**Program Title:** Common Core in the History Classroom: Many Roads to Revolution

**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 varieties of political expression and action undertaken by colonists in the years leading up to the American Revolution. 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 engaging background material, 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 Many Roads to Revolution 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 Many Roads to Revolution 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.6-8.4. 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.6-8.9. Analyze the relationship between a primary and secondary source on the same topic | 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 | RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources  RH.11-12.2. Determine the central ideas or information of a primary or secondary source  RH.11-12.6. Evaluate authors’ differing points of view on the same historical event or issue |
| Common Core Writing in History and Social Studies | WH.6-8.2. Write an informative/explanatory essay | WH.9-10.2. Write an informative/explanatory essay | WH.11-12.2. Write an informative/explanatory essay |
| Historical Thinking Skills | Cause and Effect, Change and Continuity, Close Reading, Contextualization, Corroboration, Sourcing, Through Their Eyes, Using the Past | Cause and Effect, Change and Continuity, Close Reading, Contextualization, Corroboration, Sourcing, Through Their Eyes, Using the Past | Cause and Effect, Change and Continuity, 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 Many Roads to Revolution 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 Many Roads to Revolution program after s/he has received 70% or higher on the quiz, modified and taught the Many Roads to Revolution 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 political participation—and protest—in the Revolutionary Era * Read and study model Common Core Unit * Plan to teach Many Roads to Revolution Unit in the classroom and differentiate unit for students | * Read the “‘Tea Party Etiquette’ Viewers Guide” * Study Many Roads to Revolution Unit Overview and all unit resources (including lesson plans, primary and secondary sources, worksheets, PowerPoint slides, and writing tasks) * Take Many Roads to Revolution multiple choice quiz and achieve >70% * Plan to teach the Many Roads to Revolution 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 Many Roads to Revolution 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 Many Roads to Revolution Unit * Identify students strengths and weaknesses in Common Core reading and writing * Identify ways to increase the effectiveness of the Many Roads to Revolution 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 Many Roads to Revolution 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 Many Roads to Revolution unit on the *Who Built America* discussion boards | N/A |