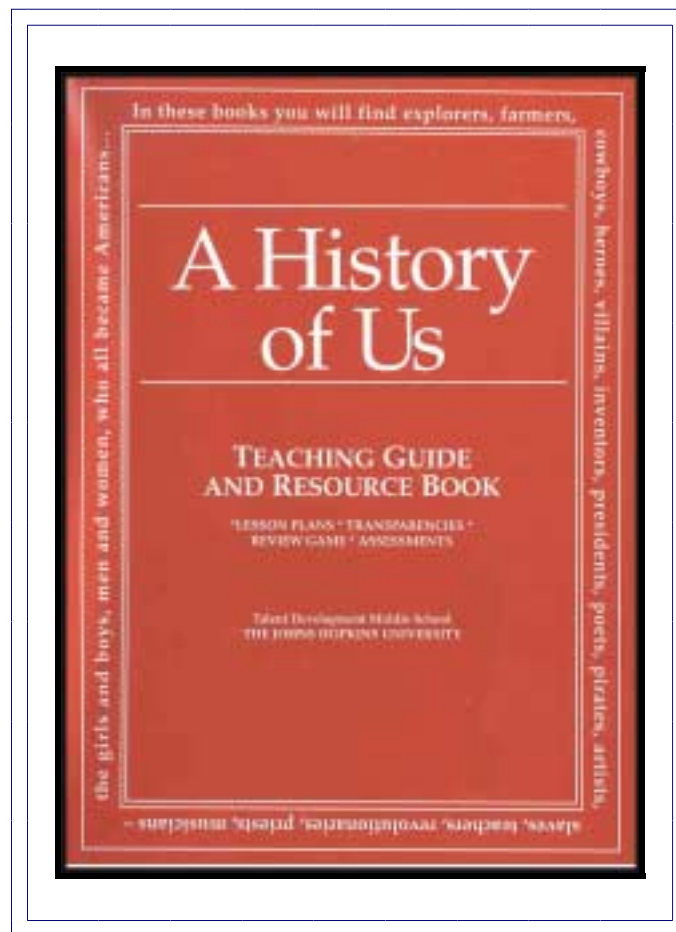


Introduction to the *A HISTORY OF US* Teaching Guide and Resource Book



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS
TALENT DEVELOPMENT MIDDLE SCHOOLS

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INTRODUCTION TO THE *A HISTORY OF US* TEACHING GUIDE AND RESOURCE BOOK

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The *Teaching Guide and Resource Book* model for the *A History of US* series by Joy Hakim contains a series of lessons, review lessons, and assessments. The sixty-minute lessons are paired with chapters from books in the *A History of US* series and enriched with primary source materials and documents; visual, auditory, and literary materials, and supplemental resources.

Each lesson in the *Teaching Guide and Resource Book* includes background information for the teacher in the form of an overview and instructional information, strategies, and techniques for interactive teaching, for student team learning activities, and for individual student activities. In addition, the lessons contain assignments for writing about history, activities that connect history to other disciplines, simulations and role playing, focus activities, review and reflection activities, homework assignments, and supplemental library and media resources. A review lesson in a game format and an assessment follow each section of lessons.

The appendices provide duplication masters for all Student and Team Sheets, Primary Documents, Transparencies, Review Game materials, and Assessments.

Curriculum Standards

These Talent Development American history lessons and curriculum materials were developed using the national standards as set by the National Center for History in the Schools and the National Council for the Social Studies. As an integral part of The Talent Development Middle School Program of the Johns Hopkins University, this United States history curriculum:

- Is intellectually demanding for all students;
- Promotes sound historical reasoning and thinking skills;

- Extends students' reading and writing skills;
- Contributes to citizen education;
- Is supported by interactive teaching and learning techniques and strategies;
- Follows a cohesive and chronological order;
- Uses a wide variety of written, visual, and auditory materials;
- Reflects the nation's diversity and commonalities of backgrounds, points of view, and experiences.

Lesson Format

Each Talent Development history lesson includes the following sections.

Before Teaching the Lesson

THEME: A one or two sentence summary of the main focus of the lesson

OVERVIEW: A discussion of the historical importance and content of the lesson with additional background information for the teacher

STANDARDS: Both content and historical thinking standards for the lesson from the National Standards for United States History

RESOURCES: A list of student and teacher materials needed for the lesson and related web sites. The teacher collaborates with the librarian/media specialist to use computers as research tools for the students.

VOCABULARY: The important words, names, and places in the lesson Vocabulary words for which the students are responsible are starred (*).

Teaching the Lesson

FOCUS ACTIVITY: A brief Focus Activity introduces the lesson, engages the students, and draws upon their prior knowledge. For example, students make predictions based on a historical quotation; interpret a photograph or a video clip; brainstorm; or react to a short anecdote or an intriguing question. The *Focus Activity* incorporates team or partner interaction.

TEACHING ACTIVITY: This component features interactive instruction through teacher-directed questions, discussion, and modeling to teach content and historical thinking processes. The Teaching Activity usually includes the guided reading of historical narratives, especially the text, for a specific purpose. In addition, the teacher prepares students for the team learning activity with instructions and sets standards for the teamwork product.

STUDENT TEAM LEARNING ACTIVITY: Working in teams, students actively investigate the lesson content, solve problems, use information for a purpose, and apply the tools of the historian. Whenever possible, the task or problem is authentic

and structured so that each student has an identified individual responsibility or product to contribute to the team effort. Student Team Learning activities include simulation and role playing, analyzing primary documents (written and visual), jigsaw and group investigation, using web sites, reading primary and secondary historical materials, and problem solving. The activity is usually completed in one class session but may be a long-range assignment.

REFLECTION AND REVIEW ACTIVITY: In this brief conclusion activity, the students review and personally respond to one or more of the lesson's major concepts. For example, students make connections to other historical events or ideas, respond with their own ideas or actions, consider ethical or moral implications, think and write about history, and judge the historical significance of events and individuals.

HOMEWORK: Assignments for the next class session, reports, projects, or journal entries are suggested. For classes in which each student has a personal copy of the text, students may read the chapter in addition to or instead of the suggested homework assignment.

LIBRARY/MEDIA RESOURCES: This section lists supplemental materials (fiction and non-fiction books, magazines, videos, and CD ROMs) that support but are not essential to the lesson. The teacher works closely with the school librarian/media specialist to provide these resources, and to teach and support student research, research skills, and use of the library.

CONNECTIONS: Some brief suggestions for working with colleagues to connect history with other disciplines are offered.

Student Team Learning

Student Team Learning is an essential feature of each Talent Development history lesson. Lessons incorporate both a specific *Student Team Learning Activity* and many other opportunities for teamwork. These team activities are more than students working together; they are clearly indicated learning structures that guide students to respond to and interact with each other in specific ways and to process information in their teams in a variety of ways.

Instead of competing, students work together to learn positive interdependence and contribute to their own and their team's understanding of historical content and processes. As students work in learning teams, they begin to see their classmates as important and valuable sources of knowledge. Students sharpen their own historical thinking skills and benefit academically because in a cooperative learning team atmosphere they have more chances to understand the material through oral rehearsal, thinking out loud, and discussing their views with others. Essential *Student Team Learning* skills—acquired step by step and reinforced in every

lesson—make the classroom climate more positive and more nurturing as students learn to give each other encouragement and praise.

Each student participates in the *Student Team Learning Activity* with an individual specific responsibility or task within the overall team assignment. Each student is individually evaluated for his or her contribution; assessment does not include group grades. Although the team helps individuals to learn, ultimately each student is personally responsible for his or her own achievement.

The teacher not only instructs the students but also guides and facilitates individual learning. During all teamwork activities, the teacher constantly circulates among the teams and monitors their progress, providing an excellent opportunity to interact with the students and guide their learning.

The students work in teams of four (or five, if necessary) with each student paired with a learning partner on the team. The teams should be heterogeneous and reflect the composition of the classroom. In assigning students to their teams, the teacher balances gender, ethnicity, and ability. Once the teams are formed, the teacher provides opportunities for the students to learn to work together. Instead of breaking up teams that have problems, the teacher emphasizes the social skills the students need to learn and work together. Teams remain together during the entire study of each book. Team composition changes when a new text is introduced.

Lesson Techniques and Strategies

Brainstorming

Brainstorming is an oral or written technique that encourages students to generate as many ideas as possible within a short, specific time period, such as one minute. Students discuss and evaluate responses only after the brainstorming time has ended.

Roundtable

Roundtable is a *Brainstorming* activity during which all team members contribute ideas on one sheet of paper. Each team member writes or draws an answer and passes the paper to the student on the right. Usually teams have a specific time limitation, such as one minute, to generate as many responses as possible.

Simultaneous Roundtable

During *Simultaneous Roundtable* more than one sheet of paper circulates within the team. Team members start with one sheet each and pass it on to the team member on the right. With four sheets of paper in constant motion, this technique should be used only after teams become proficient with *Roundtable*.

Round Robin

Round Robin, an oral counterpart to *Roundtable*, is an excellent method for brainstorming, problem solving, divergent thinking, or creating a list. It is also

effective with students who have limited writing skills or who need to verbalize their thinking.

Think-Pair-Share

Sometimes called *Turn to Your Partner*, *Think-Pair-Share* provides an opportunity for students to actively respond to a question, make a prediction, or state an opinion. Students think about the content just presented or consider a question or another prompt. They share their responses with team partners. Partners may exchange similar or different responses and ideas. This is usually a quick way—if the teacher sets a time limit—for students to share ideas, information, or opinions, but it also works when two students engage in a longer task. *Think-Pair-Share* is more time-efficient than *Think-Team-Share* and can be used in its place; however, whole team discussion usually elicits a wider range and a greater number of student responses.

Think-Team-Share

Think-Team-Share is the same as *Think-Pair-Share* except that the entire team does the sharing. *Think-Team-Share* allows for more diversity and a greater exchange of ideas, but also it takes more time for all team members to respond. Always set a time limit for the exchange of ideas.

Think-Write-Pair-Share

Think-Write-Pair-Share is similar to *Think-Pair-Share*, but it requires more time for the written response. However, if students write their answers before sharing they won't be swayed by the opinions of others or lose direction. *Think-Write-Pair-Share* may be used in place of *Think-Pair-Share* or *Think-Team-Share*.

Speculate

Students consider a question or idea in order to make inferences, express an opinion or personal viewpoint, or predict consequences or effects. Although *speculations* are personal opinions, students should be able to explain their reasoning or cite evidence to support their opinions.

Partner Read

In *Partner Read* students share a reading assignment with their team partners. The students read the assignment to each other, paragraph by paragraph, and afterward often discuss questions about the reading. This technique assists students who are weak readers. Consider the reading ability of individual students when assigning team partners. Although a stronger reader is able to help a weaker reader, the partnership often suffers if the two reading abilities diverge widely.

Timed Telling

During *Timed Telling* a student or team has a specific amount of time to share information, opinions, or results of an investigation with the class. The time limitation assists students with summarizing information, choosing main ideas, and

organizing their responses to make the best use of the allotted time. The teacher uses a timer rather than a clock or a watch.

Team Investigation

After teacher instruction, students in their teams engage in a *Student Team Learning Activity* that reinforces, expands upon, requires the use of, or tests their knowledge. During the *Team Investigation*, teams search and analyze the text, primary source materials, or other resource materials; draw conclusions and make connections; or complete a task that applies their learning and the tools of the historian. Students may share the results of their *Team Investigation* with other teams or the class.

Jigsaw

During *Jigsaw*, students research specific questions and become experts on their question. Experts from the different teams meet to discuss their common topics and then return to teach their topics to their teammates. *Jigsaw* has three steps:

- **Reading:** Each team member is assigned or chooses his or her expert topic or question. The student reads about and investigates that topic or question to prepare for meeting with his or her expert group.
- **Expert Group Discussion:** All students with the same topic or question meet together in an *expert group* to further investigate the topic and share information. Students may use a study guide, graphic organizer, or question sheet to guide this *expert group* research and discussion. If any *expert group* has more than six students, the teacher splits that group into two smaller groups so that each student has a better opportunity to participate. The teacher or *expert group* may appoint a discussion leader for each group. The leader moderates the discussion, making sure that everyone has an equal opportunity to participate. Note taking or secretarial tasks should be shared so that each student participates. Usually each student records information to share with his or her original teammates.
- **Team Report:** Students return to their respective teams and share information about their specific topic or question. Team members take notes and question the expert so that all team members understand the topic information or are able to answer the topic question. Usually each team member has a limited amount of time to make his or her presentation to the team, so that each team member has an equal opportunity to report information.

Numbered Heads

In *Numbered Heads*, each student in the team has a number—1, 2, 3, or 4. Students, in their teams, listen to instruction from the teacher or engage in a learning activity. When a question is posed or a thinking prompt given, the teacher tells the team to put their heads together and discuss it (*Think-Team-Share*). This gives the students an opportunity to immediately discuss the information and determine the right response together. Since the team does not know who will

represent them in sharing their response with the class, all members of the team must be prepared to do so. After a set time for discussion, the teacher signals for attention. The teacher calls one of the numbers. All students with that number stand and are prepared to give their team's response or answer the question. *Numbered Heads* is a good technique for an oral quiz or checking questions when all students need to know the information. For simultaneous responses, team members write a response on the chalkboard. Teachers may choose numbers by rolling a die or choosing a number stick or number card.

Introduce the Vocabulary

When *introducing the vocabulary*, the teacher pronounces the words and the names of people and places in the lesson with which the students are unfamiliar, and provides a very brief definition of the terms as they are used in the lesson. These vocabulary words and a brief definition are written on chart paper and displayed in the classroom. Students do not copy the words or their definitions, as the purpose of *introducing the vocabulary* is to prepare the students to read the text or other historical materials.

Circulate and Monitor

For the *Student Team Learning Activity* (and all other team interactions) to succeed, the teacher must circulate among the teams and monitor their progress while students work. Besides encouraging the students to stay on task and complete the assignment, the teacher troubleshoots potential difficulties before they become large problems. During *Circulate and Monitor*, the teacher assists students with the task; asks stimulating, thought-provoking, and guiding questions; answers student queries; reinforces concepts and provides content information; checks assignments; and records grades. This interaction between the teacher and the teams provides the key to productive teamwork.

Graphic Organizers

Graphic organizers such as webs, Venn diagrams, charts, cause and effect, and other diagrams help students visualize, organize, and record ideas and information. Encourage students to create their own *graphic organizers* whenever helpful.

Reading for a Purpose

When reading both primary and secondary history materials, students have a clearly stated reason for reading the information.

Notebooks

Students record, store, and organize information, handouts, and assignments in notebooks. Loose-leaf, three-ring binders allow students to easily organize information and practice how to keep a notebook.

Assessments

The assessments focus on factual information and essay questions, but teachers are strongly encouraged to create their own evaluations, that more closely fit the progress and abilities of their students or include other forms of assessment, such as performance-based evaluations.

Modifying the Lessons

The teacher who has less than a sixty-minute class period must modify the lessons. Consider the following guidelines in planning those adaptations:

First, as a general rule, do not eliminate any of the four sections of the lesson—that is the *Focus*, *Teaching*, *Student Team Learning*, and *Reflection and Review Activities*, as these four lesson sections are vital to the structure and pace of the lesson and class management; instead, modify within the four lesson sections.

Modifying Reading

- The teacher reads the first page of the chapter to the students. This has four benefits: it saves time, models good reading skills, provides an active listening activity, and puts the students into the text immediately.
- Students *Partner Read*. Partner reading allows slower readers to be paired with faster readers, although a wide gap in the partners' reading abilities frustrates both students. Each partner reads every other paragraph (not every other page) as this reading increment helps keep readers focused and on task.
- If each student has a personal copy of the text, both the reading and the *Reading for a Purpose* task may be assigned as homework.

Modifying Questions

- Eliminate some of the discussion questions in a multi-question task, particularly if the students already know the information or if the questions require lower level thinking.
- Students discuss the questions instead of writing answers.
- Assign one question to each team member in a multi-question task.
- To discuss questions, students use *Think-Pair-Share*, which takes less time than *Think-Team-Share*.

Introducing Vocabulary

- Before the lesson, write the vocabulary words and their brief definitions on chart paper or the chalkboard.
- During the lesson, briefly review only terms, pronunciations, and definitions that are unfamiliar to the students.
- Students do not copy the terms and definitions, but instead refer to the words on the displayed chart. If students require additional vocabulary work, provide them with a study sheet after the lesson.

Modifying Activities

- Shorten a selected activity or an explanation if students are familiar with the information or if it is not essential to their understanding.

- Assign specific tasks within the larger activity to individual students.
- If students understand and fully share the results of their reading or a *Student Team Learning Activity*, eliminate a general class discussion of the same material.
- Using *Numbered Heads* for students to report information is a more time efficient technique than choosing students at random and keeps the discussion moving without lost time.

Management

- Use a timer to limit discussion and sharing periods. Better than using a wall clock or watch, a timer is an efficient and accurate third person time keeper that does not become distracted and or lose track of time limits.
- Constantly and consistently *Circulate and Monitor* to help students begin a task immediately, keep teams on task, encourage students to remain focused, and pace the activity.
- Immediately begin class with the *Focus Activity*, so that students enter into the lesson without lost time. Display the focusing task when the students enter the classroom.
- Establish efficient management patterns for the distribution and collection of all needed materials, documents, and work sheets and for the transition of students from task to task.
- Move the lesson along as rapidly as possible by eliminating pauses and times of inactivity.