

How Can I Teach History Without Lecturing?

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Recent Publications:

Instructors Resource Guide to The American Pageant (13/e) & (14/e, forthcoming)
The Quizbook: A Test Manual for Instructors to The American Pageant (13/e) & (14/e, forthcoming)
Edward Bellamy: *Looking Backward* (Fall - 2006: The Center for Learning)
AP U.S. History Workbooks (revised edition, 3 volumes) - The Center for Learning, forthcoming

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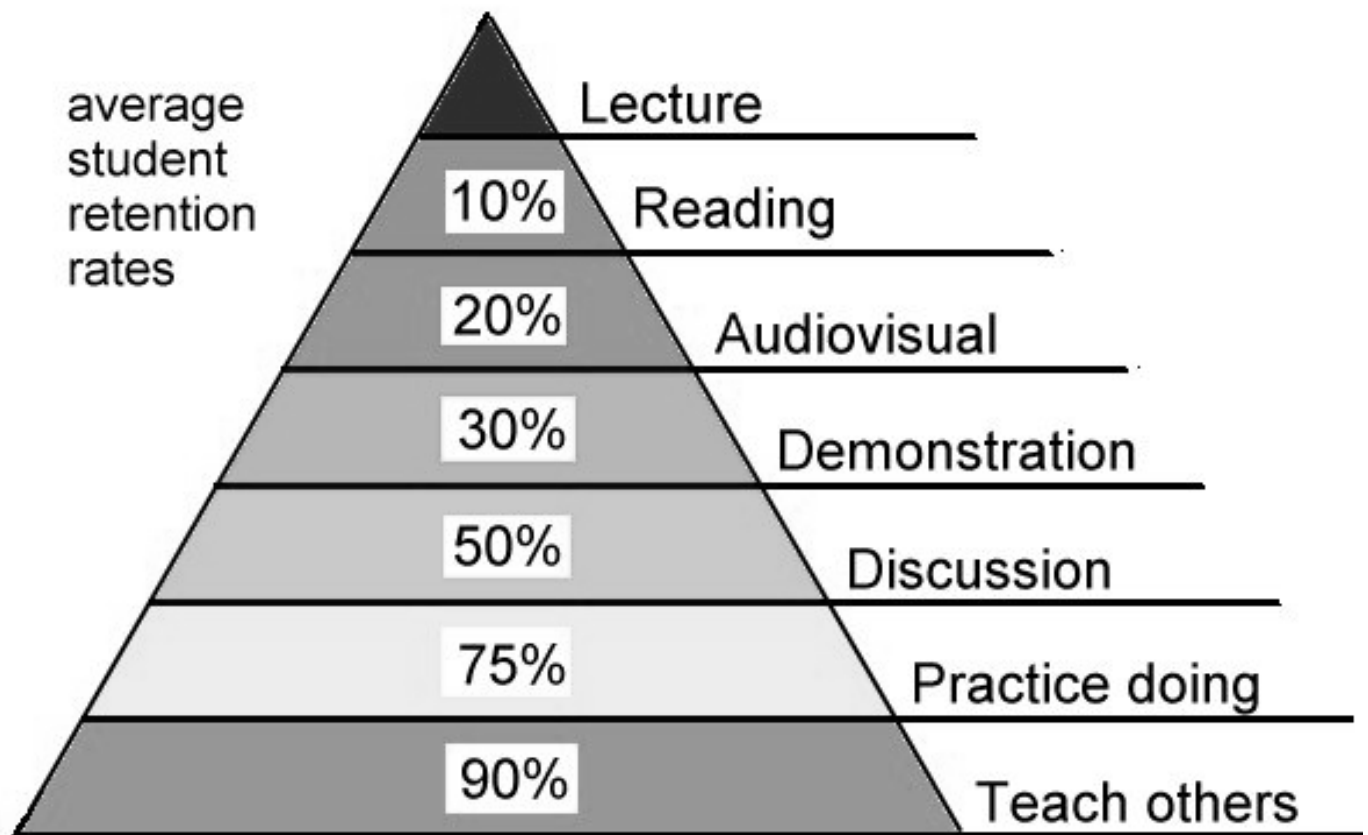
A Bit O' Irish:

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Questions to Consider?

Why do so many teachers lecture, what are the advantages of it?
What are the disadvantages of lecturing?

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

THREE COLUMNS OF INSTRUCTION – My Philosophy of Education

DIDACTIC

The Acquisition of Organized Knowledge



Didactic Instruction is the delivery of factual information. Lecture, demonstration, videos, and reading are common forms of Didactic Instruction. The goal of Didactic Instruction is for students to acquire the basic "must know information" about a subject. **APUSH with Irish:** Interactive Lecture, Assigned Readings from the Textbook and Other Primary and Secondary Sources, Note Checks, Chapter Quizzes, and Tests.

15 - 20%

COACHING

Development of Intellectual Skills



Intellectual Coaching is guidance through modeling and questioning. Intellectual Coaching may begin with a teacher modeling writing a sentence, reading a paragraph, solving a problem, or hypothesizing about a reaction. Intellectual Coaching often happens by questioning as well as either positive or corrective feedback. The goal of Intellectual Coaching is for students to acquire expertise in skills of learning, such as reading, writing, calculating, and observing. **APUSH with Irish:** Writing Practice, Quiz Reviews, Test Corrections, Small Group Work, and Essays.

15 - 20%

SEMINAR

Increased Understanding of Ideas and Values



Small Group Seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text. The goal of Engagement is for students to expand their understanding of ideas, concepts, and values about the curriculum. Alternates to the Small Group Seminars are Socratic Class Discussions and Whole Class Debates. **APUSH with Irish:** Small Group Seminars, Socratic Class Discussions, and Whole Class Debates.

60 - 70%

Instructional Strategy: The Interactive Lecture*

I usually do not lecture in my classes. However, I will occasionally lecture to my classes - when I do, I employ the teaching strategy known as the Interactive Lecture. The Interactive Lecture is a spin on the "oldie but goodie" lecture method - it incorporates active learning into the lesson.

The Interactive Lecture:

Phase I: Prepare

Use a hook to build connections to past knowledge.

Use a bridge to build connections to new content.

Phase II: Present and Collect Information

Use a visual organizer to record information.

Phase III: Deep Process Information

Use various presentational techniques (auditory, visual, kinesthetic, emotive, etc.).

Phase IV: Elaborate and Review

Periodically review information on visual organizers using questions in the four learning styles.

Phase V: Synthesize and Evaluate Lesson

Apply learning to a new and different context to demonstrate understanding.

Evaluate and reflect on knowledge of content.

Evaluate and reflect on learning process.

Principles of Memory:

Connecting

Organizing

Deep Processing

Elaborating

In Practice - How It's Used in Class

Historiography of American History (see handout on next page)

HOOK: Read the story *The True Story of the Three Little Pigs* by Jon Scieszka

Interactive Lecture Questions:

- What is the biggest reason historians disagree with regard to the interpretation of "facts"?
- To what extent are the Providential and Rationalist schools simply products of their time?
- Why is there so much disagreement as to final analysis within the Nationalist school of thought?
- Which side do you think is more radical, the Conservative or the New Left - why?
- Why do you think the People's school is so popular today?
- Which of these ideologies do you have the most in common with - why?

* Silver, Harvey F. et al: *The Interactive Lecture*. The Thoughtful Education Press, LLC, 2001.

Historiography of American History

“Historiography reminds us that history is not a closed book, not a collection of inarguable facts or a seamless story. Historiography is a reminder that there is something to argue about in history, something that makes us think about the conduct of our contemporary lives.”¹

I. Providential History: 1600’s and Puritan writers

- A. Writings:
1. William Bradford: *Of Plimouth Plantation*
 2. John Winthrop: *The Journal of John Winthrop*
 3. Cotton Mather: “Limitation of Government”
 4. Mercy Otis Warren: *History of the American Revolution*²
- B. Beliefs:
1. Justify the ways of God to man, and vice-versa.
 2. Their history is a holy chronicle, revealing God’s Providence toward His Chosen People and their efforts to build a New Canaan in the wilderness.
 3. God’s hand leads mankind forward, their disasters are His rebukes, their successes His merciful rewards.
 4. The American Revolution is a triumph of reformed Christianity over paganism and Catholicism.
 5. The U.S. as a whole took the place of New England as the model of Christian virtue for the corrupt Old World to emulate.

II. Rationalist History: 1700’s

- A. Writings:
1. Thomas Jefferson: *Notes on the State of Virginia*
 2. David Ramsay: *The History of the American Revolution*³
- B. Beliefs:
1. History takes on a secular and naturalistic interpretation.
 2. Historians were influenced by Newton, Locke, and the French philosophes.
 3. History, like the physical universe, is subject to natural law. Natural law takes the place of divine providence in directing the world’s affairs.
 4. History unfolds through progress and reason.
 5. These men possessed classical educations, fine private libraries, and the leisure time to use both. Their writing was more refined and allusive than the studiously plain prose of their Puritan predecessors.
 6. They wrote history for their own satisfaction, but also to explain to the enlightened world the success of men like themselves: free, bold, intelligent, and ambitious – men who built fortunes and governed provinces that embodied a perfect balance between liberty and order.
 7. Self interest, not piety, motivates men; reason, not faith, allows them to discover and pursue their destiny. The fruits of liberty include not only astonishing material prosperity and advances in knowledge but moral progress as well.
 8. History was a story about how wealth, power, rights, and wrongs came to be in this world.

III. Nationalist History: mid to late 1800’s

- A. Writings:
1. George Bancroft: *History of the United States*
 2. Elizabeth Ellet: *Pioneer Women of the West*
 3. Helen Hunt Jackson: *Century of Dishonor*
 4. Josiah Strong: *Our Country: Its Possible Future and its Present Crisis*
- B. Beliefs:
1. Historians began to temper their Enlightenment assurance about human beings’ capacity for rational improvement.
 2. America is the triumph of Anglo-Saxon people over inferior races.
 3. History focuses around three themes: progress, liberty, and Anglo-Saxon destiny.

¹ Couvares, Francis G. et al (Editors). *Interpretations of American History: Patterns and Perspectives*. (7th Ed.) New York: The Free Press, 2000.

² Warren is neither a Puritan nor was her book written in the 1600’s, but it is reflective of this ideology.

³ Ramsay is a bridge between the Rationalist and Nationalist History.

4. German influence of romantic emphasis on the inborn virtues of the “folk.”
5. The Anglo-Saxons were racially destined to spread freedom across the globe was central to this romantic nationalism.
6. The march of history, which corresponded to the spread of American democratic institutions throughout the world and culminated at home in Jacksonian democracy.
7. History focuses on the conflict between white settlers and indigenous people.

IV. Progressive History: early 1900’s through the mid 1940’s

- A. Writings:
1. Charles Beard: *An Economic Interpretation of the Constitution*
 2. Charles and Mary Beard: *The Rise of American Civilization*
 3. Arthur Schlesinger, Jr.: *The Age of Jackson*
 4. Frederick Jackson Turner: “The Significance of the Frontier in American History.”
 5. Vernon L. Parrington: *Main Currents in American Thought*
- B. Beliefs:
1. American history is characterized by a struggle between the “power elite” and “the people.”
 2. Liberals and progressives are the “good guys” in American history because they move the nation closer to a liberal democratic state.
 3. The development of a liberal democratic state is inevitable.
 4. Private property and the free enterprise system are the best way to provide opportunities for common Americans. Private property should not be destroyed.
 5. The solution to almost every problem in America is more democracy and an extension of rights.
 6. Conflict has shaped American history. All of the following divisions represent America’s polarized history; rich v. poor, haves v. have not’s, privileged v. less privileged, aristocracy v. democracy, debtors v. creditors, North v. South, East v. West, labor v. big business, liberalism v. conservatism, agrarianism v. capitalism.
 7. Progressive historians generally ignored the issues of race, gender, and ethnicity.

V. Consent and Consensus History: late 1940’s through the 1980’s

- A. Writings:
1. Richard Hofstadter: *The Age of Reform*
 2. Louis Hartz: *The Liberal Tradition in America*
 3. Daniel J. Boorstin: *The Americans*
- B. Beliefs:
1. The shared ideas of Americans are more important in history than the conflicts.
 2. There is a general absence of conflict in American history, particularly the absence of class conflict.
 3. American history is characterized by a general continuity and ideological narrowness. Americans have always found general agreement on fundamental principles – freedom of speech, religion, etc.
 4. Historians should study ideas that cross over time periods.
 5. American’s political struggles have always been within the center rather than between extremes of left and right.
 6. American’s have always been held together by general prosperity and a universal acceptance of the ideas in the Declaration of Independence.
 7. The accomplishments and achievements of American democratic capitalism should be celebrated. The industrialists of the late 1800’s gave us a more efficient economy.

VI. Conservative History: 1950’s through the present

- A. Writings:
1. Russell Kirk: *The Conservative Mind*
 2. Russell Kirk: *Reflections on Our Conservative Constitution*
 3. George H. Nash: *The Conservative Intellectual Movement in America*
 4. Larry Schweikart and Michael Patrick Allen: *A Patriots History of the United States*
- B. Beliefs:
1. History should be seen as a moral guide and promote the more traditional characteristics of society.

2. History is moral interpretation.
3. Historians should focus on individuals and institutions of power and influence.
4. History is seen as a source of promoting patriotism within America.
5. Conservatives believe in a transcendent order, or body of natural law, which rules society as well as conscience. Political problems, at bottom, are religious and moral problems.
6. Belief that civilized society requires orders and classes, as against the notion of a “classless society.”
7. Persuasion that freedom and property are closely linked – separate property from private possession and Leviathan becomes master of all. Economic leveling, they maintain, is not economic progress.

VII. New Left History: 1960’s through the 1970’s

- A. Writings:
 1. Michael Harrington: *The Other America*
 2. Howard Zinn: *A People’s History of the United States: 1492 – Present*
- B. Beliefs:
 1. Historians should not leave out the parts of American history that explain the violence, racism, and oppression in American society.
 2. Americans need a “usable past” that realistically includes all of the nation’s negative features.
 3. America is not a melting pot – it is a stew of races, class, gender, and ethnicity.
 4. Individualists, radicals, and anarchists such as Garrison, Thoreau, and Goldman should be celebrated. Their ideas were ahead of their times and they described America accurately.

VIII. People’s History: 1980’s through the present

- A. Writings:
 1. Eric Foner: “The South’s Inner Civil War.”
 2. Patricia Limerick: *Legacy of Conquest*
- B. Beliefs:
 1. History should focus on common people rather than individuals in a position of perceived power and influence.
 2. Historians should study diaries, letters, and other documents from common people.
 3. American history is characterized by a general conflict that is neither political nor economic. The conflict shaping American history is cultural.
 4. Americans struggle against each other with opposing views of how to live.
 5. Americans struggle against each other with opposing views of modernism and traditionalism or change and continuity.
 6. Historians should use comparative history to understand America better. Historians should compare American society to societies in other nations and put American history in global perspective.

Instructional Strategy: The Socratic Class Discussion

The Socratic Class Discussion is the teaching strategy that I primarily use for covering material in the textbook and some outside readings.

In Practice - How It's Used in Class

DAY ONE: Students take a reading quiz over the chapter, as students complete the quiz, I walk around the room doing a note check (students are required to take notes over textbook chapters - they are allowed to take the notes anyway they please, but they have to take notes). After they are finished with the quiz I go over the correct answers. I then ask students if there are any questions from the chapter, we will spend the remainder of the class clarifying information from the chapter. On this day, most of the instruction is didactic and we do not go beyond basic knowledge level information (e.g., can you explain Marshall's reasoning in the case of *Marbury v. Madison*?).

DAY TWO: Students bring the Student Guidebook that came with our textbook and we turn to the "Applying What You Have Learned" section and conduct a Socratic Class Discussion over the material from the textbook. It is on this day in which we take the material to a higher level.

Example questions from Chapter 11 (Kennedy - *The American Pageant*; "The Triumphs and Travails of Jeffersonian Democracy") of our AP US History textbook are:

1. What was the significance of the Jeffersonian "Revolution of 1800" in relation to the new republican experiment and the fierce political battles of the 1790's?
2. How did the conflict between Federalists and Republicans over the judiciary lead to a balance of power among political interests and different branches of government?
3. What was the essential idea behind Jefferson's imposition of the embargo, and why did it finally fail? How could you argue that it was a success?
4. What were the real causes of the War of 1812? Was the declaration of war a "mistake" or the result of deliberate policies by new American political forces?

As we go over these questions, I pose new questions - forcing students to elaborate on the various points in the chapter. I will also challenge the ideas of the textbook - forcing students to come up with answers on their own. Like for example, "Do you think Andrew Jackson was a good or a bad President? Do you think he was a good or a bad person?" I always follow up a question, with another question - Why or why not?

Students teach me the chapter, instead of the other way around.

NOTE: We don't always get to all of the questions; at times, students will get bogged down with one question. Part of my job is to keep the discussion moving along in a timely manner. If we do not get to all of the questions (and this does not happen very often) - we do not come back to them, we simply move on to the new material. This is why it is so important to ask students if they have questions from the chapter, you don't want to not cover something in class that students don't understand. I always tell my classes, if you are not asking me questions, I assume you understand the material.

Socratic Questioning - Samples and Explanation

The taxonomy of Socratic questions, created by Richard Paul, is not a hierarchy in the traditional sense. The categories build upon each other, but they do not necessarily follow a pattern or design. One question's response will lead into another category of questioning not predetermined by the teacher/facilitator. In keeping with the PBL philosophy, this aspect of the model is most conducive! The role of the skilled teacher/facilitator is to keep the inquiry "train on track," but, also, to allow the students to "travel to a viable destination" of their own design.

The following table has been adapted from:

Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

Questions that Probe Reasons and Evidence

Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
What do you mean by ____?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ____ relate to ____?	What could we assume instead?	Why do you think that is true?
Could you put that another way?	You seem to be assuming _____. Do I understand you correctly?	Do you have any evidence for that?
Is your basic point ____ or ____?	All of your reasoning depends on the idea that _____. Why have you based your reasoning on _____ instead of _____?	What difference does that make?
What do you think is the main issue here?	You seem to be assuming _____. How do you justify taking that for granted?	What are your reasons for saying that?
Let me see if I understand you; do you mean ____ or ____?	Is that always the case? Why do you think the assumption holds here?	What other information do you need?
How does this relate to our problem/discussion/issue?	Why would someone make that assumption?	Could you explain your reasons to us?
What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?		Are these reasons adequate?
Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?		Why do you say that?
Could you give me an example?		What led you to that belief?
Would this be an example, . . . ?		How does that apply to this case?
Could you explain this further?		What would change your mind?
Would you say more about that?		But, is that good evidence for that belief?
Why do you say that?		Is there a reason to doubt that evidence?
		Who is in a position to know that is true?
		What would you say to someone who said that ____?
		Can someone else give evidence to support that view?
		By what reasoning did you come to that conclusion?
		How could we find out if that is true?

Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	Questions about the Question
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If _____ and _____ are the case, then what might also be true?</p> <p>If we say that _____ is ethical, how about _____?</p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Is this question easy or hard to answer? Why?</p> <p>Does this question ask us to evaluate something? What?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</p> <p>How would _____ state the issue?</p> <p>Why is this issue important?</p> <p>Is this the most important question, or is there an underlying question that is really the issue?</p>	

Internet Source: <http://ed.fnal.gov/trc/tutorial/taxonomy.html>

Instructional Strategy: The Small Group Seminar

The Small Group Seminar is a highly structured small group class discussion. There are a number of formats for this instructional strategy - I prefer the multiple small group technique. I place students in groups of 6 - 8, I have had as many as 4 groups in my class going on at once. Some prefer the inner / outer circle technique.

When we are going to have a Small Group Seminar in my classes, I give each of the participants the following handout (see next page).

The following Small Group Seminar is based on a selection from the following work:

Opposing Viewpoints in American History
San Diego, CA: Greenhaven Press, Inc. 1996.
Vol I: From Colonial Times to Reconstruction.
Vol II: From Reconstruction to the Present.

Small Group Seminar: Opposing Viewpoint #20 A / B

Purpose: The Small Group Seminar is a highly structured student discussion of a commonly read text. Students may not express an opinion without first referencing the text and allowing the other participants time to find the reference.

Seminar Rules:

1. Students may not express an opinion without first referencing the text
2. No reference may be repeated
3. Participants will take turns (you MAY NOT talk until it is your turn)
4. Participants will value the opinions of the other participants
5. Participants will treat one another with respect

Seminar Organization:

Question 1: *How would you define the limits to the freedoms outlined in the Bill of Rights, especially with regard to the First Amendment? Should there be any limits to these freedoms? Why or why not?* (everyone must answer this question - you do not need to reference the text for this question): the order is to the left of the leader.

Question 2: *How does Hay define freedom? What did the authors of the First Amendment intend, according to Hay? How does he respond to the argument that the First Amendment prohibits only "prior restraint" of newspapers?* (anyone may answer this question - you must reference the text before answering): the leader will recognize those who wish to answer this question.

Question 3: *Why was it necessary for Congress to pass the Sedition Act, according to the report?* (anyone may answer this question - you must reference the text before answering): the leader will recognize those who wish to answer this question.

Question 4: *How do the members of Congress respond to arguments that the act violates the Bill of Rights?* (anyone may answer this question - you must reference the text before answering): the leader will recognize those who wish to answer this question.

Question 5: *Should American's have had the right to protest the War with Iraq and the President? Why or why not? How is this different from the Sedition Act situation?* (everyone must answer this question - you do not need to reference the text for this question): the order is to the right of the leader.

In the first and last questions, if you wish to speak more than once - after the entire circle has spoken - then you may raise your hand, then the leader will recognize you and you may say additional comments.

In Practice - How It's Used in Class

I try to use this strategy about once every two weeks or so, sometimes more sometimes less depending on the material we are covering - the students love it. I usually give them a short reading quiz on the material and then give them a daily grade based on their participation in the seminar. I use a scoring rubric for their daily participation grade (it looks something like this):

Name	Preparation	Relevant, Instructive, and Critical Questions and Answers	No Interruptions	Constant Eye Contact and Active Listening	Referenced Text and Did NOT Repeat a Reference	Total Score
1.	20	15	10	20	20	85
2.						
3.						
4.						
5.						
6.						
7.						
8.						

Tricks of the Trade: Over the years, I have been doing this particular strategy for several years now, I have developed a number of tricks to help make this strategy more successful for both me and my students.

- ❖ Rotate the students that are in each of the groups, after a few times of being together; they will tend to get off task quicker. Mix up the group members - it keeps them honest.
- ❖ I prefer to use the multiple group classroom set-up; you can always have an inner / outer circle set-up or one big group (depending on the size of your class). For me the multiple group set-up is the best. My class sizes are about 30 per class, last year I had two classes that had 38 students in it and we still pulled off this strategy.
- ❖ Because I use the multiple group set-up, it can get a bit noisy (that is ok, I always tell my students there is a difference between good noise and bad noise). But in order to control the noise level in class, I have a collection of stuffed animals that I use to help control the noise level. The group leader is responsible to passing the animal - you are only allowed to talk if you are holding the animal.
- ❖ Always give a reading quiz - hold them accountable for the reading.
- ❖ Always give a grade for participating in the seminar - hold them accountable for participating in the strategy.
- ❖ Nothing is out on their desk except the questions and reading.
- ❖ Give the students the reading in advance; I usually give my students all of their readings 6wks in advance with a schedule of when each one is due.
- ❖ Don't give them the questions ahead of time.
- ❖ Teach them the strategy before you start to expect results with the content. I always do one of these the first or second week of school; the purpose of this is to teach the students the strategy - I don't care about the content in this first attempt. I usually have one group go and the rest of the class circles around them watching and I give feed back.
- ❖ Don't expect outstanding results unless you encourage active participation in your classes. Students must feel comfortable with speaking in class in order for this to be effective - if they are used to sitting and copying notes in a lecture format, it will be awkward for them at first.
- ❖ Rome was not built in a day - this is a difficult but effective strategy, if it is not successful the first time, keep trying, the students have to get comfortable with it as well as you.

Once you get this down, you and the students will love it. I always enjoy these days more than anything - and it's very rewarding seeing students who were in my first period class walking through the halls seventh period still arguing about the seminar topic in history. It does not get any better than this - for teachers.

Instructional Strategy: The Class Debate

Class debates are very fun and can create some very passionate and active involvement with your students. There are countless different ways that you can run a class debate in your class. This is what I do in my classes when I have a class debate.

1. **Choose a topic for debate** - this can be a historical topic (e.g., "Were the Sedition Acts an intentional violation of the Bill of Rights?") or it can be a current debate topic (e.g., "Does posting the 10 commandments in a State court house constitute a violation of *separation of church and state?*").
2. **Have the class divided into two sides & have students choose which side of the debate they want to be on** - students will have opinions about the topic, ask them to sit on the side of the room they want to argue for.
3. **Plan time** - give each side 5 minutes to organize and plan their arguments.
4. **Debate** - start the debate. Give one side 5 minutes to start; during this time, anyone can speak, they must be holding the tennis ball in order to be allowed to talk. The other side cannot speak during this time, all they can do is sit there and listen to the other side. After this 5 minutes, then allow the other side to speak for 5 minutes. Then back and forth till it is time for the class period to end.

Make your expectations clear - I strictly enforce the rule about having the tennis ball in order to talk. Each side is given a tennis ball. I also strictly enforce the time limit - sometimes you will have one side run out of time and then other times you will have them not using up their entire time. If they are finished, then you move on to the other side - and start the 5 minute clock again.

Talk about active participation and involvement - I think it is awesome when I see students from my first period class still arguing with other students in the halls before seventh period. The only time I intervene with the debate is if someone introduces false information - I remain neutral.

Class Debate:
Was the Monroe Doctrine Designed to Protect Latin America?



The format is as follows:

Flip Coin - winner decides either side to argue or side in the debate (e.g., A opens first).

1. Opening Preparation Time: 5 minutes

- ❖ Each side will select their four representatives and help begin organizing their argument. The first four will present the information from the reading or outside information. Each person will be responsible for presenting a different point.

2. Opening Statement for Side A: 5 minutes

- ❖ The team from each side will be given an opportunity to clarify their position. During this stage of the debate, each person should have a specific position that they are presenting. The four members of the group that are responsible for this part of the debate, must sit in the front of their side.

3. Cross Examination Time for Side B: 3 minutes

- ❖ Each side will be given an opportunity to cross-exam the opposing team. These questions should be based on the reading and points brought up during the opening statement. Anyone from Side B may ask questions during this time AND anyone from Side A may answer.

4. Opening Statement for Side B: 5 minutes

- ❖ The team from each side will be given an opportunity to clarify their position. During this stage of the debate, each person should have a specific position that they are presenting. The four members of the group that are responsible for this part of the debate, must sit in the front of their side.

5. Cross Examination Time for Side A: 3 minutes

- ❖ Each side will be given an opportunity to cross-exam the opposing team. These questions should be based on the reading and points brought up during the opening statement. Anyone from Side A may ask questions during this time AND anyone from Side B may answer.

6. Questions from the Judges: 5 minutes to each side (Total: 10 minutes)

- ❖ The judges will be given an opportunity to ask questions of each side - ONLY the team being asked the questions will be allowed to answer and anyone from that team may answer the questions.

7. Rebuttal / Closing Statement Preparation: 2 minutes

- ❖ Each team will prepare and select a representative to give their closing statement.

8. Rebuttal / Closing Statement: 2 minutes each (Total: 4 minutes)

- ❖ One person from each side will present a closing statement

9. Judges Decision:

The three judges (or teacher) will decide a winning side.

Instructional Strategy: OPTICS Evaluations*

When our class is going to look at Art History - my teaching strategy involves several plans. First, I have a power point presentation over the period that we are to cover (e.g., Neo-Classical, Romantic, or Realism). This power point presentation will cover information - some that they have read about and some they have not. Second, I have a slide projector with several slides of art work from the period we are studying (normally I try to have from 8 to 15 slides from the particular period). Third, students are asked to have paper out on their desk - on this paper they will be doing OPTICS evaluations of certain works of art.

O
Overview

P
Parts

T
Title

I
Interrelationships

C
Conclusion

S
Source

Lets look at these individually.

Overview: Conduct a brief overview of the visual.

Parts: Zero in on the parts of the visual. Read all labels. Note any elements or details that seem important.

Title: Read the title of the visual to be clear on the subject it is covering.

Interrelationships: Use the title as the theory and the parts of the visual as clues to detect and specify the interrelationships in the graphic.

Conclusion: Draw a conclusion about the visual as a whole. What does it mean? Why was it included with the text? Summarize the message of the visual in one-two sentences.

Source: Who created this visual? And where did it come from?

We use the OPTICS evaluations as a way to critique the works of art that we are looking at. I select certain works of art for the students to do OPTICS on - normally the ones that have lots of stuff going on with them. This can be used with ANY visual document.

* Pauk, W. *How to study in college*. Boston: Houghton Mifflin, 1993.



Overview:

- Parts:**
- 1.
 - 2.
 - 3.
 - 4.

Title:

Interrelationships:

Conclusion:

Source:

Instructional Strategy: SOAPStone Reports

When we look at primary source documents, we will often utilize the SOAPS Reports instructional strategy. SOAPS are an instructional strategy to help students interpret any written source document, be it primary or secondary. We primarily use it for primary source documents - this is a very important skill for AP students. Writing the DBQ requires students to interpret primary source documents.

Subject
Occasion
Audience
Purpose
Source
tone

Subject: What is the subject of the document, what is it about?

Occasion: What are the historical circumstances which gave rise to the document? Why did the person writing this document write it when they did?

Audience: Who are they writing the document to?

Purpose: What does this person hope to gain or benefit by writing this document? What is their purpose or goal for writing this document?

Source: Who wrote the document? Is there anything that you know about the author that would help you to interpret this document?

Tone: What is the tone of the document?

I will usually assign several excerpts of documents and have students do soaps reports on them, then ask for students to share them with the class; allowing others who disagree with them, to express their own opinion as well.

Thomas Jefferson, letter to the Danbury Baptists – 1802

“Gentlemen - The affectionate sentiments of esteem and approbation which you are so good as to express towards me, on behalf of the Danbury Baptist Association, give me the highest satisfaction. My duties dictate a faithful and zealous pursuit of the interests of my constituents, and in proportion as they are persuaded of my fidelity to those duties, the discharge of them becomes more and more pleasing.

Believing with you that religion is a matter which lies solely between man and his God, that he owes account to none other for his faith or his worship, that the legislative powers of government reach actions only, and not opinions, I contemplate with sovereign reverence that act of the whole American people which declared that their legislature should “make no law respecting an establishment of religion, or prohibiting the free exercise thereof,” thus building a wall of separation between church and state. Adhering to this expression of the supreme will of the nation in behalf of the rights of conscience, I shall see with sincere satisfaction the progress of those sentiments which tend to restore to man all his natural rights, convinced he has no natural right in opposition to his social duties.*

I reciprocate your kind prayers for the protection and blessing of the common Father and Creator of man, and tender you for yourselves and your religious association, assurances of my high respect and esteem.”

* The first draft of this letter contained the following paragraph. In it, he argues that not only Congress but the executive as well should refrain from religious ceremonies and professions. He includes in this prohibition any public support for Thanksgiving by the executive, a practice he did not wish that state to support, give its religious overtones.

“Congress thus inhibited from acts respecting religion, and the Executive authorities only to execute their acts, I have refrained from presenting even occasional performances of devotion, presented indeed legally, where an Executive is the legal head of Church, but subject here, as religious exercises only to the voluntary regulations and discipline of each respective sect.”

In a marginal comment, Jefferson says he omits this passage so as not to offend “republican friends in the eastern states” where the practice of thanksgiving has existed, though he clearly disagrees with the practice.

SUBJECT:

OCCASION:

AUDIENCE:

PURPOSE:

SOURCE:

TONE:

Instructional Strategy: Three Level Questions

When we look at primary source documents we will often utilize the instructional strategy of "Three Level Questioning." With this strategy, students are required to come up with questions and answers about the documents - these are brought up in a class discussion. Students will often debate the answers to the various questions.

Level One Questions:

Level 1 questions can be answered explicitly by facts contained in the text or by information accessible in other resources.

Level Two Questions:

Level 2 questions are textually implicit, requiring analysis and interpretation of specific parts of the text.

Level Three Questions:

Level 3 questions are much more open-ended and go beyond the text. They are intended to provoke a discussion of an abstract idea or issue.

Instructional Strategy: Role Playing - Mock Trials

In this strategy student's role play various players in the trial of a famous historical figure. Students will become part of the prosecuting team, defense team, or serve on the jury. For the prosecuting team there are 6 students who take part; chief prosecutor, assistant prosecutor, and four witnesses for the prosecution. For the defense team there are 6 students who take part; lead counsel for the defense, assistant for the defense, three witnesses for the defense, and the accused. Students are asked to do outside research and investigate the issues surrounding the case.

Possible Topics for a Mock Trial:

- The Trial of Christopher Columbus (Murder and Enslavement of Indigenous People)
- The Trial of Nathaniel Bacon (Murder, Destruction of both Private and Public Property)
- The Trial of the American Rebels (Treason and Murder)
- The Trial of Thomas Jefferson (Violating the Constitution - Louisiana Purchase)
- U.S. v. Henry Clay (Unethical Behavior in Office - Corrupt Bargain)
- U.S. v. John C. Calhoun (Treason - Nullification Crisis)
- The Trial of Andrew Jackson (Violating the Rights of Native Americans and Obstruction of Justice)
- The Trial of James K. Polk (Murder - Annexation of Texas)
- The Trial of John Brown (Murder and Destruction of both Private and Public Property)
- The Trial of Jefferson Davis (Murder and Treason)
- The Trial of the Robber Barons (Violating)
- Spain v. the United States of America (Violation of the Monroe Doctrine)
- Woodrow Wilson v. the Senate of the U.S. (Failure to Ratify the Treaty / League of Nations)
- The Trial of John T. Scopes (Illegally Teaching Evolution in a Public School)
- The Trial of Herbert Hoover (Failure to Protect the Citizens of the U.S.)
- U.S. v. Franklin D. Roosevelt (Violating the Constitution)
- The Trial of Harry S. Truman (War Crimes - Dropping the Bomb on Japan)
- The Trial of Lyndon B. Johnson (War Crimes - Expansion of the Vietnam War)
- The Impeachment of Richard Nixon (Theft, Extortion, Destruction of both Private and Public Property, and Obstruction of Justice)

Instructional Strategy: Inductive Learning Group Activity

This is used as part of our writing practice. Students work on grouping and classifying information.

Instructional Strategy: Role Playing - The Town Hall Assembly

This is a variation on the class debate, in this particular activity students are put into three groups, each representing a particular side which corresponds to a set of questions. Each side has been given a reading dealing with the issues that their side wishes to bring up and discuss within the assembly. All three sides debate and discuss the issues within the context of their reading.