

# Teaching Us History Thematically

[Making Citizens](#)  
[Teaching U.S. History Beyond the Textbook](#)  
[Whole Novels for the Whole Class](#)  
[Doing History](#)  
[The Best We Could Do](#)  
[Why Learn History \(When It's Already on Your Phone\)](#)  
[Teaching World History Thematically](#)  
[Inquiry-Based Lessons in U.S. History](#)  
[A Thematic Approach to Teaching Fifth-grade U.S. History](#)  
[History Class Revisited](#)  
[Essential Questions](#)  
[Horace's School](#)  
[The American Yawp](#)  
[Teaching World History Thematically](#)  
[America's History Through Young Voices](#)  
[Inquiry-Based Lessons in World History](#)  
[Teaching World History: A Resource Book](#)  
[Reading Like a Historian](#)  
[Historical Thinking Skills](#)  
[Teaching Global History](#)  
[A Primer for Teaching World History](#)  
[Miss Burma](#)  
[AP® U.S. History Crash Course Book + Online](#)  
[Aspects of American History](#)  
[A Doll's House](#)  
[Lies My Teacher Told Me](#)  
[The Warmth of Other Suns](#)  
[Knowing, Teaching, and Learning History](#)  
[Marvelous Cornelius](#)  
[Teaching World History in the Twenty-first Century: A Resource Book](#)  
[Teaching U.S. History Thematically](#)  
[Ancient History-Based Writing Lessons \[Student Book\] \(Sixth Edition\)](#)  
[Why Study History?](#)  
[A History Teaching Toolbox](#)  
[Threads of History - Third Edition for Teachers](#)  
[Threads of History](#)  
[World History](#)  
[U.S. History](#)  
[This Side of Paradise](#)

Teaching Us History Thematically

Downloaded from [dev.mabts.edu](http://dev.mabts.edu) by guest

## STEPHENS DARRYL

[Making Citizens](#) Teachers College Press

In New Orleans, there lived a man who saw the streets as his calling, and he swept them clean. He danced up one avenue and down another and everyone danced along. The old ladies whistled and whirled. The old men hooted and hollered. The barbers, bead twirlers, and beignet bakers bounded behind that one-man parade. But then came the rising Mississippi—and a storm greater than anyone had seen before. In this heartwarming book about a real garbage man, Phil Bildner and John Parra tell the inspiring story of a humble man and the heroic difference he made in the aftermath of Hurricane Katrina. Plus, this is the fixed format version, which will look almost identical to the print version. Additionally for devices that support audio, this ebook includes a read-along setting.

**Teaching U.S. History Beyond the Textbook** Sherpa Learning, LLC

A rethinking of teaching methodology in history classrooms As issues of history and memory collide in our society and in the classroom, the time is ripe to rethink the place of history in our schools. *Knowing, Teaching, and Learning History* represents a unique effort by an international group of scholars to understand the future of teaching and learning about the past. It will challenge the ways in which historians, teachers, and students think about teaching history. The book concerns itself first and foremost with the question, "How do students develop sophisticated historical understandings and how can teachers best encourage this process?" Recent developments in psychology, education, and historiography inform the debates that take place within *Knowing, Teaching, and Learning History*. This four-part volume identifies the current issues and problems in history education, then works towards a deep and considered understanding of this evolving field. The contributors to this volume link theory to practice, making crucial connections with those who teach history. Published in conjunction with the American Historical Association.

Stanford University Press

This updated edition of *Teaching Global History* challenges prospective and beginning social studies teachers to formulate their own views about what is important to know in global history and why. This essential text explains how to organize curriculum around broad social studies concepts and themes, as well as student questions about humanity, history, and the contemporary world. All chapters feature lesson ideas, a sample lesson plan with activity sheets, primary source documents, and helpful charts, graphs, photographs, and maps. This new edition includes

connections to the C3 framework, updates throughout to account for the many shifts in global politics, and a new chapter connecting past to present through current events and historical studies in ways that engage students and propel civic activism. Offering an alternative to pre-packaged textbook outlines and materials, this text is a powerful resource for promoting thoughtful reflection and debate on what the global history curriculum should be and how to teach it.

[Whole Novels for the Whole Class](#) Teachers College Press Aligned with national standards, these strategies and sample lessons turn learners into history detectives as they solve historical mysteries, prepare arguments for famous cases, and more.

[Doing History](#) University of Chicago Press

*Inquiry-Based Lessons in U.S. History: Decoding the Past* provides primary source lessons that focus on teaching U.S. history through inquiry to middle school students. Students will be faced with a question to answer or problem to solve and will examine primary sources for evidence to create hypothetical solutions. The chapters focus on key chronological periods (e.g., the Age of Exploration to the Civil Rights era) and follow the scope and sequence of major social studies textbooks, with activities linked to the U.S. History Content Standards and the Common Core State Standards for Literacy in History/Social Studies. The three lesson plans in each chapter begin with an essential question that sets the focus for the primary sources and teaching strategies that follow. The lesson plans include differing types of primary sources such as photographs, speeches, political cartoons, historic maps, paintings, letters, and diary entries. Grades 5-8

*The Best We Could Do* Createspace Independent Publishing Platform

Criticizes the way history is presented in current textbooks, and suggests a more accurate approach to teaching American history.

**Why Learn History (When It's Already on Your Phone)** ASCD

*Teaching U.S. History Thematically* Teachers College Press

*Teaching World History Thematically* Teachers College Press

Spanning the time period from 15,000 BCE to 1500 CE, *Inquiry-Based Lessons in World History (Vol. 1)* focuses on creating global connections between people and places using primary sources in standards-based lessons. With sections on early humans, the ancient world, classical antiquity, and the world in transition, this book provides teachers with inquiry-based, ready-to-use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians. Each section contains chapters that correspond to the scope and sequence of most world history textbooks. Each inquiry lesson begins with an essential question and connections to content and literacy standards, followed by

primary source excerpts or links to those sources. Lessons include step-by-step directions, incorporate a variety of literacy strategies, and require students to make a hypothesis using evidence from the texts they have read. Grades 7-10

[Inquiry-Based Lessons in U.S. History](#) Routledge

"Craig wields powerful and vivid prose to illuminate a country and a family trapped not only by war and revolution, but also by desire and loss." —Viet Thanh Nguyen, Pulitzer Prize-winning author

Miss Burma tells the story of modern-day Burma through the eyes of Benny and Khin, husband and wife, and their daughter Louisa. After attending school in Calcutta, Benny settles in Rangoon, then part of the British Empire, and falls in love with Khin, a woman who is part of a long-persecuted ethnic minority group, the Karen. World War II comes to Southeast Asia, and Benny and Khin must go into hiding in the eastern part of the country during the Japanese occupation, beginning a journey that will lead them to change the country's history. Years later, Benny and Khin's eldest child, Louisa, has a danger-filled, tempestuous childhood and reaches prominence as Burma's first beauty queen soon before the country falls to dictatorship. As Louisa navigates her newfound fame, she is forced to reckon with her family's past, the West's ongoing covert dealings in her country, and her own loyalty to the cause of the Karen people. Based on the story of the author's mother and grandparents, *Miss Burma* is a captivating portrait of how modern Burma came to be and of the ordinary people swept up in the struggle for self-determination and freedom. "At once beautiful and heartbreaking . . . An incredible family saga." —Refinery29

"Miss Burma charts both a political history and a deeply personal one—and of those incendiary moments when private and public motivations overlap." —Los Angeles Times

**A Thematic Approach to Teaching Fifth-grade U.S. History** Routledge

Get started with an innovative approach to teaching history that develops literacy and higher-order thinking skills, connects the past to students' lives, and meets state and national standards (grades 7–12). Now in a second edition, this popular book provides an introductory unit to help teachers build a trustful classroom climate; over 70 primary sources (including a dozen new ones) organized into thematic units structured around an essential question from U.S. history; and a final unit focusing on periodization and chronology. As students analyze carefully excerpted documents, they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century American. Each unit connects to current events with dynamic classroom activities that make history come alive. In addition to the documents, this teaching manual provides strategies to assess student learning;



mini-lectures designed to introduce documents; activities to help students process, display, and integrate their learning; guidance to help teachers create their own units, and more. **Book Features:** Addresses the politicization of history head-on with updated material that allows students entry points into the debates swirling around their education. Makes document-based teaching easy with a curated collection of primary sources (speeches by presidents and protesters, Supreme Court cases, political cartoons) excerpted into manageable chunks for students. Challenges the “master narrative” of U.S. history with texts from Frederick Douglass, Susan B. Anthony, Malcolm X, César Chavez, Jeanne Wakatsuki Houston, and Judy Heumann. Offers printable copies of the documents included in the book, which can be downloaded at [tccpress.com](http://tccpress.com).

**History Class Revisited Teaching U.S. History Thematically** This book offers the tools teachers need to get started with a more thoughtful and compelling approach to teaching history, one that develops literacy and higher-order thinking skills, connects the past to students’ lives today, and meets social studies 3C standards and most state standards (grades 6–12). The author provides over 90 primary sources organized into seven thematic units, each structured around an essential question from world history. As students analyze carefully excerpted documents—including speeches by queens and rebels, ancient artifacts, and social media posts—they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century citizen of the world. Each unit connects to current events with dynamic classroom activities that make history come alive. In addition to the documents themselves, this teaching manual provides strategies to assess student learning; mini-lectures designed to introduce documents; activities and reproducibles to help students process, display, and integrate their learning; guidance to help teachers create their own units; guidelines for respectful student debate and discussion; and more. **Book Features:** A timely aid for secondary school teachers tasked with meeting standards and other state-level quality requirements. An approach that promotes student engagement and critical thinking to replace or augment a traditional textbook. Challenges to the “master narrative” of world history from figures like Queen Nzinga and Huda Sha’arawi, as well as traditionally recognized historical figures such as Pericles and Napoleon. Essential questions to help students explore seven of the most important recurring themes in world history. Role-plays and debates to promote interaction among students. Printable copies of the documents included in the book can be downloaded at [tccpress.com](http://tccpress.com).

#### **Essential Questions** Routledge

This book offers the tools teachers need to get started with a more thoughtful and compelling approach to teaching history, one that develops literacy and higher-order thinking skills, connects the past to students’ lives today, and meets social studies 3C standards and most state standards (grades 6–12). The author provides over 90 primary sources organized into seven thematic units, each structured around an essential question from world history. As students analyze carefully excerpted documents—including speeches by queens and rebels, ancient artifacts, and social media posts—they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century citizen of the world. Each unit connects to current events with dynamic classroom activities that make history come alive. In addition to the documents themselves, this teaching manual provides strategies to assess student learning; mini-lectures designed to introduce documents; activities and reproducibles to help students process, display, and integrate their learning; guidance to help teachers create their own units; guidelines for respectful student debate and discussion; and more. **Book Features:** A timely aid for secondary school teachers tasked with meeting standards and other state-level quality requirements. An approach that promotes student engagement and critical thinking to replace or augment a traditional textbook. Challenges to the “master narrative” of world history from figures like Queen Nzinga and Huda Sha’arawi, as well as traditionally recognized historical figures such as Pericles and Napoleon. Essential questions to help students explore seven of the most important recurring themes in world history. Role-plays and debates to promote interaction among students. Printable copies of the documents included in the book can be downloaded at [tccpress.com](http://tccpress.com).

#### **Horace’s School** Abrams

“The second edition of this best-selling book offers the tools teachers need to get started with an innovative approach to teaching history, one that develops literacy and higher-order thinking skills, connects the past to students’ lives today, and meets state and national standards. The author provides an introductory unit to build a trustful classroom climate; over 70 primary sources (including a dozen new ones) organized into six thematic units, each structured around an essential question from U.S. history; and a final unit focusing on periodization and chronology. As students analyze carefully excerpted documents—speeches by presidents and protesters, Supreme Court cases,

political cartoons—they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century American. Each unit connects to current events, and dynamic classroom activities make history come alive. In addition to the documents themselves, this teaching manual provides strategies to assess student learning; mini-lectures designed to introduce documents; activities to help students process, display, and integrate their learning; guidance to help teachers create their own units, and more”--

#### **The American Yawp** Routledge

Aspects of American History examines major themes, personalities and issues across American history, using topic focused essays. Each chapter focuses on key events and time periods within a broad framework looking at liberty and equality, the role of government and national identity. The volume engages with its central themes through a broad ranging examination of aspects of the American past, including discussions of political history, foreign policy, presidential leadership and the construction of national memory. In each essay, Simon Henderson: introduces fresh angles to traditional topics consolidates recent research in themed essays analyzes views of different historians offers an interpretive rather than narrative approach gives concise treatment to complex issues. Including an introduction which places key themes in context, this book enables readers to make comparisons and trace major thematic developments across American history.

#### **Teaching World History Thematically** Vintage

This second volume of A History Teaching Toolbox is an ideal handbook for busy classroom teachers eager to try out fresh strategies with their students. More than 65 tried and tested activities and approaches are organized into helpful categories and explained with step-by-step instructions and topic-specific examples to illustrate how they can be immediately employed. A History Teaching Toolbox Volume Two is written for both new and experienced classroom practitioners keen to bring history alive for their students and is written by award-winning history teacher Russel Tarr. Chapter outline 1. Imparting knowledge to students Escape the room! Three effective role-play techniques Hand gestures to reflect changing relations between groups Unlock the box Mysterious moments Image flash Time-wipes 2. Debate and Discussion Strategies Chat-show challenges Tell us something we don’t know! Protest placards: design, anticipate, react Brilliance or Baloney? Guess the statistics Sticky notes for silent presentations Boxing match debates 3. Transforming and applying knowledge TripAdvisor graphics showing impact in various places Design a theme park based around the topic Convert statistics into infographics Design / destroy a banknote Create a Google Doodle Produce a board game Guess who? 4. Comparing, contrasting, linking Sports commentaries Crime boards Dialogue poems Speed dates / Blind dates Top trumps Which one doesn’t belong? 5. Judgments and interpretations Relationship webs Living graph Factor auction How would geographers approach this question? Design a DVD Inlay Time travel agent: complaint letters v. advertising blurb 6. Group work approaches Destroy or deploy? Random name picker Re-enact a conference Which part of the body were you? Image jigsaw Peer assessment slips 7: Tests and revision Takeaway mark scheme How certain are you? Plot holes in history Spiced-up cloze exercises Alphabet challenge Rhyming timelines Exam questions from hell 8: Classroom display Knowledge cubes The big picture Rice above the statistics Affordable props Meme posters Turn the topic into objects 9: Essay skills Sketch-noting and beyond Backward rainbow essays Student vocabulary bookmark Biased words knockout challenge Online essay-writing tools Compare opening paragraphs of several books 10: Other ideas Build history into the school calendar Wheel of emotions Using Emojis Dream sources Fake news Breaking news / Click bait Biographies beyond the syllabus Five ways to use music effectively

#### **America’s History Through Young Voices** Routledge

Since the late 1970s, Theodore Sizer has studied and worked among hundreds of American high schools. His research was first published in 1984 in *Horace’s Compromise*, and since then, the scope ofally. Sizer now proposes a process of redesign which respects the best of the rich traditions of secondary schooling while doing far more to educate our youth. **Inquiry-Based Lessons in World History** John Wiley & Sons “I too am not a bit tamed—I too am untranslatable / I sound my barbaric yawp over the roofs of the world.”—Walt Whitman, “Song of Myself,” *Leaves of Grass* *The American Yawp* is a free, online, collaboratively built American history textbook. Over 300 historians joined together to create the book they wanted for their own students—an accessible, synthetic narrative that reflects the best of recent historical scholarship and provides a jumping-off point for discussions in the U.S. history classroom and beyond. Long before Whitman and long after, Americans have sung something collectively amid the deafening roar of their many individual voices. The *Yawp* highlights the dynamism and conflict inherent in the history of the United States, while also looking for the common threads that help us make sense of the past. Without losing sight of politics and power, *The American Yawp*

incorporates transnational perspectives, integrates diverse voices, recovers narratives of resistance, and explores the complex process of cultural creation. It looks for America in crowded slave cabins, bustling markets, congested tenements, and marbled halls. It navigates between maternity wards, prisons, streets, bars, and boardrooms. The fully peer-reviewed edition of *The American Yawp* will be available in two print volumes designed for the U.S. history survey. Volume I begins with the indigenous people who called the Americas home before chronicling the collision of Native Americans, Europeans, and Africans. *The American Yawp* traces the development of colonial society in the context of the larger Atlantic World and investigates the origins and ruptures of slavery, the American Revolution, and the new nation’s development and rebirth through the Civil War and Reconstruction. Rather than asserting a fixed narrative of American progress, *The American Yawp* gives students a starting point for asking their own questions about how the past informs the problems and opportunities that we confront today.

**Teaching World History: A Resource Book** Chronicle Books Now in its fourth edition, this popular text offers a unique perspective on teaching and learning history in the elementary and middle grades. Through case studies of teachers and students in diverse classrooms and from diverse backgrounds, it shows children engaging in authentic historical investigations, often in the context of an integrated social studies curriculum. The central assumption is that children can engage in valid forms of historical inquiry—collecting and data analysis, examining the perspectives of people in the past, considering multiple interpretations, and creating evidence-based historical accounts. In each chapter, the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory, thus providing specific examples of successful activities and placing them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings. New in the Fourth Edition Expanded coverage of world history in two new chapters Integration of new technologies to support history instruction Updated classroom examples, bibliographies, and references

#### **Reading Like a Historian** Grove Press

**NATIONAL BOOK CRITICS CIRCLE AWARD WINNER • NEW YORK TIMES BESTSELLER •** In this beautifully written masterwork, the Pulitzer Prize-winner and bestselling author of *Caste* chronicles one of the great untold stories of American history: the decades-long migration of black citizens who fled the South for northern and western cities, in search of a better life. From 1915 to 1970, this exodus of almost six million people changed the face of America. Wilkerson compares this epic migration to the migrations of other peoples in history. She interviewed more than a thousand people, and gained access to new data and official records, to write this definitive and vividly dramatic account of how these American journeys unfolded, altering our cities, our country, and ourselves. With stunning historical detail, Wilkerson tells this story through the lives of three unique individuals: Ida Mae Gladney, who in 1937 left sharecropping and prejudice in Mississippi for Chicago, where she achieved quiet blue-collar success and, in old age, voted for Barack Obama when he ran for an Illinois Senate seat; sharp and quick-tempered George Starling, who in 1945 fled Florida for Harlem, where he endangered his job fighting for civil rights, saw his family fall, and finally found peace in God; and Robert Foster, who left Louisiana in 1953 to pursue a medical career, the personal physician to Ray Charles as part of a glitteringly successful medical career, which allowed him to purchase a grand home where he often threw exuberant parties. Wilkerson brilliantly captures their first treacherous and exhausting cross-country trips by car and train and their new lives in colonies that grew into ghettos, as well as how they changed these cities with southern food, faith, and culture and improved them with discipline, drive, and hard work. Both a riveting microcosm and a major assessment, *The Warmth of Other Suns* is a bold, remarkable, and riveting work, a superb account of an “unrecognized immigration” within our own land. Through the breadth of its narrative, the beauty of the writing, the depth of its research, and the fullness of the people and lives portrayed herein, this book is destined to become a classic.

#### **Historical Thinking Skills** Teachers College Press

What are “essential questions,” and how do they differ from other kinds of questions? What’s so great about them? Why should you design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students’ discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards—local or Common Core State Standards—in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry-based teaching and learning in your classroom. Offering dozens of examples, the authors explore the usefulness of EQs in all K-12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. As an important element of their backward design approach to designing curriculum, instruction, and assessment, the authors

\*Give a comprehensive explanation of why EQs are so important;  
\*Explore seven defining characteristics of EQs; \*Distinguish between topical and overarching questions and their uses;  
\*Outline the rationale for using EQs as the focal point in creating units of study; and \*Show how to create effective EQs, working

from sources including standards, desired understandings, and student misconceptions. Using essential questions can be challenging—for both teachers and students—and this book provides guidance through practical and proven processes, as well as suggested "response strategies" to encourage student engagement. Finally, you will learn how to create a culture of

inquiry so that all members of the educational community—students, teachers, and administrators—benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

Related with Teaching Us History Thematically:

[© Teaching Us History Thematically Acellus Final Exam Answers](#)

[© Teaching Us History Thematically Acls Post Test Answer Key 2023](#)

[© Teaching Us History Thematically Acls Precourse Self Assessment Answers 2023](#)