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**This is the chapter
slice "The Human Meaning

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of the War Gr. 5-8" from
the full lesson plan
"American Civil War" ** Get
a behind the scenes look
at a country's inner
conflict. From 1861 to
1865, our resource brings

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to the forefront a war between the north and south of the United States. Find out that the main problems that led to the war were slavery, industry versus

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agriculture, and state rights. Learn all about Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, and Robert E. Lee.

Research the Gettysburg Address and decide for

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yourself if it is one of the most important speeches in American history. Get down and dirty as you learn all about the attack on Fort Sumter, the battle of Bull

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Run, and other major meetings of conflict. Delve deeper into the meaning of the war by exploring its impact on women and African Americans. Learn about the

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Amendments made to the
U.S. Constitution after
the war. Aligned to your
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crossword, word search, comprehension quiz and answer key are also included.

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people, events and ideas that have shaped the United States from both the top down (politics, economics, diplomacy) and bottom up (eyewitness accounts, lived

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experience) .

The premise of the Teaching American History (TAH) project—a discretionary grant program funded under the U.S. Department of

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Education's Elementary and Secondary Education Act— is that in order to teach history better, teachers need to know more history. Unique among professional development programs in

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emphasizing specific content to be taught over a particular pedagogical approach, TAH grants assist schools in implementing scientifically-based

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research methods for improving the quality of instruction, professional development, and teacher education in American history. Illustrating the diversity of these

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programs as they have been implemented in local education agencies throughout the nation, this collection of essays and research reports from TAH participants provides

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models for historians,
teachers, teacher
educators, and others
interested in the teaching
and learning of American
History, and presents
examples of lessons

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learned from a cross-section of TAH projects. Each chapter presents a narrative of innovation, documenting collaboration between classroom, community, and the academy

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that gives immediate and obvious relevance to the teaching and learning process of American history. By sharing these narratives, this book expands the impact of

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emerging practices from individual TAH projects to reach a larger audience across the nation.

Lessons for History
Educators and Historians
American Civil War: The

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Human Meaning of the War

Gr. 5-8

From 1492 to the Present

U.S. History

The Talented Tenth

American History

Surveys the educational

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accomplishments of U.S. students in 1994 in geography and U.S. history. This report examines the success students had working with a range of resource materials similar to those used by professional geographers and historians. The 1994 framework was

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organized around 4 themes: change and continuity in American democracy: ideas, institutions, practices, and controversies; the gathering and interaction of peoples, cultures, and ideas; economic and technological changes and their

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relation to society, ideas, and the environment; and the changing role of American in the world. Charts and tables.

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understanding information, not memorizing. Each test checks understanding of chapter content, which is coordinated with the teaching guides for each volume of the A History of US set. A portion of the questions assess knowledge of key facts

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Evaluation of the Teaching American
History Program

Teaching US History in Texas

Observations & Assessments from
Early Settlement to Today

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Focus On Women in U.S. History
American Revolutionary War: Key
Events Gr. 5-8

Taken from "The Talented Tenth"
written by W. E. B. Du Bois: The
Negro race, like all races, is going to
be saved by its exceptional men. The
problem of education, then, among

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Negroes must first of all deal with the Talented Tenth; it is the problem of developing the Best of this race that they may guide the Mass away from the contamination and death of the Worst, in their own and other races. Now the training of men is a difficult and intricate task. Its technique is a

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matter for educational experts, but its object is for the vision of seers. If we make money the object of man-training, we shall develop money-makers but not necessarily men; if we make technical skill the object of education, we may possess artisans but not, in nature, men. Men we shall

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have only as we make manhood the object of the work of the schools-intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it-this is the curriculum of that Higher Education which must underlie true life. On this foundation we may build

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bread winning, skill of hand and quickness of brain, with never a fear lest the child and man mistake the means of living for the object of life. Walking readers through a rich but often overlooked part of American history, this compendium addresses the people, times, and events that

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ideal for history buffs, trivia fans, students and teachers and anyone interested in a better and more thorough understanding of history of black Americans.

The study of emotions has attracted anew the interest of scholars in various disciplines, igniting a lively

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public debate on the constructive and destructive power of emotions in society as well as within each of us. Most of the contributors to this volume do not hail from the United States but look at the nation from abroad. They explore the role of emotions in history and ask how that exploration changes

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what we know about national and international history, and in turn how that affects the methodological study of history. In particular they focus on emotions in American history between the 18th century and the present: in war, in social and political discourse, as well as in art and the media. In

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In addition to case studies, the volume includes a review of their fields by senior scholars, who offer new insights regarding future research projects.

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approximately 30 minutes each The
final lesson of the week is an exam
covering the week's instruction
Student questions are organized in
the back for easy use in testing and
review Teachers, parents, or***

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students can grade assignments daily or weekly As the teacher, you will enjoy partnering with your student as he or she processes American history while developing or strengthening a Christian world view.

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Nation Became Great", "Short Lessons in U.S. History offers bite-sized, easy-to-use lessons that are student-friendly and relevant for today's student. Each short lesson includes map skills and biographies of U.S. leaders, as well as review quizzes and student-paced

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and colonization and ending with the Cuban Missile Crisis.

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nation's expansion into the Great West was directly linked to its unique spirit: a rugged individualism forged at the juncture between civilization and

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wilderness, which – for better or worse – lies at the heart of American identity today. Throughout history, some books have changed the world. They have transformed the way

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Emotions in American
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NAEP 1994 U.S. History

*In this Second Edition
of this radical social
history of America from
Columbus to the present,*

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Howard Zinn includes substantial coverage of the Carter, Reagan and Bush years and an Afterword on the Clinton presidency. Its commitment and vigorous

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compelling reading for
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*This book describes
results from the 1994
National Assessment of
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U.S. history, conducted at grades 4, 8, and 12. Included in this report card are the results of students' achievement at each grade and within various subgroups of the

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general population. The report discusses the relationships between student performance and instructional and home background variables. This information gives

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*educators a context for
evaluating the U.S.
history achievement of
students and the results
that may be used to
guide reform efforts.
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"NAEP 1994 U.S. History Assessment"; (2) "U.S. History Results for the Nation and Regions"; (3) "U.S. History Achievement Levels"; (4) "Contexts in which

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Students Learn History"; and (5) "What Students Know and Can Do in U.S. History." A conclusion, three appendices, 52 tables, and 13 figures complete the book. (EH)

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American Classrooms

****This is the chapter slice "Key Events Gr. 5-8" from the full lesson plan "American Revolutionary War"** Gain insight into the events that gave America its independence to become a new nation. From 1775**

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to 1783, our resource highlights the details behind a war between the thirteen colonies and Britain. Start with the background information leading up to the war. Understand that Britain established thirteen colonies along the eastern coast of North

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the beauty and tragedy of American history. Written in elegiac prose, Lepore's groundbreaking investigation places truth itself—a devotion to facts, proof, and evidence—at the center of the nation's history. The American experiment rests

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on three ideas—"these truths," Jefferson called them—political equality, natural rights, and the sovereignty of the people. And it rests, too, on a fearless dedication to inquiry, Lepore argues, because self-government depends on it. But has the

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nation, and democracy itself, delivered on that promise? These Truths tells this uniquely American story, beginning in 1492, asking whether the course of events over more than five centuries has proven the nation's truths, or belied them. To answer

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that question, Lepore traces the intertwined histories of American politics, law, journalism, and technology, from the colonial town meeting to the nineteenth-century party machine, from talk radio to twenty-first-century Internet polls, from Magna Carta

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to the Patriot Act, from the printing press to Facebook News. Along the way, Lepore's sovereign chronicle is filled with arresting sketches of both well-known and lesser-known Americans, from a parade of presidents and a rogues' gallery

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of political mischief makers to the intrepid leaders of protest movements, including Frederick Douglass, the famed abolitionist orator; William Jennings Bryan, the three-time presidential candidate and ultimately tragic populist; Pauli Murray, the

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visionary civil rights strategist; and Phyllis Schlafly, the uncredited architect of modern conservatism. Americans are descended from slaves and slave owners, from conquerors and the conquered, from immigrants and from people who have fought to

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end immigration. "A nation born in contradiction will fight forever over the meaning of its history," Lepore writes, but engaging in that struggle by studying the past is part of the work of citizenship. "The past is an inheritance, a gift and a burden,"

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These Truths observes. "It can't be shirked. There's nothing for it but to get to know it."

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Despite being the state with perhaps the longest history of Latino presence, power and influence, Texas has very much under-represented Latinos in its schools history curriculum. Through an analysis of teaching

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Citizenship and American history A People's History of the United States Leaving Latinos Out of History

This report is a first look at the results of the 1994 NAEP U.S. History Assessment.

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It presents national findings of 4th-, 8th-, and 12-grade students' overall performance and summary data for the major demographic subpopulations in the United States. Results are reported on a 500-point scale, used to show comparisons and trends over time, and according to the achievement levels, which are in a

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developmental stage, established by the National Assessment Governing Board. About 60 percent of the assessment was devoted to performance exercises with the remainder to multiple-choice questions. Sample questions for grade level are provided. The preliminary results show: (1) the pattern of average scores by grade

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was typical of other subjects assessed by NAEP; (2) among the different regions of the United States, student scores varied by each grade level with high school seniors in the Southeast scoring a lower average than those in the Northeast and Central regions; (3) 17 percent of 4th graders, 14 percent of 8th graders, and 11 percent of

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12th graders reached the proficient level which demonstrates competency in challenging subject matter; (4) 64 percent of 4th graders, 61 percent of 8th graders and 43 percent of 12th graders attained at least the basic level which demonstrates partial mastery of challenging subject matter; (5) across the three grades, 1 to 2

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percent reached the advanced level showing superior performance; (6) U.S. history scores at all grade levels were higher for students whose parents had more education; (7) at grade 12, males scored higher than females in U.S. history with no differences between males and females in average scores evident at

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grades 4 and 8; (8) at grades 4, 8, and 12, White and Asian students had significantly higher U.S. history scores than did Black and Hispanic students; and (9) 4th-, 8th-, and 12th-grade students attending non-public schools displayed higher U.S. history scores than their counterparts attending public schools. Tables, figures,

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and graphs accompany the text. (EH)
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Educational Progress

Fear and Trembling? Shock and Awe?

Which set of statements best describes the emotions surrounding the assessment of writing ability in educational settings? This book - the first historical study of its kind - begins with Harvard University's 1874

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Lynne Cheney, Newt Gingrich, and Senator Slade Gorton, and pundits such as Rush Limbaugh, John Leo, and Charles Krauthammer fiercely denounced the findings of the National Standards for History which, subsequently, became a major battleground in the nation's ongoing

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struggle to define its historical identity. To help us understand what happened, Linda Symcox traces the genealogy of the National History Standards Project from its origins as a neo-conservative reform movement to the drafting of the Standards, through the 18 months of controversy and the

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debate that ensued, and the aftermath. Broad in scope, this case study includes debates on social history, world history, multiculturalism, established canons, national identity, cultural history, and "liberal education." Symcox brilliantly illuminates the larger issue of how educational policy is

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