

Come Explore the World of Historical Imagination!

The Teaching American History Project is a unique professional development program for social studies teachers. Teachers, working with historians and a multi-disciplinary consulting team, actually DO history, using many innovative and exciting tools of historical inquiry. Teachers can then integrate these tools into their classroom lessons (no matter what content they are teaching). These tools include:

- Identifying questions to guide the research and analysis of a historical topic;*
- Examining the characteristics of each topic from different perspectives, suggesting possible causes and effects;*
- Locating and analyzing primary and secondary source documents;*
- Using historical maps and geographic data to answer historical and geographic questions;*
- Using reading strategies to explore challenging primary and secondary historical sources;*
- Using drama, expository, and narrative writing to interpret history.*

In the program, participants will:

- Understand the importance of historical imagination;
- Evaluate and interpret sources and information;*
- Learn, and receive support for using, the tools of historical inquiry with your students;
- Participate in colloquia with nationally-renowned historians;
- Work with primary and secondary documents, maps, and historical data for the four topics;*
- As a team, use the above tools of historical inquiry to explore one of the 2009 historical topics.

The Teaching American History Project is a program involving an integrated series of 10 Thursday afternoon/evening classes and 6 Saturday workshops plus a 5-day summer institute (January to June – 91 total hours). See the detailed schedule for days and times.

In order to meet the goals stated above, teachers are required to commit to the entire TAH program sequence.

*Oregon Social Studies or Literacy Standard

Teaching American History 2010 Historical Topics:

1776: Year of Decision. Historians have long noted that the American Revolution was a process as much as an event and that its political facets could not be separated from powerful social, religious, and intellectual developments. People from diverse ethnic backgrounds, classes, regions, and walks of life faced a choice: whether to remain loyal subjects of Great Britain or to cast their lot with a movement for independence from and war with the most powerful nation in the world. At the time, the American Revolution constituted a radical act without precedent that seemed unlikely to succeed, an act that forced North America's diverse populace to make very difficult decisions.

1861: Year of Decision. Early in 1861 Robert E. Lee turned down an offer to head the U.S. Army as he was not willing to take up arms against his fellow Virginians. Along with Lee, thousands of people had to decide which side to take during the war—or whether to fight at all. The Civil War settled two great issues that had been left unsettled at the Constitutional Convention two generations before: the extent of states' rights and the future of slavery. But these were also questions for ordinary individuals who grappled with conflicting loyalties and principles in this momentous conflict.

The Decision to Build and Drop the Atomic Bomb. In the history of technology, no decision has been comparable in consequences to the United States' choice to build and drop the Atomic Bomb on Hiroshima and Nagasaki. There were two key decision makers in this story: President Franklin Roosevelt and his successor, Harry S. Truman. Teachers and students will explore the organization of the mammoth project necessary to create the device and glimpse the agony of the leadership role generated by the decision to unleash the most terrible weapon in the history of warfare. They will also study the discrepancy between current historians' views of the necessity of the bomb and the values of the day in which it was used.

Immigration and Nationality Act of 1965. The ideas and imperatives of the Cold War, the Great Society, and the civil rights revolution combined in legislation that fundamentally changed U.S. immigration policy – and ultimately the composition of the American population – by abolishing the national quota system that had favored immigrants from Western Europe and limited “undesirables” from other parts of the world. The old law's racial bias contradicted emerging American values and the self-proclaimed role of the United States as a defender of freedom and equality. By welcoming immigrants from all nations equally, immigration reform found its roots in the Great Society and became part of the propaganda battle of the Cold War.

Participating teachers will receive...

- 6 PSU Graduate Credits (or Extended Pay) for PSU History courses in Winter/Spring Term January-June 2009.
- Extended pay for the 5-day Summer Institute in June 2010 (30 hours).
- Rich historical content delivered by local and national historians and support from a team of consultants, including geographers, a dramaturge, and curriculum specialist.
- Classroom tools for historical and geographic inquiry to use in your classroom.
- A field trip to a local site rich in history.
- Technology support and instruction,, including Google Documents and Google Earth.
- Primary source documents and mapping resources.

In return, participants agree to...

- Attend and participate in the TAH winter and spring courses and the 5-day summer institute.
- In a team, develop a classroom guide for one of the historical topics incorporating historical inquiry tools.
- Assist in providing student assessments to measure evidence of higher achievement in history/social studies content per USDOE requirements.
- Participate in teacher assessments to demonstrate evidence of knowledge and understanding of U.S. History per USDOE requirements.
- Implement TAH program elements into curricula and classrooms.
- Develop, exchange, and demonstrate ideas, tools, and targeted strategies for working with various levels of learners.