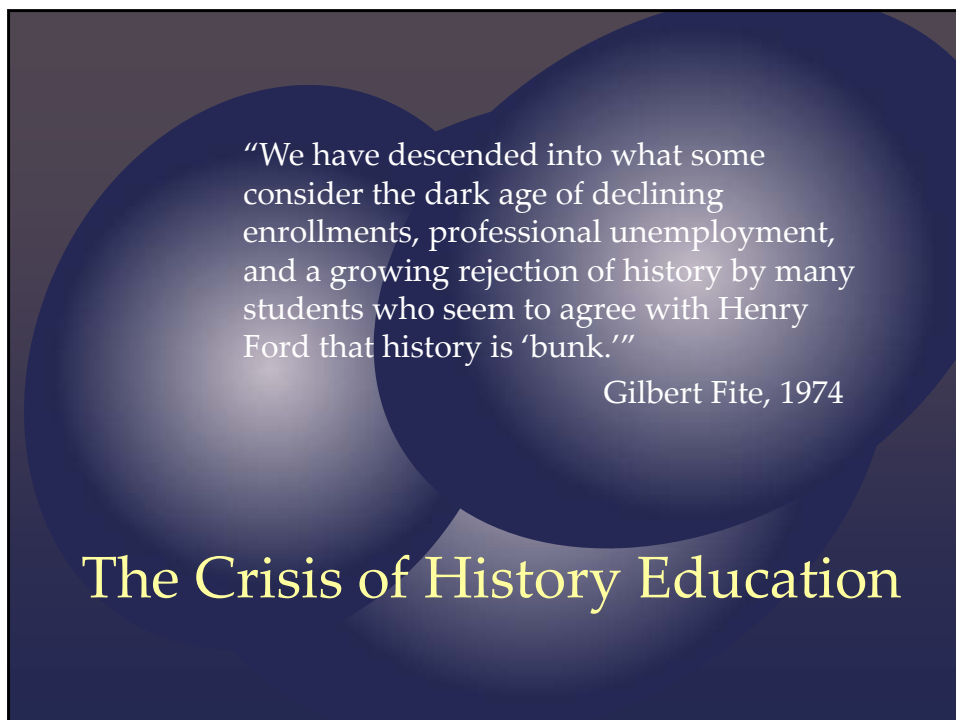


The End
of the History Survey

{ Rethinking the Introductory History Course

Lendol Calder
Augustana College



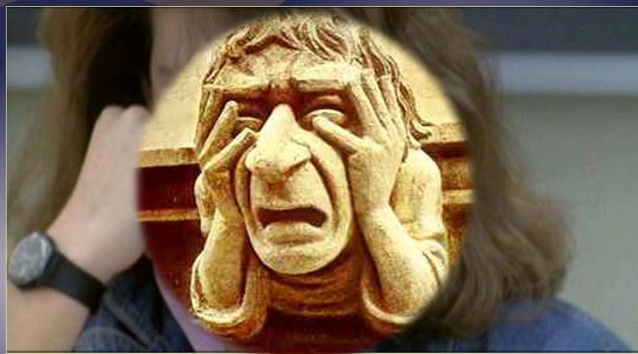
"We have descended into what some consider the dark age of declining enrollments, professional unemployment, and a growing rejection of history by many students who seem to agree with Henry Ford that history is 'bunk.'"

Gilbert Fite, 1974

The Crisis of History Education



Ferris Bueller's Day Off (1986)



The Obvious Harm

The Nation's Report Card
U.S. History 2010
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS AT GRADES 4, 8, AND 12

With highlighted results from the 2009 High School Transcript Study

Another Harm

QUESTION:
Identify the President and tell why he was important

ANSWER:
Abraham Lincoln
46.58% correct

"Less than one-quarter of students perform at or above the *Proficient* level in 2010."

History is the story of the past. Historians gather the facts and ideas that were going on during important periods of our past and write it down so the future generations can learn about it.

Question: What is history?

A Less Obvious Harm

boredom

misconceptions about history

poor test performance

Are there other harms?

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Tuesday, May 16 2006 - Resources and Materials

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> **The Facts Speak for Themselves** Well-sourced listing of facts about 9/11, updated regularly, hosted at 911TruthNews.com
> **Complete 9/11 Timeline and Loss of Civil Liberties Since 9/11**, Searchable database resources from 'mainstream' sources
> **9-11 Research: An Attempt to Uncover the Truth About September 11th, 2001** (Outstanding, well-organized, solid research)
> **Top 40 Reasons to Doubt the Official Story of September 11th, 2001**
> **Nanothermite information** Why were military-grade explosive chips found in the towers' dust throughout Lower Manhattan? Peer-reviewed paper, more information and summary.
> **International Center for 9/11 Studies** Not-for-profit organization dedicated to the scientific

THE TOP 40

REASONS TO DOUBT THE OFFICIAL STORY OF SEPTEMBER 11th, 2001

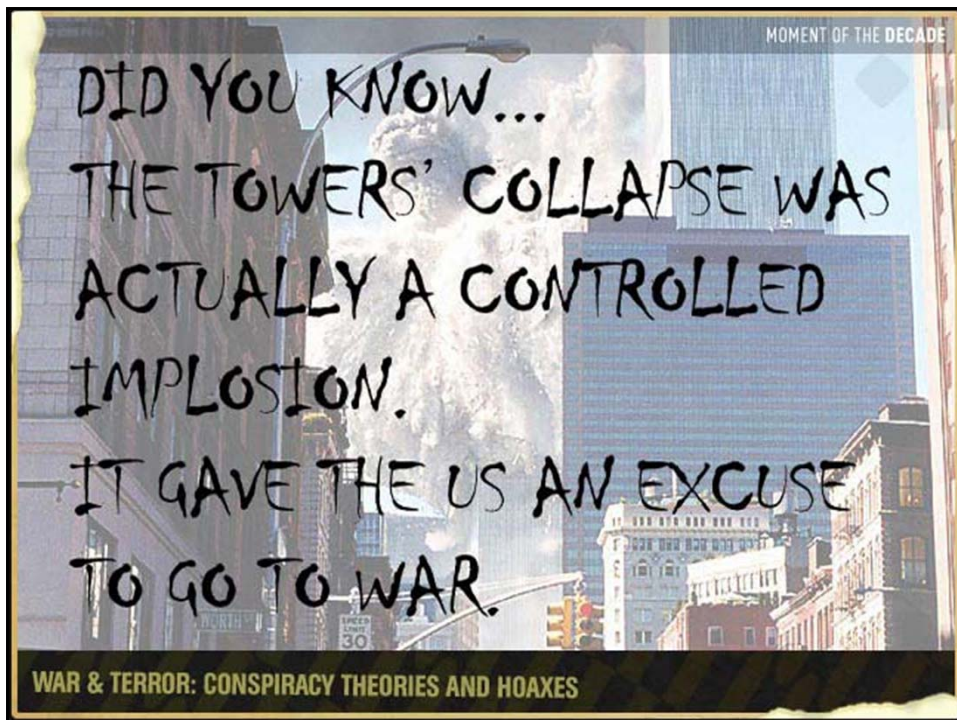
... An outline in simple talking points ...

We are continuing to compile the best documentation links for every single point on this page, and intend to post the updated version and more from the info. This is a significant and time-consuming process--if you have useful links, please send them to janice[at]911truth.org. If you use the search function with title key words, you will discover that 911Truth.org is home to articles backing virtually every point available at the [Complete 9/11 Timeline](#) (hosted by cooperativeresearch.org), the 9/11 Reading Room ([911readingroom.org](#)), and complaint ([Justicefor911.org](#)). For physical evidence discussion, see Point 7.

THE DAY ITSELF - EVIDENCE OF COMPLICITY

- 1) **AWOL Chain of Command**
 - a. It is well documented that the officials topping the chain of command for response to a domestic attack - George W. Bush, Donald Rumsfeld, and others - all found reason to do something else during the actual attacks, other than assuming their duties as decision-makers.
 - b. Who was actually in charge? Dick Cheney, Richard Clarke, Norman Mineta and the 9/11 Commission directly conflict in their accounts, such that several (or all) of them must be lying.
- 2) **Air Defense Failures**
 - a. The US air defense system failed to follow standard procedures for responding to diverted passenger flights.
 - b. Timelines: The various responsible agencies - NORAD, FAA, Pentagon, USAF, as well as the 9/11 Commission - gave radically different accounts of what happened, such that several officials must have lied, but none were held accountable.
 - c. Was there an air defense standdown?
- 3) **Pentagon Strike**

How was it possible the Pentagon was hit 1 hour and 20 minutes after the attacks began? Why was there no response from Air National Guard units charged with defending the skies above the nation's capital? How did Hani Hanjour, a man who failed a





It is very important that you learn about *traxoline*.
 Traxoline is a new form of *zionter*. It is *montilled* in
Ceristana. The Ceristianians gristerlate large amounts of
 fevron and then brachter it to quasell traxoline.
Traxoline is important because of our zionter lesige.

- 1) What is traxoline?
- 2) Where is traxoline montilled?
- 3) Why is traxoline *important*?

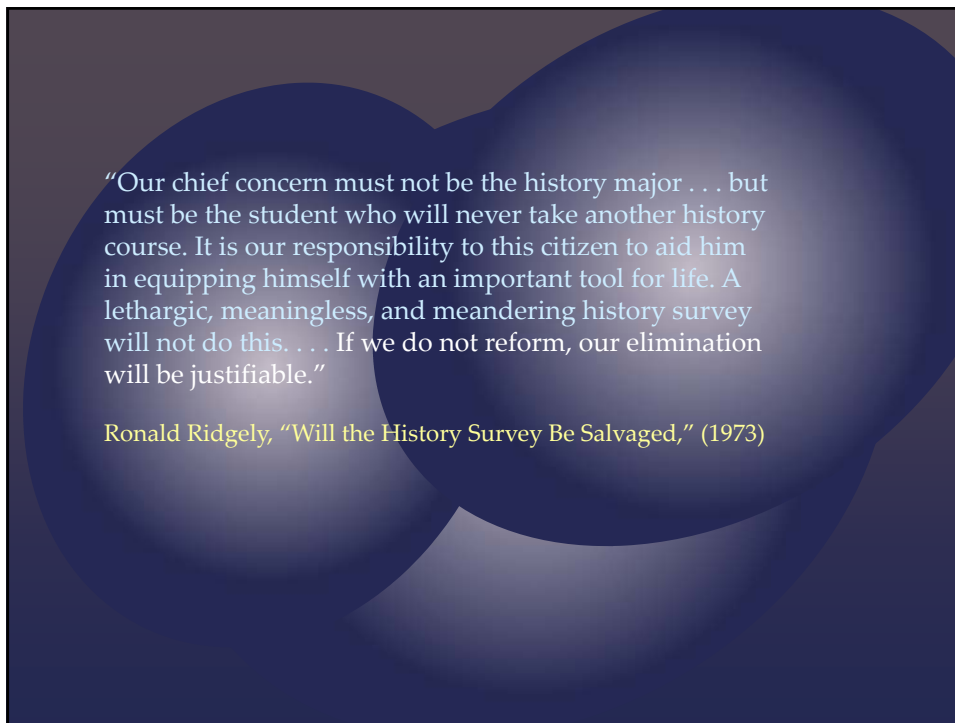
(Attributed to Judy Lanier)



Barack Obama

Barack Obama, the first African-American president of the Harvard Law Review, was born in Kenya and raised in Indonesia and Hawaii. The son of an American anthropologist and a Kenyan finance minister, he attended Columbia University and worked as a

1991 booklet written by Obama's literary agent promoting Obama's anticipated first book, *Journeys in Black and White*.



Goal: Introduce the discipline as a subject
Method: Follow the textbook
Big Question: Why... instructor say?
Assessment: ... instructor said
... "attic" theory of cognition

"Nothing capable of being memorized is history." Collingwood

Coverage Pedagogy

Liberty & Power Gil Troy Iwan Morgan Josh Brown Jim Loewen History Blogroll Editor's Desk Walid Phares

News
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compare textbook prices at OVER 30 stores SAVE up to 40% over campus bookstores directtextbook

OH/NCPH Sessions "Chart the Future of Teaching the Past"

By Craig Thurtell
5-21-12

Showing 2 comments

Jonathan Dresner

This is great material, a very helpful roundup of state-of-the-art SoTL, but it persists in a fallacy that deeply grates: the presumption that "coverage" models are unthinkingly comprehensive, as if such a thing were possible, and that's what makes them problematic. In fact, "coverage" is a narrative and analytic history which is often highly selective in focus and approach. It has to be: we can't teach history by doing a day-by-day or year-by-year chronology. That we who practice coverage pick a wide variety of topics represents the realities of history: a great many factors matter, and history really is about studying a wide array of social realities.

I do think there's something to be said for abandoning or complicating some survey approaches, but I also think that blanket statements like "coverage has failed" are a kind of modernistic absurdity.

4 days ago Like Reply



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REACTING TO THE PAST

- [About the Program](#) ▾
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About the Program

The "Reacting to the Past" (RTTP) consortium, a group of 40 colleges and universities that have developed the RTTP pedagogy, invites other institutions to join them.

"Reacting to the Past" (RTTP) consists of elaborate games, set in the past, in which students are assigned roles informed by classic texts in the history of ideas. Class sessions are run entirely by students; instructors advise and guide students and grade their oral and written work. It seeks to draw students into the past, promote engagement with big ideas, and improve intellectual and academic skills.

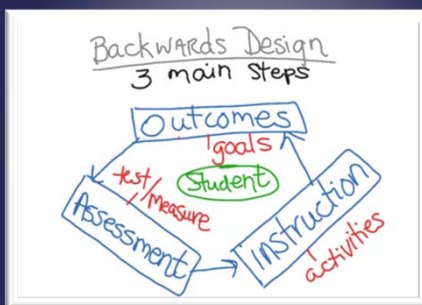
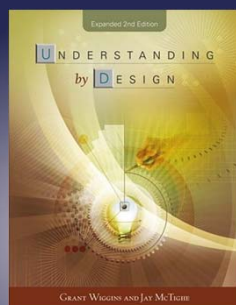
Pioneered in the late 1990s by [Mark C. Carnes](#), Professor of History at Barnard College, RTTP has undergone considerable development and expansion. In addition to the eight games currently published by Pearson Education, another twelve games are being developed by teams of faculty from across the nation.

All of the games are set in the past, and thus might be regarded as history, but each game also explores multiple additional disciplines. Part of the intellectual appeal of RTTP is that it transcends disciplinary structures. In addition to games currently published in the RTTP Series (Longman), the consortium seeks to expand the curriculum by supporting faculty workshops and collaboration on new game designs that explore a variety of historical moments in the humanities and sciences.

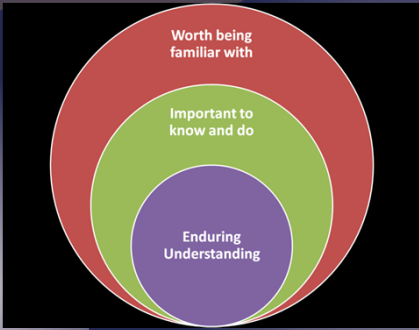
The consortium was established by six institutions (Barnard College, Loras College, Queens College, Smith College, Trinity College, and Pace University) in 2001-2002. Initially founded to support the development, implementation, and assessment of the RTTP pedagogy with support of a grant from FIPSE, U.S.

- & Coverage “Plus”
- & Reacting to the Past
- & *Uncoverage*: A signature pedagogy that uncovers the discipline’s core mental habits deemed vital for citizens and human beings

Alternatives to Surveys



Backwards Design



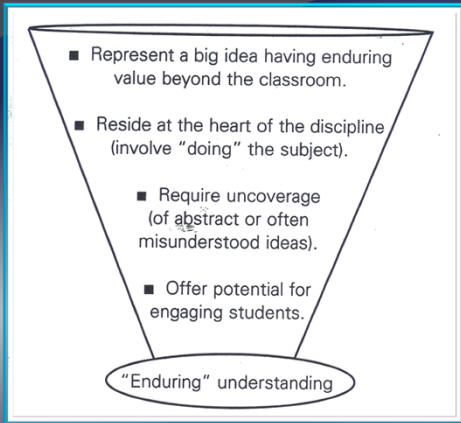
Worth being familiar with

Important to know and do

Enduring Understanding

What do they need to know, do, & value?

Step 1: Identify Desired Results




- Represent a big idea having enduring value beyond the classroom.
- Reside at the heart of the discipline (involve "doing" the subject).
 - Require uncoverage (of abstract or often misunderstood ideas).
 - Offer potential for engaging students.

"Enduring" understanding

How to decide what's worth understanding

from Wiggins & McTighe (1998)



- ⌘ Have no obvious “right” answer
- ⌘ Raise other important questions
- ⌘ Address the conceptual foundations of a discipline
- ⌘ Naturally recur
- ⌘ Are framed to provoke and sustain student interest

Essential Questions

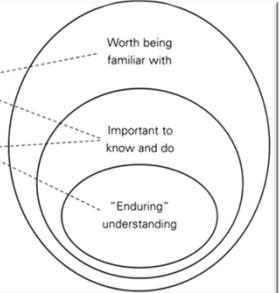
Assessment Types

Traditional quizzes and tests

- paper/pencil
- selected-response
- constructed-response

Performance tasks and projects


- open-ended
- complex
- authentic



{

What would count as evidence they learned it?

Step 2: Design Assessments




My whole life I've always been a Democrat and it said that...
 I've always been a Democrat and it said that...
 My teachers have given me the impression...
 In her book... a row better argu...

How will they learn what they need to know, do, & value?

Step 3: Plan Learning Experiences

My Survey after Conversion to Uncoverage

SYLLABUS HIST 132 | Problems in US History: WWII-Present
 Augustana College | Winter 2011-12 | Dr. Lenor Caser | Office Old Main 202B | 7879 | caserl@augustana.edu



Our Question: What is the Story of American History?

"The past is never dead," wrote William Faulkner. "It is not even past."

In an era of "Tea Parties" and fear of "socialism," of leadership styled on Abraham Lincoln and Ronald Reagan, when a popstar and TV host pretends to be a history professor (Glenn Beck) while another produces history cartoons he claims are "historically accurate and unbiased" (Mike Huckabee), Faulkner never seemed more right. The past lives on and historical claims are all around us.

Understanding the present, then, requires knowing the past. And how do we know the past? By the stories we tell about it. But what makes a good story about the past? Is history just a matter of opinion, where all stories are equally valid, or equally bogus? Or are some stories more truthful, more necessary than others? How does one decide between different versions of the past? These are difficult questions. People disagree about the answers. In fact they disagree so much, and sometimes with such passion, that one historian has called history "an argument without end."

Since these questions are at the heart of the discipline of history, they will be front and center in this introductory course. Everything we do will engage one or more of the following questions:

- What is the story of American history?
- How do historians construct and evaluate the stories they tell?
- What thinking habits help us discern good history from bad history?

Objectives:

- Use historical thinking to make sense of primary documents
- in writing
- orally

Day 2: Critical Inquiry

Signature Cognitive Moves of Historians

- Questioning
- Connecting
- Sourcing
- Evidence-based Inferencing
- Multiple Perspectives
- Humility

Day 2: Historical Thinking



- What is the story?
- How are interpretations of the past secured?
- What does the story mean for us?

Day 3: Moral Inquiry

<p>Traditional Coverage</p> <ul style="list-style-type: none"> ⌘ textbook is the syllabus ⌘ text is read cover to cover ⌘ textbook is the primary resource ⌘ What does the text/lecturer say? ⌘ Assessment based on repeating what the textbook says 	<p>Uncoverage</p> <ul style="list-style-type: none"> ⌘ texts are resources for core inquiries ⌘ sections are read that support overall objectives ⌘ secondary + primary materials ⌘ How do historians warrant what they say? ⌘ Assessment based on authentic performances
--	---

Toward a Signature Pedagogy for the Intro History Course

- ⌘ Meaningful Big Questions
- ⌘ Recurring Authentic Assignments
- ⌘ Regular, public performances
- ⌘ Hybrid Pedagogical Activities
- ⌘ Scaffolding for Difficult Cognitive Skills

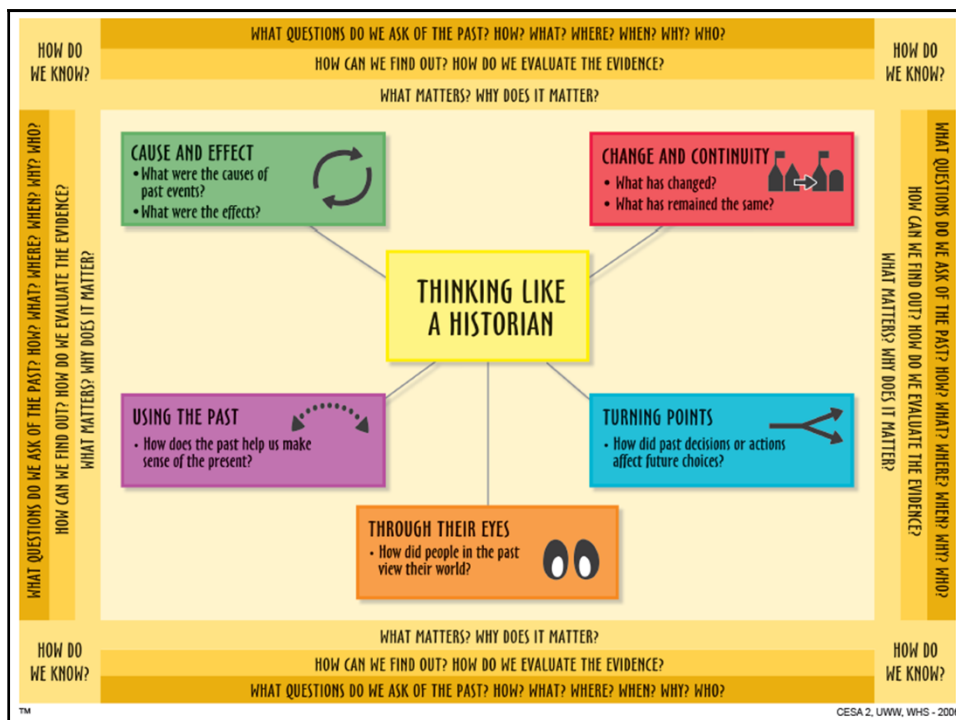
Why Uncoverage Works

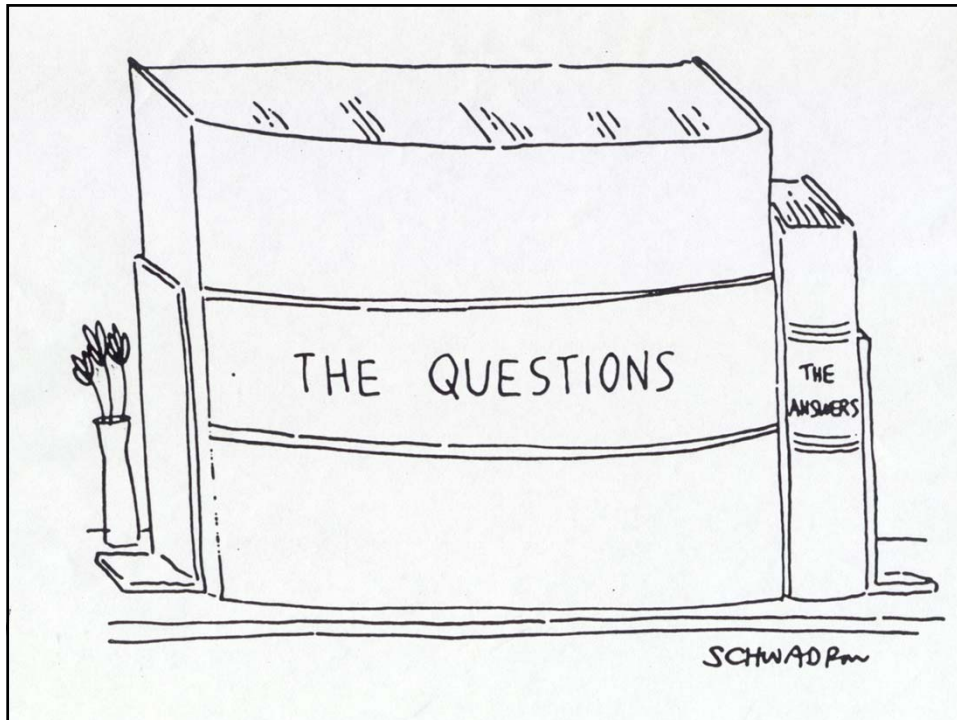


In introductory courses,
what is worth **enduring understanding**?

<p>Calder</p> <ul style="list-style-type: none"> ↳ Questioning ↳ Connecting ↳ Sourcing ↳ Inferencing ↳ Multiple P. ↳ Humility 	<p>Andrews & Burke</p> <ul style="list-style-type: none"> • Change • Context • Causality • Contingency • Complexity 	<p>Lasser & Kornblith</p> <ul style="list-style-type: none"> • Pastness • Presentness • Constructed • Facts Don't Speak for Themselves • Contested 	<p>Penny Gold</p> <ul style="list-style-type: none"> • Change • Context • Complexity • Evidence • Limits
--	---	--	--

What Elements of Historical Thinking Should be Taught in the Intro Course?





What to Read

Joel M. Sipress and David J. Voelker
The End of the History Survey Course: The Rise and Fall of the Coverage Model
Journal of American History 2011 97: 1050-1066.

The complex block features two book covers at the top. The left cover is red and titled "THE CHALLENGE OF RETHINKING HISTORY EDUCATION: On Practices, Theories, and Policy" by Bruce A. VanSledright. The right cover is yellow and green, titled "UNDERSTANDING by DESIGN" by Grant Wiggins and Jay McTighe, and is labeled as the "Expanded 2nd Edition". Below the covers is the heading "What to Read" in yellow. Underneath is a citation for a work by Joel M. Sipress and David J. Voelker, titled "The End of the History Survey Course: The Rise and Fall of the Coverage Model", published in the *Journal of American History* in 2011, volume 97, pages 1050-1066.

What Students Say
 & Course Evaluations
 & Student Self-Reports

What Students Do
 & Graded Assignments
 & Think Alouds

How I Assessed Effectiveness

Think Aloud Coded Transcript

I'm trying to, lets see here, yes, in the editorial, the Chicago Murders Editorial, it says that. C

"The Chicago Murders"
 11. "public peace" So on the one side, from an editorial from New York we have, saying, the police were just walking over there to disperse the mob, a bomb was thrown, policemen died. Berkman who is an anarchist himself, who would be biased, is saying without warning, the police "threw themselves..." What doesn't make sense here is that if the bomb, if there was an explosion and seven policemen were killed and they were the only killed, let me rephrase this, uh, okay, its saying that the police attacked, if you do this in chronological order, the way he has it written, the police attacked without warning, right, that's easy to follow, but then they say as they start attacking, a bomb was thrown but only seven out of those people were killed, and all seven happened to be policemen, that doesn't make a lot of sense. I'm gonna continue reading though because although that part is biased and doesn't make a lot of sense, and it might not be historically accurate, there might be other stuff here that can give an explanation as to what was going on at the time. Okay. MP

"The Haymarket Tragedy"
 24. "the workers" okay so we have a clash going on, okay, but I can appreciate the part about the class struggle and the difference between the workers and the employers but I don't agree, or it doesn't make sense about the bombing part. That part I don't think is completely without bias. So now I'm skimming through all the different documents I have here. I'm gonna skim through Berkman's other paper. Empathy

"Now and After, 1929"
 7. "the world." For some reason I'm reminded of Communism here. C
 13. "of all that." Apparently this is from "Now and After" as well, um, that doesn't really make sense cause if its not about bombs and it's not about war of each against all and barbarism then why was a bomb thrown from the mob who were anarchists. I-S
 17. "to violence..." okay, so he does admit that. Q
 20. "and violence?" I'm just rereading that one and thinking about it. He's kinda drawing a far, far fetched analogy there between the military there and anarchism. u-p
 27. "without force" okay, I don't need to know that.
 32. "fellow man." Okay, I'm gonna reread that one. Okay, the only argument I can have against this part, the very last sentence is that that's

