

U.S. DEPARTMENT OF EDUCATION/
SOUTHERN OREGON EDUCATION SERVICE DISTRICT COURSE GUIDE



A 22-part multi-media professional development course in American history

Produced by Oregon Public Broadcasting

America's History in the Making

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- Area Cooperative Education Services
- Bedford and Coffee County Departments of Education
- Grant Wood Area Education Agency
- Malhuer Education Service District
- Multnomah Education Service District
- The National Center for History in the Schools
- Organization of American Historianst
- Riverside County Office of Education
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America's History in the Making

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ABOUT THE COURSE

Overview

America's History in the Making will enrich teachers' knowledge of American history, while introducing them to methods that will help them develop their own classroom applications. The course explores American history content and classroom applications through the integrated use of video, text, classroom activities, and Web-based interactive activities.

Developed through a consortium of seven education service districts (ESDs) and area education agencies (AEAs) across the U.S., and in partnership with the National Center for History in the Schools and the Organization for American Historians, the series aligns with and supports state and district standards for American history.

America's History in the Making comprises of twenty-two units, seventeen of which (Units 1–4, 6–10, 13–16, and 18–21) contain video and text materials, Web interactives, and hands-on activities. The remaining five units distributed throughout the series (Units 5, 11, 12, 17, and 22) are classroom application units and have no video-related materials. All of the materials can be used as stand-alone units, or support a four- to eight-credit, graduate-level history course through Southern Oregon University (sou.edu). For information on graduate credit, go to learner.org.

The series begins with pre-contact Native American history and continues through present day. Using these materials, teachers can simultaneously build content knowledge and explore new applications. The content is thematically organized within each unit, with all of the media combining to support the themes.

Goal and Intended Audience

The goal of *America's History in the Making* is to give teachers additional history content and methods to use in the classroom. This professional development series uses each medium in concert with one another—integrating and supporting different learning methods and styles. The thematic organization helps explore each era from multiple perspectives, enriching teachers' understanding of the era. The use of activities built around primary and secondary source materials will help teachers develop their own classroom applications of the content.

The intended audience of *America's History in the Making* is middle- and high-school teachers of history, social studies, civics, humanities, and other subjects relating to or directly influenced by the study of history.

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How Topics Were Chosen

Choosing the proper content to present in a multimedia series is challenging—making decisions about the more than 800 years of American history to fit into a 60-hour course can be daunting. The selected histories, biographies, and topics were carefully chosen by a board of academic advisors—including historians, professors, middle- and high-school history teachers, and professionals in the fields of education and professional development. (See details below.) The course topics intentionally reflect a diversity of characters, personas, and geographies, with the goal of providing a broad and accurate account of the history of the United States from pre-contact through present day.

Rigorous testing of the course was conducted by an independent evaluation company (more information below) with history teachers from around the U.S. Results of the evaluation were taken into consideration, and the final course components were adjusted based on the results and recommendations of the evaluation.

Assumption of User Knowledge

The material presented in *America's History in the Making* assumes that users have a basic knowledge of the history of the United States. Most history teachers will have a familiarity with some of the characters and events in the materials. An effort was made, however, to include new characters and lesser-known—but equally important—events from the history of the United States to extend teachers' knowledge beyond the well-known. A basic knowledge of the geography of the United States will also be helpful in understanding several themes dealing with early colonization of the continent and the geographical expansion over time.

COURSE COMPONENTS

Text Chapters

The text chapters deepen the ideas and concepts explored in the videos and Web components. A timeline accompanies each chapter, tying the unit content to the larger scope of time and events.

Each chapter offers core content for a conceptual understanding of the historical eras covered and include some or all of the following:

- extensive excerpts from *Created Equal* and *American People*, two leading college-level textbooks
- articles from the *Magazine of History* and other sources
- period and contemporary maps with additional content

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- a contextual timeline
- primary source materials with supporting contextual information
- preview lesson plans from the National Center for History in the Schools that align with this course

Video Series

The videos bring history to life by offering a visually compelling introduction to American history content by recounting historical events, and inspiring analysis and discussion. They provide an easy point of entry, even for those who may lack a strong history background. Sixteen, 30-minute video episodes explore a variety of perspectives of American history. Each episode is divided into three segments: *Historical Perspectives*, which provides an overview of the era; *Faces of America*, in which biographies of individuals illustrate larger events in the era; and *Hands on History*, which takes the viewer “behind the scenes,” examining how history is studied, documented, and presented.

Six units (Units 1, 5, 11, 12, 17, and 22) do not have accompanying video programs. Unit 1, however, does offer four short contextualized video clips available on DVD and online. This unit covers content related to pre-Columbian America and introduces the historical thinking skills. Units 5, 11, 12, 17, and 22 focus primarily on classroom methods, reviewing the content of the preceding units, and developing new approaches to teaching American history, including best practices when using digital technologies in the classroom.

Web Site and Interactives

The Web site serves as an online archive for all of the text and video materials and contains additional resources that will guide teachers to perform their own deeper historical analyses.

The series uses the full potential of Web-based learning by providing six unique interactivities that stimulate analytical thinking and integrate the historical thinking skills needed to understand the complexities of American history.

The six interactivities are:

- Placing Artifacts in Time
- Analyzing Artifacts
- Reading Maps
- Evaluating Evidence
- Curating an Exhibit
- Balancing Sources

For example, in the *Curating an Exhibit* interactive, users will have the opportunity to examine primary sources such as letters, speeches, political cartoons, paintings, and song lyrics to create a new museum exhibit. Or, with the interactive *Evaluating Evidence*, users will be guided through the process of evaluating historical evidence, using primary

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sources to support a thesis on the causes of the Civil War. For a description of all six interactives, go to the *America's History in the Making* Web site at www.learner.org.

The Web site also contains a searchable resource archive of downloadable primary source materials, a table that correlates units to individual state history standards, and a dynamic timeline of key events and figures. Each unit page also includes links to related articles in the Organization of American Historians' *Magazine of History* and to curriculum units published by the National Center for History in the Schools.

Through Web access, users can also view streaming video of the series, and download the textbook chapters at www.learner.org.

Facilitator's Guide

A course guide for each unit provides hands-on activities for workshops, strengthening teacher's understanding of the content. Activities include discussion questions; problem-based learning activities; and opportunities for analyzing primary source materials, maps, and other data. The activities are designed to be used between each of the video segments and to draw from content in the unit's text chapter and the video.

Each unit includes notes on how to facilitate the session, tips for prepping and leading the session, additional discussion questions for assisting workshop activities, and additional information on the Web content and text materials that may be helpful during the session.

Graduate History Credit

All of the materials can be used individually as stand-alone units or support a four- to eight-credit, graduate-level course through Southern Oregon University (sou.edu). For information on graduate credit, go to www.learner.org.

Facilitators should note that participants taking this course for credit will be assessed on their knowledge of American history and on their ability to use the historical thinking skills outlined by the National Center for History in the Schools. The history content and skills are presented in the text and in the guides. It is very important, therefore, to engage participants in each of the activities during the workshop sessions and have them read the text prior to each session. Some of the sessions conclude with an activity that accomplishes two objectives:

1. Review the objectives, content, and thinking skills presented and learned in the text and during the course.
2. Gain familiarity with the questions and thinking tasks that will be used to assess participant learning at the conclusion of the course.

To ensure successful completion of this course by the participant, make sure to cover the final activity in Units 13–16 and 18–21, which models the type of assessment that the participants will be required to take to receive credit for the course.

UNIT DESCRIPTIONS

Unit 1. Pre-Columbian America

This six-hour workshop focuses first on the Historical Thinking Skills, as developed by the National Center for History in the Schools. The second portion of the session introduces Pre-Columbian societies in North America. (Facilitator guide, and short, contextual video clips)

Unit 2. Mapping Initial Encounters

Columbus's arrival launched an era of initial encounters between Europeans, Native Americans, and Africans that continued for nearly 300 years. This unit examines how these contacts began the phenomenon now known as the Columbian Exchange, profoundly altering the way of life of peoples around the globe. (Facilitator guide, video, and text chapter)

Experts Interviewed: R. David Edmunds; Elliott Young; David J. Silverman; Diana Mallickan; and Jessica B. Harris.

Unit 3. Colonial Designs

As encounter changed to settlement, relations between Native Americans and European colonial powers became more complex. This unit charts the changing interactions between competing European powers and Native Americans, and the increasing reliance on the race-based enslavement of Africans. (Facilitator guide, video, and text chapter)

Experts Interviewed: R. David Edmunds; David J. Silverman; Taunya Banks; James O. Horton; Elliott Young; and James E. Bruseth.

Unit 4. Revolutionary Perspectives

In the eighteenth century, Enlightenment-based ideas of freedom and equality swept through the British colonies. This unit traces the effects of those ideas and the impact on diverse groups such as British Loyalists, Revolutionary leaders, Native Americans, yeoman farmers, and enslaved blacks. (Facilitator guide, video, and text chapter)

Experts Interviewed: Sylvia R. Frey; Ralph F. Archbold; James O. Horton; R. David Edmunds; and Carol Berkin.

Unit 5. Classroom Applications 1

This unit steps out of historical content to focus on the pedagogy of assessment techniques, revisiting the Historical Thinking Skills introduced in Unit 1. Beginning with self-assessment of previous unit activities, teachers will develop a student assignment based on content learned to date. (Facilitator guide only)

Unit 6. The New Nation

Following the War of Independence, Americans disagreed—often passionately—about the form and function of the Federal government. This unit explores how those conflicts played out as the new Republic defined its identity in relation to other nations. (Facilitator guide, video, and text chapter)

Experts Interviewed: Sylvia R. Frey; Reverend Dr. Jeffrey N. Leath; R. David Edmunds; Linda Kerber; and David Bjelajac.

UNIT DESCRIPTIONS

Unit 7. Contested Territories

The United States acquired vast territories between the time of the Revolution and the Civil War, paying a price economically, socially, and politically. This unit examines the forces that drove such rapid expansion, the settlers moving into these regions, and the impact on the Native Americans already there. (Facilitator guide, video, and text chapter)

Experts Interviewed: Elliott Young; Robert Tracy McKenzie; R. David Edmunds; Theresa Salazar; Shawn Wong; and Eric Blind.

Unit 8. Antebellum Reform

As a response to increasing social ills, the nineteenth century generated reform movements: temperance, abolition, school and prison reform, as well as others. This unit traces the emergence of reform movements instigated by the Second Great Awakening and the impact these movements had on American culture. (Facilitator guide, video, and text chapter)

Experts Interviewed: Robert Tracy McKenzie; Stephanie M. H. Camp; Marybeth Clark; Linda Kerber; Laura Soulli re Gates; Eric Ford; and Peggy Scherbaum.

Unit 9. A Nation Divided

Although the Civil War is viewed today through the lens of the Union’s ultimate victory, for much of the war that victory was far from certain. By examining the lives of the common soldier, as well as civilians on the home front, this workshop examines the uncertainty and horrible destruction in the war between the states. (Facilitator guide, video, and text chapter)

Experts Interviewed: Benny White; Robert Tracy McKenzie; Stephanie M. H. Camp; and Colonel Keith Gibson.

Unit 10. Reconstructing A Nation

Emancipation was only the beginning of a long road to freedom for those released from slavery. Following the Civil War, an immense economic and political effort was undertaken, focused on reunifying the divided nation. This unit examines the successes and failures of Reconstruction. (Facilitator guide, video, and text chapter)

Experts Interviewed: Robert Tracy McKenzie; Stephanie M. H. Camp; Robert Melbo; and Russell Kracke.

Unit 11. Classroom Applications 2

This capstone session provides an opportunity for teachers to generate student assignments for use in their classrooms. Building on techniques learned in Unit 5 for teaching Historical Thinking Skills, it also reviews content from the final two interactives and Units 6 through 10. (Facilitator guide only)

UNIT DESCRIPTIONS

Unit 12. Using Digital Technologies

This workshop introduces procedures to develop or improve Internet research skills, as well as related copyright laws, so teachers can effectively use and teach with historical primary sources. The unit also demonstrates strategies for finding and using a wide variety of high-quality Web sites, videos, DVDs, and historical documents. It includes templates for classroom lesson plans developed by the National Center for History in the Schools (NCHS). (Facilitator guide only)

Unit 13. Taming the American West

In post-Reconstruction America, western settlers' assumptions of an endless, bountiful frontier were tested when they moved to the Great Plains and attempted to cultivate the unfamiliar, arid landscape. This experience led to the rise of Populist politics, which championed farmers' and industrial workers' critique of political and economic powers. (Facilitator guide, video, and text chapter)

Experts Interviewed: Peter Hales; Rebecca Edwards; James Riding In; Doug Monroy, Sam Fuhlendorf.

Unit 14. Industrializing America

From factories in San Francisco to sweatshops in New York, productivity flourished—fed by waves of immigrants from Asia and Europe. This unit explores how growing urbanism contributed to changing social norms, from the working classes to the elite. (Facilitator guide, video, and text chapter)

Experts Interviewed: Elisabeth Perry; Robert McElvaine; Ron Takaki; Rayvon Fouché.

Unit 15. The Progressives

Overburdened cities led Progressives to agitate for reforms on political, economic, and social fronts. While most Americans agreed that government intervention was needed to address large-scale problems such as child labor or food contamination, there was little agreement on a proper solution. (Facilitator guide, video, and text chapter)

Experts Interviewed: Danny Walkowitz; Linda Gordon; Nikki Brown; Rima Lunin Schultz; Annamarie Von Firley.

Unit 16. A Growing Global Power

Fueled by patriotism, capitalism, and religion, the U.S. extended its reach beyond national borders. New partnerships between government and big business drove an evolving diplomacy that would set the tone for American foreign policy in the twentieth century. (Facilitator guide, video, and text chapter)

Experts Interviewed: Danny Walkowitz; Amy Stillman; Doug Monroy; Ronald Baraff; David Cope.

Unit 17. Classroom Applications 3

The thematic strands and historical eras from Units 13, 14, 15, and 16 are re-examined. This unit helps teachers develop a series of lesson plans that use primary sources and historical thinking skills, covering the content learned in previous units. Exemplary lesson plans from the National Center for History in the Schools (NCHS) are used as touchstone models. (Facilitator guide only)

UNIT DESCRIPTIONS

Unit 18. By the People, For the People

Plummeting agricultural exports, the stock market crash, and environmental disaster all led to an unprecedented economic depression. Subsequently, a new relationship between individuals and the government arose, with a strong communitarian spirit drawing the nation together before World War II. (Facilitator guide, video, and text chapter)

Experts Interviewed: Robert McElvaine; Catherine McNicol Stock; Kevin Gaines; Bob DeFlores; Colonel John Antal.

Unit 19. Postwar Tension and Triumph

This unit examines the tensions of the Cold War era, reflected in divergent dichotomies: a growing suburban, white, middle class and increasingly ghettoized blacks and Latinos; a faith in scientific progress contrasted with a fear of the bomb; and an idealization of individualism tempered by an anti-Communist call for conformity. Individuals and groups raised their expectations for equality as veterans returned from the global conflict of World War II. (Facilitator guide, video, and text chapter)

Experts Interviewed: Elaine Tyler May; Bruce Lee; Tim Borstelmann; James Riding In; Bruce Meyer; Alex Xydias.

Unit 20. Egalitarian America

Brown v. Board of Education was one of the significant results of Americans demanding political, social, and economic equality. This call for parity in all walks of life was symptomatic of a growing social and political liberalism, which was fueled by the growing presence of mass media. (Facilitator guide, video, and text chapter)

Experts Interviewed: Robert McElvaine; Doug Monroy; Kevin Gaines; Fannie Lou Hamer; Letty Pogrebin; Donovan Sprague.

Unit 21. Global America

As the turn of the century approached, the pendulum of American politics and social structures began to swing back toward conservatism. With immigration from Asia and the Americas on the rise, the face of America changed rapidly. This unit examines the competing forces of ethnic and American identity in a world dominated by globalization and one remaining “superpower.” (Facilitator guide, video, and text chapter)

Experts Interviewed: Tim Borstelmann; Linda Gordon; Shelby Steele; Shareda Hosein; Tulio Serrano; Theodore Schurr

Unit 22. Classroom Applications 4

The thematic strands and historical eras from Units 18, 19, 20, and 21 are re-examined. Participants develop lesson plans using primary sources, historical thinking skills, and content learned in previous units. The emphasis of this unit is on the use of digital primary sources, writing biographical accounts, and planning for student-written biographies. (Facilitator guide only)

PRIMARY VS. SECONDARY SOURCE MATERIAL

America's History in the Making uses primary and secondary sources as an important part of its approach to teaching and learning history.

The term “primary source” is used to mean any item (such as a document, painting, map, song, or piece of clothing) that was created in the period that is under study. For example, a letter written by George Washington could be a primary source for the era of the Revolution.

Identifying primary sources can be complicated, however. For example, a painting created in 1852, which portrays a scene of the Revolution, is a primary source for 1852 (but not for the time it portrays). The painter in 1852 may be romanticizing the past, or trying to make some kind of other assertion (positive or negative) about the past, based on his or her own current situation. Looking for, and understanding these biases can deepen the understanding of the historical era in which an artifact was created.

Primary sources can help enrich the understanding of a period, but they can require a bit of time and effort to fully understand their context. One common stumbling block to using primary sources is “presentism”—viewing a historical source from our own frame of reference. For example, it’s hard for today’s students to look at a corset and understand that an upper-class, white woman living in Boston in the nineteenth century would no more consider going out of the house without it than a woman today would go out on the street without wearing a shirt. Helping students understand artifacts in their own context—instead of a twenty-first century context—can be challenging, but also very rewarding.

The analysis of artifacts involves a process similar to reading historical documents, with attention to the details of how things are represented. The way a figure is posed in a portrait (wearing a particular style of clothing, pictured with specific household objects, etc.) may reveal cultural values shared by the painter and the subject. The use of rhythm and repetition in a song may indicate what information or beliefs are being emphasized, particularly if the original singers and audience for the song came from a culture that privileged the oral transmission of information.

Secondary source materials are useful vehicles for providing thought-provoking questions about history, and new insights into why history happened in one way or another. These sources include charts, articles, or other items created by information provided in primary source artifacts.

A map might be primary or secondary source. A map created in 1558 is a primary source for that time; a map created today, showing who occupied what land in 1558 is a secondary source. *America's History in the Making* uses maps in both ways to compare and contrast how history has been told over time.

ARTIFACT READING METHOD

America's History in the Making introduces teachers to an organizing principle, or process, that applies the same methods historians use to evaluate source materials. Historians assess five key aspects of a source when studying the past. This same method is used throughout the text and facilitator guides, and is introduced in the Web interactive, *Analyzing Artifacts*.

- **Creator:** Who wrote the document or made the artifact?
- **Context:** Where and when was it created?
- **Audience:** For whom was it made?
- **Purpose:** What was the intended use of the document or object?
- **Historical Significance:** How does this object affect our understanding of history?

The *Artifact Reading Method* was developed to help achieve a deeper understanding of whatever kind of source is being analyzed—whether it's a cartoon, poster, or oral history recording.

This process is designed to support examination of a source, recognize its key information, and consider what that information can tell about the past. By practicing this process, one can create a connection with the past that is sometimes difficult to get from books alone, and help make history more relevant for students.

EDUCATION PARTNERS

This project was funded by the U.S. Department of Education's Teaching American History program. *America's History in the Making* was developed through a collaboration of education partners led by Southern Oregon Education Service District, Medford, OR, (www.soesd.k12.or.us), and Multnomah Education Service District, Portland, OR, (w3.mesd.k12.or.us)

Consortium members include:

- Area Cooperative Educational Services (New Haven, CT)
(<http://www.aces.k12.ct.us>)
- Bedford and Coffee County Departments of Education (Shelbyville, TN)
(<http://www.bedfordk12tn.com/>)
(<http://www.coffeecountyschools.com/>)
- Grant Wood Area Education Agency (Cedar Rapids, IA)
(<http://www.aea10.k12.ia.us>)
- Malheur Education Service District (Malheur, OR)
(<http://www.malesd.k12.or.us/>)
- Riverside County Office of Education (Riverside, CA)
(<http://www.rcoe.k12.ca.us>)

National Center for History in the Schools (www.sscnet.ucla.edu/nchs)

The National Center for History in the Schools (NCHS), founded in 1988 with a grant from the National Endowment for the Humanities, is a nationally known organization that has engaged the talents of scores of classroom teachers and provided history educators across the nation with new historical resources and teaching strategies. NCHS's dual mission is (a) to aid the professional development of K–12 history teachers; and (b) to work with teachers to develop curricular materials that will engage students in exciting explorations of United States and World history.

Organization of American Historians (www.oah.org)

The Organization of American Historians (OAH) is the largest learned society devoted to the study of American history. Since its founding in 1907 as the Mississippi Valley Historical Association, the OAH has promoted the study and teaching of the American past through its many activities. OAH contributed related *Magazine of History* articles and *Talking History Radio Programs* to *America's History in the Making*.

Annenberg Media (www.learner.org)

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ADVISORY BOARD

Lois Leveen – Academic Director

Lois Leveen was a Professor at UCLA and at Reed College, in Portland, Oregon. In addition to her work on this project, she served as project director for *Engaging the American Past*, a Teaching American History grant serving thirty school districts in Washington State. She designs and delivers professional development workshops throughout the United States on teaching American history at the elementary-, middle-, and high-school levels; on teaching with technology; and on addressing race in K–12 and college classes. She is an editor of *The Heath Anthology of American Literature* and served as a primary investigator in the *Visible Knowledge Project*, a five-year national study on educational uses of information technology. As academic director, Dr. Leveen oversaw content across all media and wrote the facilitator guides for Unit 2, *Mapping Initial Encounters*; Unit 3, *Colonial Designs*; Unit 4, *Revolutionary Perspectives*; Unit 6, *The New Nation*; Unit 7, *Contested Territories*; Unit 8, *Antebellum Reform*; Unit 9, *A Nation Divided*; and Unit 10, *Reconstructing a Nation*.

Gary Nash – Lead Advisor

Gary B. Nash is director of the National Center for History in the Schools at UCLA. He is a past president of the Organization of American Historians; and an elected member of the American Academy of Arts and Sciences, the American Philosophical Society, and the Society of American Historians. He has published many books on Colonial and Revolutionary American history and African American history, including the groundbreaking *Red, White and Black: The Peoples of Early North America* and his most recent books, *The Forgotten Fifth: African Americans in the Age of Revolution* and *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*. Dr. Nash is a lead author of *The American People: Creating a Nation and a Society*, which was excerpted for *America's History in the Making*. As lead advisor, he oversaw all media content.

Kirk deFord – Distance Ed Advisor

Kirk deFord has been a professional educator for more than thirty-five years and has been a teacher at all levels, including school vice principal, curriculum coordinator, high school tech coordinator, and a school board member. Through his work at Northwest Regional Educational Laboratory (NWREL), he was in charge of the Digital Bridges Project, a resource for K–12 distance education. The Digital Bridges Web site (netc.org/digitalbridges) is a resource about online learning, effective teaching, and learning strategies over distance and includes information about local, regional, state, and national distance education policy and practice. Mr. deFord served as a national evaluator for National Endowment for the Arts in 2005. He consulted on the overall series.

Tim Borstelmann—Content Advisor

Thomas (“Tim”) Borstelmann has been the Elwood N. and Katherine Thompson Distinguished Professor of Modern World History at the University of Nebraska–Lincoln since 2003. He spent the previous twelve years as a member of the History Department at Cornell University. He teaches courses on modern U.S. and modern international history. A native of North Carolina, Borstelmann holds a BA from Stanford University, and an MA and PhD from Duke University. His research focuses on the intersection of United

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States domestic history and international history. His first book, *Apartheid's Reluctant Uncle: The United States and Southern Africa in the Early Cold War* (1993) won the Stuart Bernath Prize of the Society for Historians of American Foreign Relations for the best first book in American diplomatic history. He has also published *The Cold War and the Color Line: American Race Relations in the Global Arena* (2001) and has coauthored a U.S. history textbook, *Created Equal: A Social and Political History of the United States*. He is currently working on a book on the 1970s. Professor Borstelmann advised on Unit 21, Global America.

Dave Edmunds—Content Advisor

R. David Edmunds is Watson Professor of American History at the University of Texas–Dallas. He teaches courses in American history and Native American history. The author or editor of ten books and more than one hundred articles or essays, he has written extensively about Native American history, including *Tecumseh and the Quest for Indian Leadership*, *The Shawnee Prophet* (nominated for a Pulitzer Prize), *The Potawatomis: Keepers of the Fire* (awarded the Francis Parkman Prize), and *The Fox Wars* (awarded the Alfred Heggoy Prize). He co-authored *The People: A History of Native America*. He has received three teaching awards and has conducted content-oriented workshops for secondary teachers in many states. He is the recipient of Ford Foundation, NEH, Newberry, and Guggenheim fellowships. Mr. Edmunds has also served as a consultant to documentary filmmakers, and to several tribes in land claims cases. In 1998, he received an Award of Merit from the American Indian Historians Association. Professor Edmunds advised on Unit 1, *Pre-Columbian America*.

Rebecca Edwards—Content Advisor

Rebecca Edwards is Eloise Ellery Professor of History at Vassar College in Poughkeepsie, New York. A Virginia native, she received her BA from the College of William and Mary, and her PhD from the University of Virginia. At Vassar, she teaches courses on the nineteenth-century United States, the U.S. West, the history of women, and environmental history. She has written two books on the late nineteenth-century United States: *Angels in the Machinery: Gender in American Party Politics from the Civil War to the Progressive Era* and *New Spirits: Americans in the Gilded Age, 1865–1905*. She is currently working on a biography of the People's Party leader Mary Elizabeth Lease (who allegedly told the farmers of Kansas to “raise less corn and more hell”). Professor Edwards advised on Unit 13, *Landscapes of Conflict*.

Willie Freeman—Teacher Advisor

Willie Freeman is supervisor of the New Haven Public School's K–12 Social Studies/History Department in Connecticut. He held the position of school principal for thirteen years and city staff-curriculum developer for two years. He presently serves on a number of boards of directors, such as the Connecticut Council of Social Studies and the Greater New Haven United Way. His thirty-three years in the field of education includes numerous activities in promoting the study of history in our schools. Recently, he aided the New Haven Public Schools as a reader in the designing, writing, and publishing of the textbook: *New Haven's Cultural Landscape: Its Changing People and Places*. Mr. Freeman advised on Unit 4, *Revolutionary Perspectives* and Unit 6, *The New Nation*.

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Kevin Gaines—Content Advisor

Kevin Gaines is director of the Center for Afroamerican and African Studies, and professor of history at the University of Michigan. He is author of *Uplifting the Race: Black Leadership, Politics and Culture During the Twentieth Century*, which was awarded the John Hope Franklin Prize of the American Studies Association in 1997. His latest book is *American Africans in Ghana: Black Expatriates and the Civil Rights Era*. Professor Gaines advised on Unit 20, *Egalitarian America*.

Linda Gordon—Content Advisor

Linda Gordon is a professor of history at New York University; previously she was Vilas Distinguished Research Professor at the University of Wisconsin. She is an elected member of the American Academy of Arts and Sciences and the Society of American Historians. A historian of women, gender, and social policy, she is the author of many books and articles including *Woman's Body, Woman's Right: A History of Birth Control*; *Heroes of Their Own Lives: the Politics and History of Family Violence*; *Pitied But Not Entitled, Single Mothers and the History of Welfare*; *Dear Sisters: Dispatches from the Women's Liberation Movement*; *The Moral Property of Women: Birth Control Politics in America*. Her book *The Great Arizona Orphan Abduction* won the Bancroft Prize for best book in U.S. history and the Beveridge Prize for best book on western hemisphere history. She is now writing about the photographer Dorothea Lange; her most recent book is *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment* (W. W. Norton, 2006). Professor Gordon advised on Unit 15, *The Progressives*.

Steve Hackel—Content Advisor

Steven W. Hackel is associate professor of history at Oregon State University. He teaches courses on the history of the American West, early America, Native America, and the Spanish Borderlands. He is the author of *Children of Coyote, Missionaries of St. Francis: Indian-Spanish Relations in Colonial California, 1769–1850*. He is the general editor of the Early California Population Project and is writing a biography of Junípero Serra, a pioneering Franciscan missionary who established a chain of missions between San Diego and San Francisco. His work has been supported by a wide variety of foundations and, in 1998, he was awarded the Bolton-Kinnaird award by the Western History Association. Professor Hackel advised on Unit 7, *Contested Territories*.

Andrew Hernandez—Teacher Advisor

Andrew Hernandez teaches honors, resource, and EL U.S. history classes at Raney Intermediate School in Corona, California. Mr. Hernandez advised on Unit 1, *Pre-Columbian America*; Unit 5, *Classroom Applications 1*, and Unit 11, *Classroom Applications 2*.

Dennis Hironaka—Teacher Advisor

Dennis Hironaka has taught for the Ontario School District in Ontario, Oregon, for thirty-four years. He has taught in subjects that include U.S. history, geography, global studies, world history, law and careers, and language arts. Presently, he is the Migrant Education and Talented and Gifted coordinator

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for Ontario Middle School. Dennis is recognized as a teacher leader, serving on the Ontario Middle School Site Council for more than sixteen years. He has served on many state and national committees and served for several years on Oregon's Social Science Content Panel. He is the past president for Oregon Staff Development Council, past president for Idaho ASCD (Association for Supervision and Curriculum Development), and presently is on the Leadership Council for the national ASCD. He was recognized by his community as the Mexican American Citizen's League Educator of the year and was listed in *Who's Who Among America's Teachers*. Mr. Hironaka advised on Unit 14, *Industrializing America* and Unit 16, *A Growing Global Power*.

Roger Huffman—Teacher Advisor

Roger Huffman has been teaching middle and high school for the last ten years in subjects that include Tennessee history, world geography, American history, and economics and government. Mr. Huffman teaches American history using wartime songs. Currently, he is developing a podcast system for the county where he teaches, helping make local history interesting and educational for his community. Mr. Huffman advised on Unit 19, *Postwar Tension and Triumph* and Unit 21, *Global America*.

Linda Kavan—Teacher Advisor

Linda Kavan, MAT, is a social studies teacher at Beaverton High School. She has been involved in education for 12 years. During that time, she has been a member of the National Council for the Social Studies. She also serves on the Oregon State Content panel committee. Ms. Kavan advised on Unit 15, *The Progressives* and Unit 20, *Egalitarian America*, and facilitated one of the courses evaluated.

Robert McElvaine – Content Advisor

Robert S. McElvaine is Elizabeth Chisholm Professor of Arts and Letters, and chair of the Department of History at Millsaps College in Jackson, Mississippi. He is the author and editor of a number of books, including *Down and Out in the Great Depression: Letters from the "Forgotten Man"*; *The Great Depression: America, 1929–1941*; *The End of the Conservative Era: Liberalism After Reagan*; and *Mario Cuomo: A Biography*. His essay, "One Depression, Two Remedies," serves as the introduction to the chapter on the 1930s in *Life: Our Century in Pictures*. His first two books on the Depression era have become standards in the field. His articles and opinion pieces appear frequently in publications such as the *New York Times*, *Washington Post*, *Los Angeles Times*, *Wall Street Journal*, *New York Times* "Book Review," *Chicago Tribune*, and *Newsweek*. He has lectured around the world including the United States, Europe, Asia, and South Africa. Professor McElvaine advised on Unit 18, *By the People, For the People*.

Tom McKenna—Teacher Advisor

Tom McKenna taught U.S. history for 25 years in Portland, Oregon. For the last five years of his career with the Portland Public Schools, he was the district's social studies specialist and director of a Teaching American History grant. Currently, he is an adjunct professor in the Graduate Education Department at Portland State University, where he has taught since 1990. He also is nationally certified senior trainer for the REACH Center for Multicultural Studies in Arlington, Washington. Mr. McKenna

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has published articles in *Rethinking Schools* and has contributed to a number of curriculum projects. Professor McKenna advised on Unit 7, *Contested Territories* and Unit 8, *Antebellum Reform*.

Becky Mirabella—Teacher Advisor

Becky Mirabella has been teaching for 34 years and is currently teaching American history to eighth-grade students at William McKinley Middle School in Cedar Rapids, Iowa. She also taught at Juanita High School in Kirkland, Washington; for the U.S. Department of Defense in Germany; and at Kirkwood Community College in Cedar Rapids, Iowa. In addition to serving as the team leader for the eighth-grade team at her school, she serves on various district and state committees in Iowa and is a member of the executive board for the Cedar Rapids Education Association. In 1999, she was named Linn County Educator of the Year; and, in 2002 and 2005, she was honored by being listed in *Who's Who Among America's Teachers*. Ms. Mirabella advised on Unit 9, *A Nation Divided* and Unit 10, *Reconstructing a Nation*.

Elisabeth Israels Perry – Content Advisor

Elisabeth Israels Perry is John Francis Bannon, S.J., Professor of History at Saint Louis University, where she teaches courses on U.S. history in the industrial and progressive eras. Her most recent publications include *The Gilded Age and Progressive Era: A Student Companion* and an annotated edition of Olive Anderson's 1878 novel, *An American Girl and Her Four Years in a Boys' College*. Her other writings include a biography of Belle Moskowitz, advisor to New York Governor Alfred E. Smith (awarded a prize from the New York Historical Association); and articles on Girl Scouting, New York City women and politics; and Eleanor Roosevelt. She has co-authored a U.S. history textbook for high-school students, *America: Pathways to the Present*, and directed five NEH seminars for teachers on classics in American feminist literature. Professor Perry advised on Unit 14, *Industrializing America*.

Rita Roberts—Content Advisor

Rita Roberts is associate professor of history and black studies at Scripps College. Her courses in American history include antebellum reform movements, Civil War and Reconstruction, and the Civil Rights Movement. As a specialist in African American history, she is the author of an article on a black revolutionary soldier, an antebellum black feminist, and a late-nineteenth-century black newspaper publisher. Currently, Ms. Roberts is completing a book on Northern free black political thought. She advised on Unit 8, *Antebellum Reform*.

Randy Shultz—Teacher Advisor

Randy Schultz has been teaching United States history at Lake Elsinore High School for the past 24 years, part of which time he was G.A.T.E. coordinator and advanced placement coordinator. From 2000 to 2002, he served as adjunct professor at National University. For the Lake Elsinore Unified School District, he served as social science mentor teacher, was chosen as community teacher for 2004, and is currently the technology mentor. Mr. Shultz advised on Unit 12, *Using Digital Technologies* and Unit 22, *Classroom Applications 4*.

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Elaine Tyler May—Content Advisor

Elaine Tyler May, professor of American studies and history at the University of Minnesota, is co-author of a college-level United States history textbook, *Created Equal: A Social and Political History of the United States*. Her interests include the history of the Cold War era; women and the family in the United States; the history of sexuality and reproduction; and the relationship between private life, politics, and public policy. Her publications include *Great Expectations: Marriage and Divorce in Post-Victorian America*; *Homeward Bound: American Families in the Cold War Era*; *Pushing the Limits: American Women, 1940–1961*; and *Barren in the Promised Land: Childless Americans and the Pursuit of Happiness*. She is also co-editor of *Here, There and Everywhere: The Foreign Politics of American Popular Culture*. She has also written articles and editorials for the *New York Times*, the *Los Angeles Times*, and other journals, and has been featured on national public radio, public television, and several documentaries. Professor Tyler May advised on Unit 19, *Postwar Tension and Triumph*.

Therese Van Reenen—Teacher Advisor

Therese Van Reenen teaches social studies, language arts, and math on a cross-graded team of sixth, seventh, and eighth graders at Ashland Middle School in Ashland, Oregon. She has presented workshops at the state and national levels. She has also taught summer classes at Southern Oregon University, also in Ashland. She is a teacher consultant for the Oregon Geographic Alliance. In 1995, she was a teacher consultant for the National Geographic Society summer Instructional Leadership Institute in Washington, D.C. In 1998, she received the National Council for Geographic Education Distinguished Teaching Achievement Award. She also serves on local and state committees. Ms. Van Reenen advised on Unit 2, *Mapping Initial Encounters* and Unit 3, *Colonial Designs*.

Daniel J. Walkowitz—Content Advisor

Daniel J. Walkowitz is director of college honors, professor of social and cultural analysis, and professor of history at New York University. An American social historian who specializes in labor, urban and working-class history, Walkowitz has authored more than thirty articles, co-edited or authored five books, and produced three film/videos. The recipient of numerous grants from the National Endowment for the Humanities, the National Council of Soviet and East European Studies, Channel 4 (UK), New York Council for the Humanities and the Massachusetts Humanities Council, Walkowitz has most recently been a fellow at the Stanford Humanities Center. His most recent books are as author of *Working with Class: Social Workers and the Politics of Middle-Class Identity* and co-editor of *Memory, the Impact of Political Transformation on Public Space*. He is also the general editor of a ten-volume encyclopedia/monographs series on the social history of the twentieth-century United States (forthcoming, ABC-Clio, 2008). Mr. Walkowitz advised on Unit 16, *A Growing Global Power*.

Joan Waugh—Content Advisor

Joan Waugh is an associate professor in the UCLA History Department. She teaches the America Civil War era in both undergraduate lecture courses and seminars. She offers a summer class in which she takes a small group of UCLA students to Gettysburg National Military Park and other selected

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sites to study the war. She was awarded the UCLA Distinguished Teaching Award in 2005. She is the author of *Unsentimental Reformer: The Life of Josephine Shaw Lowell* and *The Memory of the Civil War in American Culture*. She has appeared in numerous documentaries, including the PBS series, “American Experience” on Ulysses S. Grant. Ms. Waugh advised on Unit 9, *The New Nation* and Unit 10, *Reconstructing a Nation*.

Sarah Wieneke—Teacher Advisor

Sarah Wieneke is a third-year teacher in Cedar Rapids, Iowa. She has taught a wide range of subjects, including geography, U.S. history, economics, and personal law at Jefferson High School. Currently, Sarah is a member of the U.S. History Professional Learning Committee for Jefferson High School, which was established to create standardized history tests for the Cedar Rapids Community School District. Ms. Wieneke advised on Unit 13, *Taming the American West* and Unit 18, *By the People, For the People*.

Peter H. Wood—Content Advisor

Peter H. Wood is a graduate of Harvard and Oxford; he teaches early American history and Native American history at Duke University in North Carolina. His books *Black Majority* and *Strange New Land* deal with enslavement in the colonial era. Mr. Wood is a lead author for a major American history text entitled *Created Equal: A Social and Political History of the United States*, which was excerpted for America’s History in the Making. He has also written several books about the artist Winslow Homer and contributed to several PBS productions concerning racial slavery. Mr. Wood advised on Unit 2, *Mapping Initial Encounters* and Unit 3, *Colonial Designs*.

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Kristian Berg

Kristian Berg is an experienced writer and producer of documentaries and non-fiction series television specializing in history, science, and children’s programming. Kristian served as a series writer for “American Passages: A Literary Survey,” a sixteen-part series for Oregon Public Broadcasting and Annenberg Media. He has written and produced for PBS series such as “History Detectives,” “Newton’s Apple,” “ZOOM!” and “DragonflyTV.” His historical documentaries for PBS and CourtTV include “The Dakota Conflict,” “Dakota Exile,” “The Scottsboro Boys,” and “The Capture and Trial of Adolf Eichmann.” Mr. Berg wrote the video scripts for Unit 18, *By the People, For the People* and Unit 19, *Postwar Tension and Triumph*.

Janet Bixby

Janet Bixby is on the faculty, specializing in middle and high school social studies, at the Graduate School of Education and Counseling at Lewis & Clark College in Portland, Oregon. She has worked extensively with teachers and students on projects in both American history and civics across the country. She has significant experience both conducting research in these areas and developing professional development materials, often using digital technologies, for use in the field. Specifically, among other things, she was a researcher on the federally funded National Study of School Restructuring based at the University of Wisconsin–Madison, where she coordinated the collection and assessment of social studies data; has written materials for the Oregon Historical Society’s Web page for educators; has conducted primary research on the civic engagement of urban youth in Chicago; and is co-authoring a book of qualitative studies of civic education both in and out of schools. As a teacher educator in a master’s of arts and teaching program, she works closely with teachers and teacher interns in public middle- and high-school social studies classrooms on an on-going basis. Professor Bixby advised on all facilitator guides and wrote the facilitator guides for Unit 5, *Classroom Applications 1*; Unit 11, *Classroom Applications 2*; Unit 14, *Industrializing America*; and Unit 18, *By the People, for the People*.

Bruce E. Larson

Bruce E. Larson is a professor of secondary education and social studies at Western Washington University’s Woodring College of Education. He teaches courses in curriculum development, instructional strategies, assessment, and history/social studies teaching methods. His work has been published in journals such as *Theory and Research in Social Education*, *Contemporary Issues in Technology and Teacher Education*, *Social Studies and the Young Learner*, *The Social Studies*, *Journal of Curriculum and Supervision*, and *Social Education*. He has also published numerous curriculum guides and contributed chapters in edited books that have to do with both teacher education and social studies education. His book on the effective use of instructional strategies (*Instructional Strategies for Middle and High School*, 2007) intends to help teachers purposefully select instructional strategies and valid assessment techniques. Mr. Larson advised on all facilitator guides and wrote the facilitator guides for Unit 12, *Using Digital Technologies*; Unit 13, *Taming the American West*; Unit 15, *The Progressives*; Unit 16, *A Growing Global Power*; Unit 17, *Classroom Applications 3*; Unit 19, *Postwar Tension and*

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Triumph; Unit 20, *Egalitarian America*; Unit 21, *Global America*; and Unit 22, *Classroom Applications 4*.

David del Mar

David Peterson del Mar is the author of several books, including *What Trouble I Have Seen: A History of Violence against Wives* and *Environmentalism: A History of Nature Loving*, and articles published in periodicals ranging from the *Journal of Interdisciplinary History* to *Oregon Coast Magazine*. He teaches a wide variety of history courses for older, nontraditional students at Portland State University, Oregon State University, and the University of Oregon. He is a board member of Uniting to Understand Racism and volunteers with DADS for Education. Mr. del Mar wrote the text chapters for Unit 2, *Mapping Initial Encounters*; Unit 3, *Colonial Designs*; Unit 4, *Revolutionary Perspectives*; Unit 6, *The New Nation*; Unit 7, *Contested Territories*; Unit 8, *Antebellum Reform*; Unit 9, *A Nation Divided*; and Unit 10, *Reconstructing a Nation*.

Melissa Gerr

Melissa Gerr is a writer, producer, and still photographer focusing on documentary and knowledge-based products. Her learning curve grew quickly while writing and producing for the Annenberg Media series *Rediscovering Biology*. She has also produced and directed for Spanish, French, and Italian foreign-language videos for McGraw-Hill Publishing Company and has also produced various programming for PBS stations in Minnesota and Oregon. Ms. Gerr wrote the video scripts for Unit 2, *Taming the American West* and Unit 3, *Industrializing America*.

Steve Greenwood

Steve Greenwood has worked in the fields of education and public history since 1985. For the past five years, however, his career has focused on museum education and curation, including history exhibits on Vancouver Barracks during World War II and Washington State's largest wildfire, the Yacolt Burn of 1902. Mr. Greenwood co-authored the script for a documentary entitled *The Yacolt Burn: Lessons Learned*. Currently, Mr. Greenwood is the curator of Portland's Wells Fargo History Museum, where he has contributed to Wells Fargo's award-winning history blog, *Guided by History*. Mr. Greenwood wrote the text chapters for Unit 13, *Taming the American West*; Unit 14, *Industrializing America*; Unit 15, *The Progressives*; Unit 16, *A Growing Global Power*; Unit 18, *By the People, For the People*; Unit 19, *Postwar Tension and Triumph*; Unit 20, *Egalitarian America*; and Unit 21, *Global America*.

Beth Harrington

Beth Harrington is an award-winning independent producer, director, and writer. She has been making media professionally since 1977 and often focuses on work that explores American history, music, and culture. She has worked on several productions with OPB and PBS, including NOVA, Frontline, and History Detectives. She has also written for various history series for OPB and Annenberg Media, including episodes of *Bridging World History* and *America's History in the Making*. Her most recent independent production is *Welcome to the Club – The Women of Rockabilly*, a music documentary about the pioneering women of rock and roll. She holds a bachelor's degree in public

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communications from Syracuse University and a master's degree in American studies from University of Massachusetts–Boston. Ms. Harrington wrote the video scripts for Unit 20, *Egalitarian America* and Unit 21, *Global America*.

Donna Matrazzo

Donna Matrazzo specializes in writing for history, science, and museum productions. Her work has appeared on PBS, the Discovery Channel, HGTV, and regional networks. Historical works range from *Adventures and Great Undertakings* at the Herbert Hoover National Historic Site, *Earth Lodge* at the Plains Indian Museum, a John Steinbeck biographical film for the National Steinbeck Center, and *Reel Cowgirls* at the National Cowgirl Museum. Other work includes an interactive exhibit of histories of women physicians for the National Institutes of Health, and a Houghton-Mifflin educational film series including Civil War diarist Mary Chesnut, Holocaust survivor Gerda Klein, and Sioux author Zitkala-Sa. Her films have won more than three dozen national and international awards. Ms. Matrazzo wrote the video scripts for Unit 2, *Mapping Initial Encounters* and Unit 3, *Colonial Designs*.

Ryan Lepicier

Ryan Lepicier began his broadcast career as a TV news reporter/anchor before embarking on a career as a producer/writer. His work on the OPB series *American Passages: A Literary Survey* received the gold award at the Chicago International Film Festival television awards. He also worked as producer/writer on OPB's *Artifacts & Fiction: Workshop in American Literature* series. Mr. Lepicier currently lives in Atlanta, Georgia, where he is the production manager for the City of Atlanta Mayor's Office. Mr. Lepicier wrote the video scripts for Unit 7, *Contested Territories* and Unit 8, *Antebellum Reform*.

Lynn Torrance Redlin

Lynn Torrance Redlin has been writing award-winning documentaries and scripts for film, video, multimedia, and Web business communications since 1980, creating broadcast and non-broadcast presentations for clients such as Oregon Public Broadcasting, Nike®, Intel® Corporation, and the Northwest Museum of Art. Ms. Redlin is a lifetime member of the Media Communications Association International, and is involved with the Oregon Media Production Association, the National Academy of Arts and Sciences–Seattle Chapter, and the Association of Women in Communications. Ms. Torrance Redlin wrote the video script for Unit 10, *Reconstructing a Nation*.

Paul Ringel

Paul Ringel is an assistant professor of American history at High Point University in North Carolina and specializes in nineteenth-century cultural history. He has taught American history to undergraduates for the past eight years at Brandeis, Harvard, Emmanuel College, and High Point University. He is also the historical content advisor for “The Time Warp Trio,” an animated children's television show broadcast weekly on NBC and Discovery Kids. His Web experience includes writing and editing the content for several of the companion Web sites to McGraw-Hill's American History textbooks. Mr. Ringel wrote the content for the Web interactives.

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Eric Slade

Eric Slade is an independent producer/director in Portland, Oregon. He worked as a producer on the OPB/Annenberg Media series *Rediscovering Biology: Molecular to Global Perspectives* and as series producer/director for OPB/Annenberg Media's *Bridging World History*. Mr. Slade also produces for the PBS series, *History Detectives*. His independent documentary *Hope Along the Wind* had its PBS premiere in June of 2002 and has screened at dozens of national and international festivals. Mr. Slade wrote the video script for Unit 9, *A Nation Divided*.

Steve Wright

Steve Wright is a writer and producer based in Austin, Texas. He uses diverse writing styles to develop both short-form and long-form projects, including documentaries, news magazine-style programs, multipart instructional videos, and other projects for television, businesses, universities, associations, and state agencies. He is a former television news reporter at CBS and NBC affiliate stations, and received the Associated Press's top honor for best documentary in the state of Texas. Mr. Wright wrote the video scripts for Unit 4, *Revolutionary Perspectives*; Unit 6, *The New Nation*; Unit 15, *The Progressives*; and Unit 16, *A Growing Global Power*.



PROGRAM HOST

Pat Kruis

Pat Kruis documented history as it happened as a journalist for over fifteen years, spending most of that time reporting for KGW-TV, the NBC affiliate in Portland, Oregon. She has written and co-produced full-length plays based on the stories of people who lived during World War II. Ms. Kruis hosted the video series.

PROGRAM NARRATION

Lew Frederick

Lew Frederick's direct involvement in the Civil Rights Movement placed him at the center of history for a time in Atlanta, Georgia (Frederick, et al vs. the Atlanta Board of Education). He taught history and other classes at a K-12 alternative school in Portland, Oregon. He reported present history for KGW-TV for seventeen years. For over a decade, Mr. Frederick was the chief spokesperson for the Portland public schools. He is a PhD candidate in Urban Studies/Speech and Communication at Portland State University, researching how the coverage of science and television news affects the economy of a region.

SITE AND SERIES CREDITS

Oregon Public Broadcasting

Oregon Public Broadcasting (OPB) is an award-winning producer of educational content with expertise in both traditional and new media approaches to formal education, community outreach, and television production.

OPB has produced many series for Annenberg Media, including *American Passages: A Literary Survey*, a multimedia series for college students; *Artifacts & Fiction: Workshop in American Literature*, a professional development workshop series for teachers on interdisciplinary approaches to American literature; and *Rediscovering Biology: Molecular to Global Perspectives*, a series to help in-service teachers update their content knowledge in the life sciences; and *Bridging World History*, a professional development course for high school teachers and students.

OPB produces Web sites, teachers' guides, and other curriculum materials to accompany textbooks and PBS broadcast series. Working in close concert with national academic experts, and advisory boards, OPB's staff has produced curriculum materials in the humanities and sciences for a variety of grade levels and teacher professional development.

Bergmann Graphics

Bergmann Graphics is a creative partnership built on strong production values and inspired by a love of design. Since 1994, Tim Bergmann and Cassie Caldwell have built visual communications for a wide range of small business and non-profit clients. Their mission is to provide integrated solutions for print, interactive, and time-based media through creative concepts, dynamic imagery, and technical expertise. Bergmann Graphics produced the program design for video, print, and Web, as well as the interactives.

RMC Research Corporation

RMC Research Corporation was organized in December 1970 as a private, technical consulting firm specializing in research, evaluation, training, and technical assistance for educational and human service agencies at the federal, state, and local levels.

Clients have included several federal agencies and departments, including the United States Departments of Education, Health and Human Services, Justice, and Labor; the Center for Mental Health Services; the Center for Substance Abuse Prevention; the Center for Substance Abuse Treatment; the Centers for Disease Control and Prevention, as well as the Corporation for Public Broadcasting. Offices are located in New Hampshire, Colorado, Virginia, Florida, and Oregon. RMC Research Corporation performed the formative and summative evaluation for the series.

SITE AND SERIES CREDITS

Red Door Films

Red Door Films is a Portland, Oregon-based production company, originally founded in 1989 as David Poulshock Productions, Inc. Mr. Poulshock is an award-winning producer, writer, and director of the WEE SING children's series, distributed by Universal Home Video. Red Door has produced numerous commercials, infomercials, and corporate films for clients, ranging from Goodwill Industries and the Oregon Lottery to Hewlett-Packard and View-Master 3-D. Mr. Poulshock served as chairman of the 2005 Willamette Writers Conference, is a member of the board of directors of the Northwest Academy, and is on the adjunct faculty of the Art Institute of Portland. In 2006, Red Door Films, led by Mr. Poulshock, filmed several reenactments, and served as lead writer and director on eight video episodes for *America's History in the Making*.

Tweak Interactive

Founded in 1999, Tweak Interactive is a marketing design and usability services firm. Their professional team is composed of designers, developers, writers, and usability experts all trained and experienced in the practice of user-centered design. Tweak has served such notable companies as Unicru, Tripwire, Hollywood Entertainment, Blue Cross/Blue Shield, InfoSpace, Wells Fargo, United Healthcare, and Serena Software. Tweak conducted the usability study for the *America's History in the Making* Web site interactive tools.

Production Team

Executive Producer: Meighan Maloney

Series Producer: Sam Ward

Senior Project Director: Catherine Stimac

Senior Project Manager: Doug Brazil

Production Managers: Candice Coleman, Joshua Wolfe

Multimedia Producers: Hillary Brown, Heather Chambers, Shervin Hess, Sean Hutchinson, Renato Rodriguez

Web Developers: Heather Hawkins-Young, Ben Kerney, John Kin

Associate Producers/Researchers: Stewart Boyles, Mike Crockett

Archivist: Mary Hager

Production Coordinator/Associate Producer: Laurance Johnson

Production Assistants: Melissa Gorgon Clark, Sho Ikeda, Rainy Knight, Sanghee Lee

Director of Photography: Harry Dawson

SITE AND SERIES CREDITS

Video/Online Editors: Tom Babich, Bruce Barrow, Pamela Chipman, Cathie Clifford,
Lisa Suinn Kallem, Jerry Pratt, Wendy Morgan

OPB Executive in Charge of Production: Jack Galmiche

OPB Executive Vice President National Productions: David Davis

OPB Director of Engineering, IT: Dave Fulton

OPB Production Services: Howard Beckerman, Bill Dubey, Milt Ritter, Gary Schiedel

Art Direction and Program Graphics: Tim Bergmann, Cassie Caldwell, Jefferson Vowell

Graphics Interns: Chris Marron, Kim Harshberger, Kendra Kurtz, Robert Atkinson

Program Theme Music: Cal Scott

Lead Text and Web Editor: Jennifer Ingraham

Text and Guide Editors: Margot Chase, Joanna Present-Wolfe