**Program Title:** Common Core in the History Classroom: The Lowell Mill Girls

**Program Description:** This online professional development program enables teachers to work with history educators from the American Social History Project to study and teach document-based, Common Core aligned units with engaging social history content and support for student development of historical thinking skills. The program is designed to help teachers develop and hone their skills in lesson design and modification, professional engagement, content expertise, and Common Core proficiency.

**Program Goals:** Teachers will gain experience teaching a model unit aligned to Common Core reading and writing standards, and will gain content mastery of the early decades of American industrialization, specifically focusing on the working conditions—and efforts to improve them—for female workers at the textile mills in Lowell, Massachusetts. All lessons and units in this program are aligned to both Common Core and Historical Thinking Skills, and teachers will work to develop mastery in unit design that demonstrates both.

**Program Design:** This 10-hour professional development program takes place online, and is put to immediate use in the classroom. Teachers can pace themselves to study the unit materials, read a secondary essay by historian Thomas Dublin, and take an online quiz before beginning to adapt unit materials for their own classrooms. Who Built America History Educators will guide teachers as they teach the unit, and will help teachers analyze and reflect on written student work afterwards.

**Target Audience:** This program is designed for grades 7-12 U.S. History and Social Studies teachers. Throughout the Lowell Mill Girls inquiry unit, teachers will be given differentiated worksheets, primary and secondary documents of varying complexities, and separate writing tasks that are appropriate for middle and high school level students; these materials will help teachers target the appropriate Common Core grade band that they teach.

**Standards:** The Lowell Mill Girls program addresses the following Common Core Standards and Historical Thinking Skills:

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|  | 6-8 | 9-10 | 11-12 |
| Common Core Reading in History and Social Studies | RH.6-8.1. Cite specific textual evidence to  RH.6-8.2. Determine the central ideas or information of a primary or secondary source  RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies  RH.6-8.4. Determine the meaning of words and phrases as they are used in a text  RH.6-8.6. Identify aspects of a text that reveal an author’s point of view or purpose  RH.6-8.7. Integrate visual information with other information | RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources  RH.9-10.2. Determine the central ideas or information of a primary or secondary source  RH.9-10.4. Determine the meaning of words and phrases as they are used in a text  RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics |  |
| Common Core Writing in History and Social Studies | WH.6-8.1. Write an argumentative essay  WH.6-8.5. Develop and strengthen writing as needed by revising, editing, rewriting | WH.9-10.1. Write an argumentative essay  WH.9-10.5. Develop and strengthen writing as needed by revising, editing, rewriting | WH.11-12.1. Write an argumentative essay  WH.9-10.5. Develop and strengthen writing as needed by revising, editing, rewriting |
| Historical Thinking Skills | Cause and Effect, Close Reading, Contextualization, Corroboration, Sourcing, Through Their Eyes, Using the Past | Cause and Effect, Close Reading, Contextualization, Corroboration, Sourcing, Through Their Eyes, Using the Past | Cause and Effect, Close Reading, Contextualization, Corroboration, Sourcing, Through Their Eyes, Using the Past |

**Schedule:** This program is designed to take 10 hours to complete, not including time spent teaching the Lowell Mill Girls unit in the classroom. Teachers work at their own pace as they prepare to teach by studying the materials, reading background content material, taking a quiz to document mastery of unit content and Common Core standards, and adapting the unit as necessary for use in the classroom. A teacher must inform Who Built America History Educators when s/he will teach the unit, and commit to teaching the unit within a given timeline. Finally, the teacher will submit two examples of student work that s/he has annotated to pinpoint student strengths and weaknesses and reflect on the experience of teaching the unit (including what unit design changes might be indicated) with a Who Built America History Educator.

**Certificate:** Teachers will receive a printable certificate for the Lowell Mill Girls program after s/he has received 70% or higher on the quiz, modified and taught the Lowell Mill Girls unit, and reflected on student outcomes with a Who Built America History Educator. The certificate is evidence that the teacher has earned a badge, or passing grade, and what is equivalent to 1 CEU. The certificate will also include evidence of the specific work the teacher has completed and skills s/he has practiced. After receiving this certificate, teachers are qualified to move on to the next level in the *Who Built America: Common Core Professional Development from the American Social History Project* program.

**Program Content and Professional Development Assignments**

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| **Topic** | **Learning Objective** | **Program Activities** | **Hours To Completion** |
| Introduction: Common Core in the History Classroom | * Build familiarity with Common Core reading and writing standards in social studies for grades 6-12 * Build familiarity with Historical Thinking Questions and Skills | * Create an account with *Who Built America: Common Core Professional Development* * Read the “Common Core Standards in the History Classroom” Chart | 1 |
| Planning and Preparation | * Build background and content knowledge about the social history of the first Industrial Revolution in the United States * Read and study model Common Core Unit * Plan to teach Lowell Mill Girls Unit in the classroom and differentiate unit for students | * Read the “Women, Work, and Protest in the Early Lowell Mills” by historian Thomas Dublin * Study Lowell Mill Girls Unit Overview and all unit resources (including lesson plans, primary and secondary sources, worksheets, video clips, PowerPoint slides, and writing tasks) * Take Lowell Mill Girls multiple choice quiz and achieve >70% * Plan to teach the Lowell Mill Girls Unit in the classroom and revise the unit to meet student needs: (How many days will the unit take you? Are there any documents you will not use? What will you assign for homework? Do you anticipate any difficulties your students may have? If so, how will you help them?) | 5.5 |
| Instruction | * Develop experience and skills in teaching effective Common Core-aligned lessons in the history classroom | * Teach the Lowell Mill Girls Unit in the classroom (Lessons 1 and 6 are optional; lessons 2-5 must be completed) * Evaluate students writing tasks using WBA Instructional Rubrics | N/A |
| Reflection | * Reflect on the experience of teaching the Lowell Mill Girls Unit * Identify students strengths and weaknesses in Common Core reading and writing * Identify ways to increase the effectiveness of the Lowell Mill Girls Unit | * Submit at least 2 pieces of annotated student work (one proficient; one not proficient) to *Who Built America: Professional Development Program* website * Speak with a WBA History Educator online to reflect on the program * Revise Lowell Mill Girls lessons based on reflection | 3.5 |
| Community (Optional) | * Participate in a professional community, and grow professionally as a teacher | * Post questions and comments related to Common Core and the Lowell Mill Girls unit on the *Who Built America* discussion boards | N/A |