

Stanford University
Graduate School of Education
Summer 2021

ED 268A: Teaching History/Social Science
3:00-5:50pm

(note: this is a living document that will be adjusted; always make sure you are consulting the latest version)

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Education 268 A is the first part of a three-part course in the teaching and learning of history/social science.

The summer quarter is a whirlwind introduction to the themes and issues we will explore until the end of our time together, nine months from now (C&I goes on for three quarters, summer, fall, and winter). Our course draws on the frameworks laid out in the [California History-Social Science Standards](#). We also draw on the Common Core State Standards for History/Social Studies, which the State of California adopted (see the pdf document, pp. 60-63, at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf).

The study of history forms the core of the social studies. Rather than ask you to take sides in the ongoing headline-grabbing History War (wars that often polarize us more than we already are), our goals together are four-fold; first, we will consider what historical thinking is and how it differs from the memorization of names and dates. Who writes the history that kids read in textbooks? Whose voices are elevated and whose are muted? We will explore how historical questions arise, and how we go about answering these questions and creating new knowledge. Second, we will explore what it means to *learn* history. How do we cultivate critical thinking and how does it develop over time? What kind of thinking can we expect from our students and how do we push them forward so that they feel empowered to make knowledge—not just consume it?

Third, we will consider what it means to *teach* history in real classrooms, where many students have reading levels that result from how this country miseducates those most in need. If we want students to interpret primary sources and do serious intellectual work, we will need to provide targeted instruction in historical reading and writing. Over the next 9 months, you will be introduced to instructional methods that integrate the teaching of history with the teaching of reading and writing. Our goal is to help you become teachers of your subject matter, but *also* teachers who possess skills for developing students' capacities as literate and powerful members of society. To this end, the course will incorporate aspects of what is increasingly referred to as a

“practice-based” approach to teacher education. We will create opportunities for you to rehearse and receive feedback on your own enactment of pedagogical techniques, moves, and repertoires. Last but certainly not least: We will discuss broader questions of why we study history in the first place and how history can serve to help us better understand ourselves, improve our society, and offer hope for a better future.

Today’s students live in a digital world. They are more likely to become informed about the issues that impact them, their families, and their communities by looking at a screen than by going to the library. In previous generations, the big question facing people was how to find information. Today, when we have mountains of information at our fingertips, the crucial question is whether, once found, this information should be *believed*. It falls on our shoulders as teachers to help students navigate the digital Wild West—where practically nothing is as it seems. When fake cures for the Corona virus flood the Internet, these skills became issues of life and death. Thus, another goal of this class (which will continue into the following quarters as well) will be to introduce you to ways to prepare your students to evaluate about what they find on the Internet.

A typical social studies teaching position is one in which you are teaching the 11th-grade American History curriculum, the 10th-grade World History curriculum, possibly a 12th-grade government or economics course and/or the 9th grade ethnic studies course. *No teacher, starting out, can know everything about the myriad topics they’ll have to teach!* In this course you will start to develop *pockets of deep knowledge* about topics that typically get taught, but doing so from a perspective that goes beyond the flat narratives found in textbooks. This is known as “post-holing” (a metaphor that comes from planting posts deep in the ground when building a fence). Post-holing is the opposite of trying to “cover” everything—an approach that results in a curriculum that’s a mile long and inch deep. Over time, you will develop more and more “pockets.” Don’t feel bad if the ones we focus on this quarter are new. You signed up to become a teacher. Part of the contract is a life-long commitment to always being a learner.

REQUIRED READINGS¹

- Loewen, James W. (2018). *Teaching What Really Happened* (2nd edition, if possible). New York: TC Press. (also on e-reserve, see Appendix D)
- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.
- All other readings/materials on canvas: <http://canvas.stanford.edu>

OFFICE HOURS

We will figure out the best times for office hours during the first few sessions of class.

GRADES

¹We will continue to use several of these books during Fall & Winter quarters as well.

Congratulations! You made it to graduate school. Isn't it time we downplayed grades? Stanford, however, requires that we assign one. Sometimes, when working for a large organization, it's worth taking on the bureaucracy. Other times the battle just depletes you and drains you of energy. In this Catch 22, fortunately, there are hacks. So, let's be clear: in this course we expect everyone to get an A. An A means you did quality work. If there's an assignment that doesn't meet our standard of quality, we'll talk to you about it and ask you to re-submit.

ASSIGNMENTS

Snapshot Autobiography: The “Snapshot Autobiography” is intended to be a short introduction to the themes of historical writing: issues of selection, significance, storytelling and truth. Take an 8 ½ by 11 sheet of paper and fold it, accordion-style, so that it forms three panels—or, counting front and back, six panels. The *first* panel is the title page for your “Snapshot Autobiography”; the back page is reserved for an “*About the Author*” section. This leaves four panels. In each of the four panels select the four most important events that have shaped you as a person (everyone should begin, in Panel 2, with “My Birth”). Fill two-thirds of each panel with your narrative and use the bottom third as a place to illustrate your narrative with a small (hand-drawn) picture.² Don't spend a lot of time on the pictures or the narrative. Give your Autobiography *a title* that captures its essence. Have fun! (note: there is an explanatory video on the Canvas site, for Session #2) **Due: this Thursday, July 29.**

Blog Posts: Over the sessions of this course, we will ask you to make 3 blog posts that respond to the readings and/or issues brought up in class. These posts open up a channel of communication between us that is often not afforded during class time. Think of these entries as informal letters where you are free to share reactions, questions, associations, or comments in creative, nonjudgmental space. You will post these comments to Canvas and your colleagues will be free to comment on them and ask you questions.

Discussion Leaders: You will have an opportunity with one of your colleagues to lead 20-minute discussion of the readings. A lot of what you will be doing as history/social science teachers is engaging kids in discussion—finding ways to draw them out and having them formulate ideas in words. Cultivating a good discussion is not easy in face-to-face instruction (it's even harder on Zoom!). Doing this in C&I this summer will start the process of having you think about the kinds of questions that draw people out. (see Appendix A for tips)

“Restoring the Missing Chapter” Lesson Plan: For this assignment, you will create a one-day, 50-minute lesson that challenges students' notions that history is already finished and that what appears in the textbook is “history.” (And, by extension, what's not in the textbook lacks significance and thus is not part of “history.”) As part of a series called “Missing Chapter,” VOX has created 14 short (~15 minute) videos, each of which examines a topic in American history that has been excluded (or covered minimally) from traditional textbooks. Each of you will choose a video and build a lesson around the topic of that video. After selecting your topic, you will need to supplement the video and textbook excerpt with several other texts, either short

² Hand-drawn, really. This is a clipart-free zone!

primary sources, political cartoons, or excerpts from secondary sources on your topic. (See Appendix B for the instructions for completing this assignment.)

Group Project: *Racializing the Curriculum*: This year we will post hole the Philippine-American War. It will be a group project that we will do collectively, with each group taking on a different part of the challenge. On the last day of class, the class as a whole will present the curricular resources we have developed. (See Appendix C)

SCHEDULE OF SUMMER READINGS/CLASSES

All readings, except those from the required books, are posted on Canvas
Discussion leaders for that session are listed below the readings in green

Session 1: Monday, July 26 Introduction to C&I

Read before class: (important note: readings are listed in the order you should read them—they'll make the most sense that way)

- James Loewen, *Teaching What Really Happened*, pp. 1-48 (2nd edition; if 1st edition, Intro and Ch. 1, "The Tyranny of Coverage")
- Conway, Michael. The Problem with History Class. *The Atlantic*
- Children's Story, *Pocahontas*
- Excerpt, Townsend, C. (2004). *Pocahontas and the Powhattan Dilemma*. [very short, but please read closely]
- Twitter thread on historian *Mark Bloch*

Session 2: Thurs. July 29

Read before class:

Historiography: Inside Game of History

- Holt, Tom (1990). *Thinking Historically: Narrative, Imagination, and Understanding*. New York: College Board. Learn a bit about Prof. Holt at, <https://history.uchicago.edu/directory/thomas-c-holt>
- Wineburg, S., & Reisman, A. (2009). Disciplinary literacy in History. *Journal of Adolescent & Adult Literacy*.
- Levstik, Linda, & Barton, Keith (2011), Teaching Means Scaffolding. In *Doing History: Investigating in Elementary and Middle Schools* (pp. 17-18). New York: Taylor & Francis.
- Excerpt, U.S. history textbook, section on the Spanish American War
- Excerpt, Nell Irvin Painter, *Standing at Armageddon*, chapter, "White Man's Burden"

[Discussion leaders on Holt: Jesse, Tamiko, Chelsea]

§ Assignment Due: *Snapshot Autobiography*

Session 3: Mon, Aug. 2

Beyond Tokenism

Read before class

- Anderson, Richard, Notion of schemata & the educational enterprise.
 - Peterson, Farah. Black Lives and the Boston Massacre, *American Scholar*
 - Wineburg, Sam. Silence of the Ellipses. *Phi Delta Kappan*.
 - Immerwahr, Daniel, History isn't just for Patriots, *Washington Post*.
 - Painter, Nell, Sojourner Truth, *Washington Post*.
- [Discussion leaders on Peterson, Wineburg: Jessica, Chloe, Juan]

Session 4: Thurs. Aug 5

Reading in the History Classroom: Massacre in Tulsa

Read before class

- The Massacre of Black Wallstreet, *The Atlantic*, <https://www.theatlantic.com/sponsored/hbo-2019/the-massacre-of-black-wall-street/3217/>
- 60 Minutes, Tulsa Massacre, ([12 minute video clip](#))
- Code Switch, Tulsa, 100 Years Later ([30 minute podcast](#))

PRIMARY SOURCE DOCUMENTS

- B.C. Franklin's letter
- Photos of Riot-- <https://greenwoodculturalcenter.com/1921-tulsa-race-massacre>
- The Tulsa World "Race War Rages for Hours After Outbreak at Courthouse"
<https://chroniclingamerica.loc.gov/lccn/sn85042345/1921-06-01/ed-1/seq-1/#words=RACE+RIOT>
- The NYT "85 Whites and Negroes Die in Tulsa Riots"
- Excerpt of minutes from Chamber of Commerce

Session 5: Mon. Aug. 9

Opening Up the Textbook

Read before class:

- Wineburg, Sam, "Opening Up the Textbook," *Education Week*.
- Robinson, Jo Ann (2001). *Montgomery Bus Boycott and the Women Who Started It*. Knoxville, TN: University of Tennessee Press.

Session 6: Thurs., Aug. 12 *Jigsaw: Gay Rights as a Civil Rights Issue*

Read before class

note: videos are linked below; they are not on Canvas

The focus of this session #6 is two-fold. First, to deepen your knowledge about the “Gay Rights Movement” and to understand it as part of the struggle for civil rights; and second, to understand the context that led to the Stonewall riots. In class, with the help of your colleagues, you will design a short lecture that helps students understand the context that led up to Stonewall.

[Everyone reads/watches/]

[note: the following order of resources is intentional]

- Aronson, Elliot, *Basic Jigsaw*, pages 1-11 (rest is optional)
(this is background on where *Jigsaw* comes from and why do it)
- Stanford History Education Group lesson plan on Stonewall (student material) [note: As you scan this lesson plan, think about what you would need to understand what led up to it]
- ([video](#), 5 min.) Background on California’s *FAIR Education Act*, YouTube video from OurFamilyCoalition
- ([video](#), 4 min). HistoryChannel, How the Stonewall Riots Sparked a Movement,
- ([video](#), 9 minutes) YouTube video, CBS, *This Morning*, “The Lavender Scare”
- ([video](#), 3 minutes) trailer from the movie, *Cured*

JIGSAW READINGS/VIDEOS

• Group A, *Lavender Scare*: As you read the following, recognize that you will be *teaching* your colleagues about the major points in these readings. Take notes. Jot down at least 5 important points from these readings that you’d want to tell someone who hadn’t read them.

- “The United States Government’s Anti-Gay Lavender Scare Explained,” [Teen Vogue](#) (a PDF of the article is in Canvas, but it’s better to read online because of the active hyperlinks)
<https://www.teenvogue.com/story/united-states-governments-anti-gay-lavender-scare-homosexuality-communism>
- (Podcast, 5 min), [Retropod](#), Frank Kameny, Washington Post podcast by Mike Rosenwald
Alternative link [here](#).
- *excerpt*, Hoey Report (1950)
- [OPTIONAL— “These People Are Frightened to Death,” Congressional Investigations and the

Lavender Scare,” *Prologue: Quarterly of the National Archives*, Summer, 2016.]

- Group **B** reads/watches, *Medicalizing LGBTQ people*

As you read the following, recognize that you will be *teaching* your colleagues about the major points in these readings. Take notes. Jot down at least 5 important points from these readings that you’d want to tell someone who hadn’t read them.

- Kirchick, James, “The Long War against a Gay Cure”
- Time Magazine*, February 12, 1965
- Scot, “Shock the Gay Away,” Huffington Post

- Group **C** reads, *Broader Historical Context*

As you read the following, recognize that you will be *teaching* your colleagues about the major points in these readings. Take notes. Your goal in this jigsaw will be to provide the broader historical context for the Gay Liberation Movement, and where it fits in the larger context of liberation movements in American history. Jot down 3 to 4 important summary points that you would want to tell someone who hadn’t read these two readings.

- excerpt, Jill Lepore
- excerpt, Linda Hirshman

§ **Assignment Due:** Rough Draft, “Restoring Missing Chapter”

Session 7: Mon, Aug. 16 Structured Academic Controversy (SAC)

Read before class:

- Amanda Ripley, “[Complicating the Narrative](#), *Medium* (also in Canvas folder, but without the hyperlinks)
- Johnson and Johnson, Critical thinking through structured controversy. *Educational Leadership*
- (video) Nina Totenberg *NPR*, YouTube, [Gay Couples Rights vs. Artistry](#)
- Masterpiece Case: Two Different Views (short articles from the *Forward* and the *Wall Street Journal*)

Session 8: Thurs., Aug. 19 Presentations/Wrapping Up

Read before class:

- Wiggins, Grant (1989). Futility of Trying to Teach Everything of Importance. *Educational Leadership*, 47(3), 44-59.
- Schultz, Kathryn (2016). Citizen Khan. *The New Yorker*

[Discussion leaders: Nayeli, Eric, Thianne]

Restoring Missing Chapters Assignment Due
Friday night, August 20, by 11:59 pm, to be submitted electronically, via upload to Canvas

APPENDIX A: DISCUSSION LEADERS

Leading a discussion isn't easy. That's why everyone will have a chance to kick off a discussion about the readings at least once during the summer quarter (and again, in Fall).

Find a time to put your head together with your discussion partner. With your partner, think about how you're going to engage the readings with your classmates.

First, figure out what you think are the main points of the readings you've been assigned (they are listed on the syllabus—not all readings for that day need to be discussed). The most basic questions are “getting on the same page” questions—those that get at what the author of the article is saying before getting to the stage of “*what do think about what the author is saying.*”

You'll want to prepare 2-3 of these ‘getting on the same page’ questions.

Next, you'll want to prepare 2-3 questions that get to the *heart* of the articles—questions that focus people on the meaning of the text—how the readings connect to each other, to teaching, to people's experiences? What are parts of the article(s) spoke to people or that sparked new ideas or ways of thinking?

Consider different ways of eliciting *viewpoint diversity*—and *prepare* some of these prompts so you have them at your fingertips. Good standbys include: “Are there other ways to look at this?” “Are there voices that see this from a different angle?” “Who can build on what ___ just said?”

You'll want to engage people who haven't spoken. Example: “I notice that you, Emma, haven't said anything. What do you think about what Antonio just said?” Or, “I'd like to provide space for people who haven't yet had a chance to speak.” (And then you can wait a bit).

The mnemonic **ABA** is always useful to keep in mind when asking follow-up questions.

Agree—Who agrees?

Build—Who can build on what Jorge just said?

Alternative—Are there alternatives? Other ways of seeing?

Plan ahead how you will encourage participation from everybody.

You will have **20 minutes** (sharp) for leading and concluding the discussion.

APPENDIX B: RESTORING MISSING CHAPTERS ASSIGNMENT

Restoring the Missing Chapter: For this assignment, you will create a 50-minute lesson about an overlooked moment in history that illustrates a broader historical theme (ex: Topic/Tree=John Smith, Pocahontas, Theme/Forest=historiography and Colonizing/Christianity). You will write a Central Historical Question (CHQ) that focuses students on the aspects of the event relevant to your theme and create a document set (primary sources, political cartoons, and/or excerpts of secondary sources) which will help students to answer your CHQ.

Choosing a Topic. Select your topic from one of VOX’s “Missing Chapter” videos. There are 14 videos, and each of you will select a *different* topic. (We purposely want to hear 9 different “Missing Chapters.”) Sign up for your topic on this [doc](#).

Format: Your final assignment should be organized into 4 parts.

Part 1: Connect your event to broader themes. These videos are interesting, but are made important because they are illustrative of key themes in American history. In carefully written paragraph, not to exceed 350 words, describe how your event is illustrative of at least two important themes³ in American history. For example, for Emma’s lesson on the Tulsa Race Massacre (session 4), she will focus on the broader theme of historiography and the manipulation of historical memory. Discuss the way your topic fits into the broader fabric of American history and explain how this event relates to the themes you’ve selected. This is an opportunity for you to begin thinking about what themes in American history you want to focus on in your classroom.

Part 2: Framing a Central Historical Question. Beyond broad themes, your lesson should be a contained, 50-minute whole. You can designate what content precedes this particular lesson and what will come after. However, for this lesson, you should frame a question that can be explored in 50 minutes.⁴ Here are three tests for a CHQ: a) you can answer it in different ways that don’t line up uniformly (even if they might tilt to one side); b) answering it demands inputs (AKA “evidence”) rather than something that can be addressed by existing opinions and values; c) in general, answering it explains or interprets, not just describes. Compare these two questions: “What resources were mobilized domestically during WWII to aid in winning the war?” versus “How did the mobilization of resources during WWII create major changes in American society?” The former describes; the latter one aims to explain.

Part 3: In two to three pages (single spaced), write up a mini-lesson that contains the following sections: goals for student learning; the sequence of activities you will use to achieve these goals; the materials (two to three sources, not to exceed one page in length per source⁵) you will use and how you will scaffold these sources; a rough estimate of how much time each activity will take; and how you will close the lesson. Be sure to add what you imagine students will learn after this particular lesson. *Note: If it is easier, this section can be written in non-essay, bulleted form.*

³ See Loewen pg. 26 for more, or come up with your own.

⁴ So, for example, on the first day of class, our inquiry began with the question, “Did Pocahontas save John Smith?”

⁵ The notes below each video contain great sources that can serve as a starting place for building a doc set.

Part 4: It is essential that the documents you select speak to each other and give students the tools to answer your CHQ. In one page, explain how your documents are in conversation with one another. Your documents should extend your students' understanding beyond what is in the video, illuminate another aspect of the event, contradict or challenge a piece of the video's narrative, and/or gives key background information or context about the event.

First Draft: Due Wednesday, August 11th Rough draft of assignment, with particular focus on the Central Historical question and document set, considering how the documents connect with one another and how they deepen/expand students' understanding of topic.

Final Draft Due: Friday night, August 20, by 11:59 pm, to be submitted electronically, via upload to Canvas.

APPENDIX C: GROUP PROJECT

Racializing the Curriculum: *The Philippines-American War*

Did you notice anything about the title above?

When conventional U.S. history textbooks treat the war in the Philippines, it's bracketed under the "Spanish-American War." If it is called *anything*, it's not referred to as a "war" but an "insurrection" (see below, a monument in Seattle's Woodland Park). The dictionary defines an insurrection as a "a violent uprising against a sovereign government."

Let's pause and think about that for a moment.



the Philippines

3) Dehumanization of Filipinos in Human Zoos at the 1904 St. Louis World's Fair

Actually, let's think about it for the duration of our time together this summer. I imagine that even if you know something about the war in the Philippines, you might not know about the role of race in that war. That's because textbooks hide it.

The issue of race is at the heart of the American colonization of the Philippines. Its role is almost always elided, obscured, underrepresented, skated over or . . . just *plain ignored*. As you will see, everything about this sordid chapter in American history has race at its center.

As a class, we will create a set of curriculum materials that puts race, racism, and religious prejudice at the center of the war in the Philippines. We will do this by focusing on three aspects of the conflict:

- 1) Racial/Religious Justifications for Colonization of the Philippines
- 2) Experience of Black Americans in

We will tackle this project by dividing the class into three groups. Along with members of your group, you will make your way through the material that we've assembled with the goal of "getting smart quickly." You will be doing two things simultaneously: learning new content *and* thinking about how to teach this topic to high school students. Each of the three groups will plan a one-day lesson (50 minutes of instruction) on their assigned topic. But the three-lesson unit needs to be coordinated. One member of each group will serve as the *liaison* to the other two

groups so that the lessons echo each other and form (to the best extent possible) a cohesive whole.

Each lesson should be accompanied the following resources:

- a) A one-page introduction to the lesson, written for teachers who happen to chance upon these materials on a website like teacherspayteachers.com. (later down the line I'll provide a template)
- b) Two to Three Primary or Secondary documents (each one not to exceed 350 words—you may use ellipses)
- c) Two to Five Photos/Images (which can include *editorial cartoons*)
- d) (*if applicable*) video (not to exceed 5 minutes)

Getting Started on this Assignment

By Friday, **July 30**: Groups Assigned

By Wed, **August 4**:

- Read intro materials assigned to your group.
- Meet as a group to divide up additional readings/video viewings

By Tuesday, **August 10**:

- Meet with group members to discuss all materials and create a general outline for the lesson (remember, a broad sketch until the liaisons meet)

**Liaisons schedule their meeting, bring findings back to group so that they can complete lesson.

By Friday **August 12** groups schedule meeting with Sam during office hours after the liaison has met with their group

On **August 19**: 12-15 minute presentation of lesson/materials to class

APPENDIX E: LIST OF TEXTBOOKS ON RESERVE IN CUBBERLEY LIBRARY

- Ahmed, Iftikhar. 2004. *World Cultures: A Global Mosaic*. Teachers ed. Upper Saddle River, NJ: Prentice Hall.
- Andrea, Alfred J. and James H. Overfield. 2001. *The Human Record: Sources of Global History*. 4th ed. Boston: Houghton Mifflin.
- Appleby, Joyce, Alan Brinkley, Albert S. Broussard, James M. McPherson, Donald A. Ritchie, and Jay McTighe. 2018; 2018. *United States History and Geography*. Teacher ed. Columbus, OH: McGraw-Hill Education.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, Glencoe/McGraw-Hill, and National Geographic Society. 2000. *The American Journey: Building a Nation*. Teacher's wraparound ed. New York: Glencoe/McGraw-Hill.
- Appleby, Joyce, Alan Brinkley, James M. McPherson, and National Geographic Society. 2003. *The American Journey*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Ayers, Edward L., Sam Wineburg, and Holt, Rinehart, and Winston, 2007. *American Anthem*. Teacher's ed. Austin, Tex.: Holt, Rinehart, and Winston.
- Boorstin, Daniel J., Brooks Mather Kelley, Ruth Frankel Boorstin, and Daniel J. Boorstin Collection. 2002. *A History of the United States*. Annotated teacher's , 6th ed. Needham, Mass.: Prentice Hall.
- Bower, Bert and Jim Lobdell. 2002. *History Alive! The United States*. History Alive. Palo Alto, Ca.: Teachers' Curriculum Institute.
- Brady, Charles and Philip Roden. 2008. *Document Based Questions in American History*. Evanston, Ill.: DBQ Project.
- . 2005. *Document Based Questions in World History*. Evanston, Ill.: DBQ Project.
- Bragdon, Henry W., Samuel Proctor McCutchen, and Donald A. Ritchie. 1998. *History of a Free Nation*. Teacher's wraparound ,. New York: Glencoe/McGraw-Hill.
- Briggs, Bonnie-Anne and Catherine Fish Petersen. 1999; 1997. *Brief Review in United States History and Government*. Needham, Mass.: Prentice Hall.
- Bulliet, Richard W. 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- . 2001. *The Earth and its Peoples : A Global History*. Boston: Houghton Mifflin.
- Cagniard, Pierre and James Alloco. 2000. *World History : People & Nations*. Annotat teacher's ed. Austin: Holt, Rinehart and Winston.
- Craig, Albert M. 2003. *The Heritage of World Civilizations*. Combin , 6th ed. Upper Saddle River, NJ: Prentice Hall.
- Danzer, Gerald A. 2003. *The Americans*. Teacher's ed. Evanston, IL: McDougal Littell.
- Danzer, Gerald A., J. Jorge Klor de Alva, Larry S. Krieger, Louis E. Wilson, and Nancy Woloch. 2014. *The Americans : Beginning to 1914*. Teacher's Edition ed. Orlando: Holt McDougal.
- Davidson, James West, Mark H. Lytle, and Michael B. Stoff. 1992. *American Journey : The Quest for Liberty since 1865*. Annotated teacher's ed. Englewood Cliffs, N.J.: Prentice Hall.
- Davidson, James West, Michael B. Stoff, Herman J. Viola, Inc Prentice-Hall, and American Heritage Publishing Company. 2003. *The American Nation*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Deverell, William and Deborah G. White. 2006. *United States History*. Holt California Social Studies. Orlando, Fla.: Holt, Rinehart and Winston.

- DiBacco, Thomas V., Lorna C. Mason, and Christian G. Appy. 1992. *History of the United States*. Concise ed. Boston: Houghton Mifflin.
- Drewry, Henry N. and Thomas H. O'Connor. 1995. *America is*. Teacher's annotated ed. New York: Glencoe.
- Ellis, Elisabeth Gaynor, Anthony Esler, Burton F. Beers, Kathleen J. McKee, and inc Prentice-Hall. 2003. *Prentice Hall World History : Connections to Today*. Teacher's ed. Upper Saddle River, N.J.: Prentice Hall.
- Ellis, Elisabeth Gaynor, Anthony Esler, and Inc Pearson Education. 2014. *World History*. Teacher's ed. Upper Saddle River, N.J.: Pearson.
- Esler, Anthony. 2004. *The Human Venture : From Prehistory to the Present*. Combin , 5th ed. Upper Saddle River, N.J.: Pearson Education.
- Farah, Mounir, Andrea Berens Karls, and National Geographic Society. 2001. *World History : The Human Experience*. New York, N.Y.: Glencoe/McGraw-Hill.
- . 2001. *World History : The Human Experience* :. Teacher's wraparound ed. New York, New York: Glencoe/McGraw-Hill.
- Farah, Mounir, Andrea Berens Karls, National Geographic Society, and Glencoe/McGraw-Hill. 2003. *World History, the Human Experience : The Early Ages*. New York, N.Y.: Glencoe McGraw-Hill, c2003.
- Foner, Eric. 2008. *Give Me Liberty! : An American History*. New York ;London: W.W. Norton & Co.
- Garraty, John A. 1993. *The Story of America*. Annotated teacher's ed. Austin: Holt, Rinehart, and Winston.
- Greenblatt, Miriam, Peter S. Lemmo, and Glencoe/McGraw-Hill. 2001. *Human Heritage : A World History*. Teacher's Wraparound Edition ed. New York: Glencoe/McGraw-Hill.
- Hakim, Joy. 2003. *A History of US*. New York: Oxford University Press.
- Hanes, William Travis, Toyin Falola, Theodore K. Rabb, and Holt, Rinehart, and Winston, inc. 1999. *World History : Continuity & Change*. Teacher's ed. Austin Tex.: Holt, Rinehart and Winston.
- Lapsansky-Werner, Emma J. 2010. *United States History*. Student ed. Upper Saddle River, N.J.: Pearson.
- McNeill, William Hardy. 1997. *A History of the Human Community : Prehistory to the Present*. 5th ed. Upper Saddle River, N.J.: Prentice Hall.
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