

INTRODUCTION

Unit 17, Classroom Applications 3, examines strategies for teaching the content learned in previous sessions, specifically targeting Unit 13: *Taming the American West*, Unit 14: *Industrializing America*, Unit 15: *The Progressives*, and Unit 16: *A Growing Global Power*. In this session, participants will recall the instructional strategies used and the content learned in those four units. In addition, participants will review lesson plans and the historical thinking skills identified by the National Center for History in the Schools (NCHS). Unit 17 activities are designed to help teachers consider and plan how they will incorporate the previous workshop content into their own teaching settings and practices.

LEARNING OBJECTIVES

In this session, teachers will

- review the themes and historical content from Unit 13: *Taming the American West*, Unit 14: *Industrializing America*, Unit 15: *The Progressives*, and Unit 16: *A Growing Global Power*;
- examine content-relevant lesson plans produced by the National Center for History in the Schools (NCHS);
- develop classroom lesson plans that promote student learning about these periods of American history.

Session Preparation — Participant Prerequisites

Prior to this session, participants will need to download the list of NCHS Lesson Plans that are listed in Activity 2 and read them in preparation for this session. The plans can be downloaded from the *America's History in the Making* Web site at <http://www.learner.org/channel/courses/amerhistory>. On the homepage, click on Unit 17 and then download the lesson plans.

OVERVIEW

This workshop session allows participants to recollect the content from the four previous sessions, to consider the instructional strategies employed during those sessions, and to consider and create lesson plans for helping their own students learn the content of these workshop sessions. This session, then, shifts the focus from teachers learning American history to teachers considering how they might best help their students learn American history. Please review the previous four units' texts and facilitator guides, especially the themes and objectives for each. The previous sessions feature prompts for the participants to consider

how to bring this content into their classrooms (e.g., the reflection questions), but this unit intends to provide a concentrated segment of time for developing lesson plans. Some of the participants will want to think of the lesson plans as part of an overarching unit. Others will want to construct lesson plans that might supplement what they currently teach. Or, others might want to use the workshop to develop lessons that help students learn the five historical thinking skills outlined by the National Center for History in the Schools (NCHS).

Before You Begin

Before the day of the workshop session, familiarize yourself with the Session Preparation that the participants were asked to complete prior to attending this session. Review this facilitator's guide. Be sure to prepare the correct number of overheads and handouts needed for each activity.

MATERIALS NEEDED

- This *America's History in the Making* facilitator's guide
- Overhead projector and colored pens
- Multiple copies of handouts (in the Appendix of this guide)
- Pens and paper for participating teachers and facilitator
- Chalkboard or blank transparencies

OVERHEAD AND HANDOUT INSTRUCTIONS

1. Using Appendix A, "Unit/Plan Pairs," create an overhead transparency.
2. Using Appendix B, "Themes for Units 13–16," create one handout of each page (one set of unit themes for each of four groups).
3. Using Appendix C, "Theme Recall," create one handout for each of four groups.
4. Using Appendix D, "Lesson Planning Overview and Graphic Organizer," create one copy for each participant.

Facilitator's Note: You may want to prepare overheads of the reflection and discussion questions for teachers to reference during the workshop activities.

Warm-up and Activity 1 (15 minutes)

In the previous sessions, participants have been involved in many different learning activities. In this warm-up activity, teachers will recall the different teaching strategies that have been used in previous sessions.

Part 1 (5 minutes)

Ask the group to recall some learning activities from previous sessions. Write the list of responses on a blank overhead. Some examples of the activities include:

- Using maps
- Analyzing primary sources to challenge common historical myths
- Discussing in small and large groups
- Analyzing Internet resources
- Evaluating text materials, and synthesizing information to inform opinions
- Examining individuals, many of whom are historically underrepresented
- Completing graphic organizers such as data charts, matrices, and Venn diagrams

Part 2 (10 minutes)

In the large group, have participants share how they have effectively used any of the listed strategies, to learn or teach American history content. Be sure they note how these strategies supported understanding the particular content.

Facilitator's Note: Encourage the teachers to share examples of teaching American history content. For example, when teachers use maps, what American history content are they helping students learn? Or, how have the teachers used graphic organizers to help students learn American history?

Activity 2 (20 minutes)

Prior to this session, the participants read four lesson plans developed by the National Center for History in the Schools (NCHS). Each lesson aligns with a specific unit from the series. Place “Unit/Plan Pairs” on the overhead (Appendix A).

- **Unit 13: *Taming the American West (1877–1900)***

NCHS Lesson: “Keeping them Apart: Plessy v. Ferguson and the Black Experience in Post-Reconstruction America”

- **Unit 14: *Industrializing America (1870–1905)***

NCHS Lesson: “The Hardest Struggle: Women and Sweated Industrial Labor”

- **Unit 15: *The Progressives (1900s–1924)***

NCHS Lesson: “The Constitution in Crisis: The Red Scare of 1919–1920”

- **Unit 16: *A Growing Global Power (1890–1929)***

NCHS Lesson: “World’s Fairs and the Dawning of the ‘American Century’ ”

As a group, discuss each NCHS lesson plan by examining the following questions:

1. What strategies does the teacher use to present content in this lesson?
2. What primary source(s) do students explore?
3. What historical thinking skills do students use?
4. Assess what you think students will learn from completing this lesson.

(NOTE: This is not intended to be a long activity, but an activity that spurs participants’ memories of these lesson plans. As a result, be sure to stay within the time constraints for this activity.)

Activity 3 (35 minutes)

In this activity, participants will review the key concepts and details of units 13, 14, 15, or 16. The three themes for each of these units are listed in Appendix B.

Part 1 (20 minutes)

Have the participants form four groups. Give each group one set of themes for one of the four previous sessions (Units 13, 14, 15, or 16) (Appendix B). Also hand out one copy of the “Theme Recall” (Appendix C) to each group.

Have the groups recall from their readings and workshop experiences key facts, concepts, primary sources, biographies, and other important information related to each of the three themes from their assigned unit, and note them on the recall handout. This process should result in brief synopses of the workshop content, not in-depth details.

Part 2 (15 minutes)

Have each small group present their recollections of the themes and important details of their assigned unit to the large group. The result of this activity is that all four workshops will be efficiently reviewed and recollected. Encourage the participants to make notes of any information that they do not recall, and to revisit that portion of the workshop at a later time to relearn it.

Activity 4 (60 minutes)

This activity allows time for teachers to develop classroom lesson plan(s) for content learned during Units 13–16. Have participants select one topic or piece of historical content from the previous four workshop sessions that they plan to teach to their students. Participants may work alone or in groups of two or three (if they select the same content).

Hand out one copy of the “Lesson Planning Overview and Graphic Organizer” (Appendix D) to each participant. Have the teachers follow that lesson planning process for writing their lessons.

Remind participants that the lessons they develop should actively engage students. The lessons should promote students’ learning and use of historical thinking skills. Teachers should select instructional strategies that will best encourage student learning of the historical content.

Activity 5 (20 minutes)

This final activity provides participants with the opportunity to share their lesson ideas with others. This sharing has two primary purposes: First, participants can receive feedback from colleagues about the lesson ideas they just created; second, teachers can exchange these newly-created lesson ideas with each other.

Each teacher should provide an overview of the “historical content” and the “instructional strategies” in their lesson plan(s). Participants should offer critique and feedback about how each plan will promote student learning of American history.

Have the groups consider the following questions about the lesson plans:

- Is it clear what content and/or skills students will learn?
- Are the instructional strategies appropriate for this content?
- What feedback will make this lesson plan better?

Allow opportunities for teachers to exchange email or other contact information so they can request copies of the others’ lesson ideas. (Sharing of contact information should be voluntary.)

APPENDICES – *Classroom Applications 3*

- A: “Unit/Plan Pairs”
overhead transparency
- B: “Themes for Units 13–16”
one handout of each page
(one set of unit themes for each of four groups)
- C: “Theme Recall”
one handout for each of four groups
- D: “Lesson Planning Overview and Graphic Organizer”
one copy for each participant

Appendix A: Unit/Plan Pairs

- **Unit 13: *Taming the American West (1877–1900)***
NCHS Lesson: “Keeping them Apart: *Plessy v. Ferguson* and the Black Experience in Post-Reconstruction America”
- **Unit 14: *Industrializing America (1870–1905)***
NCHS Lesson: “The Hardest Struggle: Women and Sweated Industrial Labor”
- **Unit 15: *The Progressives (1900s–1924)***
NCHS Lesson: “The Constitution in Crisis: The Red Scare of 1919–1920”
- **Unit 16: *A Growing Global Power (1890–1929)***
NCHS Lesson: “World’s Fairs and the Dawning of the ‘American Century’ ”

Appendix B: Themes for Units 13–16

Unit 13: *Taming the American West*

THEME 1

The post-Reconstruction decades brought bitter conflicts over land, resources, and labor; many of the most dramatic of these conflicts happened in the West.

THEME 2

Landscapes in the arid West challenged newcomers' assumptions about an endless, bountiful frontier.

THEME 3

Post-Reconstruction policies prompted calls for a more fair and humane economy, presaging twentieth-century government reforms in government.

Appendix B: Themes for Units 13–16

Unit 14: *Industrializing America*

THEME 1

After the Civil War, the development of improved industrial methods and the arrival of masses of immigrants eager for factory jobs launched a new era of mass production in the United States.

THEME 2

Fleeing religious and political persecution and poor economic conditions, millions of people began to move around the globe, with a high concentration coming to the United States.

THEME 3

Industrial expansion and the influx of new populations brought about major sociopolitical changes, including the rise of a labor movement and the emergence of women's organizations as important agents of social and political reform.

Appendix B: Themes for Units 13–16

Unit 15: *The Progressives*

THEME 1

A growing industrial labor market drew people to large cities from all over the US and abroad. Manufacturing and advertising created a new consumerism, which allowed greater individual freedom by weakening the control of families and small communities over personal behavior.

THEME 2

The increasing damage created by a burgeoning commercial and industrial economy convinced many people that only government regulations could protect the public.

THEME 3

Progressive Era reforms often worked at odds to each other, resulting in social and political structures that were both more democratic and anti-democratic.

Appendix B: Themes for Units 13–16

Unit 16: *A Growing Global Power*

THEME 1

Patriotism, missionary zeal, and the quest for new markets fueled the drive to establish an overseas empire.

THEME 2

American imperial ambitions and the events of World War I forged a new partnership between business and government.

THEME 3

While increasingly involved economically with Europe, the United States turned away politically and socially from Europe and focused on the Americas.



Appendix C: Theme Recall

Unit Number _____ Unit Title _____

Theme 1

List key facts, concepts, primary sources, biographies, and other important information:

Theme 2

List key facts, concepts, primary sources, biographies, and other important information:

Theme 3

List key facts, concepts, primary sources, biographies, and other important information:

Classroom Application

List the instructional strategies used in the workshop session:

Appendix D: Lesson Planning Overview

Overview

- **Content Selection:** Select the content and/or idea that students will learn.
- **Objectives:** Write at least one “Content Objective” that specifies the historical content students will learn during this lesson. Write at least one “Skill Objective” that specifies the historical thinking skill(s) students will learn and use during this lesson.
- **Assessment:** Develop an appropriate activity for determining that students have learned the content. This may take the form of activities such as: a final project or presentation; participation in a role play, discussion, or some other in-class activity; a written paper; or, an exam.
- **Select instruction:** Determine the activity or set of activities needed to help students learn this content, and to help them perform well on the assessment. Refer to the list of strategies from the warm-up activity, and to the four NCHS Lesson Samples for examples of activities. Lessons can span more than one day. Some “lesson plans” may actually be a series of lessons compiled in a unit plan.



Appendix D: Lesson Planning Graphic Organizer

Content Selection:

Content Objective(s):

Skill Objective(s):

Assessment:

Instructional Strategies:



NOTES
