REIMAGINING

AMERICAN

HISTORY

EDUCATION

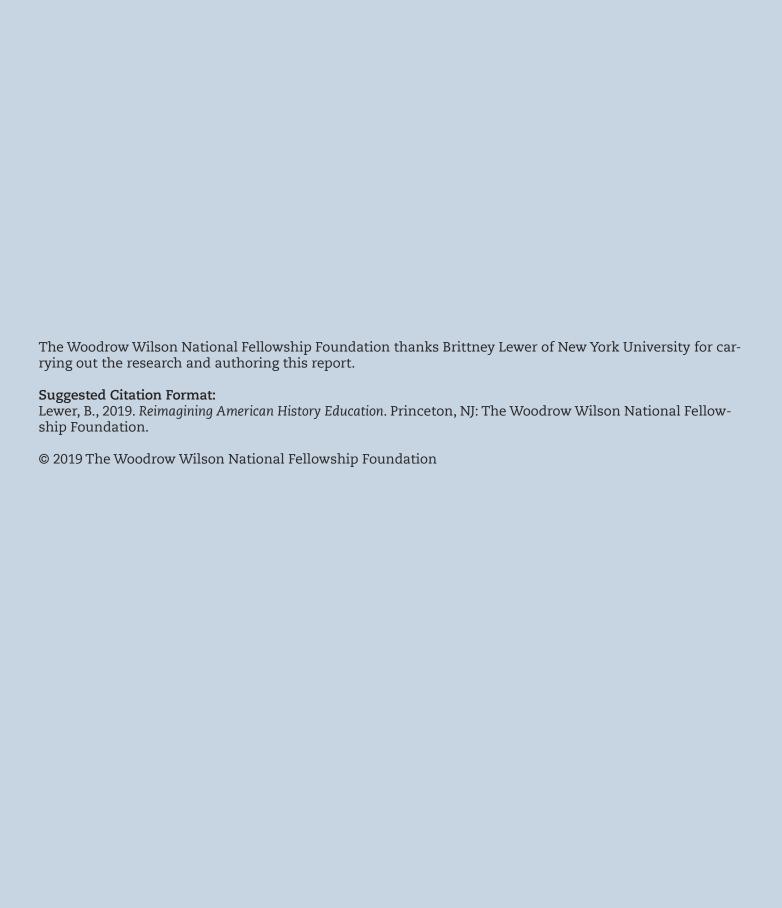The Woodrow Wilson
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INTRODUCTION

This report looks to the future of American history education. The report grows out of national and state polls that the Foundation conducted in late 2018 on Americans' knowledge of the history of their country. The Foundation's initial poll found that two out of three Americans were incapable of passing the U.S. citizenship test and led the Foundation to conduct a study of American history education—what it is and what it should become. This report examines current practice in teaching American history, discusses the research on the most effective ways to learn American history, describes outstanding programs that incorporate these approaches, and announces a new Woodrow Wilson initiative that seeks to apply the research to bolster the teaching and learning of American history across the country.

The Foundation is undertaking this initiative in the belief that knowledge of American history is essential to

- establishing the engaged and informed citizenry needed to preserve a democratic society;

- reestablishing the common bonds that all Americans share in a time of deep national political, economic, and social divisions in which Americans' differences overshadow our commonalities;

- understanding the past in a time of profound, continuing, and accelerating change in order to make sense of a chaotic present and inchoate future, as history is both an anchor in a time when change assails us and a laboratory for studying the changes that are occurring; and

- educating a generation of Americans who think like historians, who know how to ask questions about the present and future rooted in the past, and to marshal the data to answer those questions.

The initial poll found out that two out of three Americans were incapable of passing the U.S. citizenship test.

SECTION I: CURRENT PRACTICE

The Foundation carried out a study of current practice in American history education with the goal of learning why Americans performed so poorly on the citizenship test. It asked four principal questions:

1.   Are students required to study American history?
2.   Are teachers prepared to teach American history?
3.   Are current curriculum and instruction effective?
4.   Has knowledge of American history declined?

What follows are the very succinct answers to these questions. A fuller reporting of findings of the research can be found in Appendix A.

1. ARE STUDENTS REQUIRED TO STUDY AMERICAN HISTORY?

Yes, almost all students study American history. Forty-five states and the District of Columbia require the study of U.S. history in elementary school, and 39 states and the District of Columbia require the study of U.S. history in middle school.[1] At the secondary level, it is a graduation requirement, typically of a year, in 42 states and the District of Columbia.[2] One might lament that it is not required in all states or question the length of the course of study, but the simple fact is that all of the questions asked on the citizenship test would be covered in a one-year American history course. A lack of exposure is not the reason why the majority of Americans failed the test.

2. ARE TEACHERS PREPARED TO TEACH AMERICAN HISTORY?

Yes, the mythology that history classrooms are filled with coaches unable to teach other subjects is dead wrong. In reality, those who teach American history today—social science teachers—have the appropriate credentials. Among high school social science teachers, 83 percent are certified in social science (state certifications of history teachers include history, history and government, social studies, and social science among others).[3] Fully 79 percent majored in American history or a related social science discipline.[4] Among teachers with a primary teaching assignment in history, 30 percent are certified in history specifically (with another 50 percent certified in social studies).[5] Nearly half (47 percent) of teachers with a main teaching assignment in history hold a bachelor's degree in history; an additional 5 percent hold a minor in history.[6] In fact, 51 percent of teachers with a primary teaching

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1 See Appendix A, Table A-3, review of state history/social studies standards, conducted January 2019.

2 Michigan and Maine both require U.S. history. All other data is reflected in Laura Baker, "Most States Require History, But Not Civics," *Education Week*, Oct. 23, 2018, https://www.edweek.org/ew/section/multimedia/data-most-states-require-history-but-not.html

3 Jason Hill and Christina Stearns, "Supplemental Tables to Education and Certification Qualifications of Departmentalized Public High School-Level Teachers of Selected Subjects: Evidence From the 2011–12 Schools and Staffing Survey," National Center for Education Statistics, http://nces.ed.gov/pubs2014/2014059.pdf; Jason Hill and Christina Stearns, "Education and Certification Qualifications of Departmentalized Public High School-Level Teachers of Selected Subjects: Evidence From the 2011-2012 Schools and Staffing Survey," National Center for Education Statistics, June 2015, https://nces.ed.gov/pubs2015/2015814.pdf, 18. See Appendix A, Table A-6 and Table A-7 for more on teacher certification in history and social studies by state.

4 *Ibid*.

5 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmhe6; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmhf3a.

6 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmgb9a; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmgd4a; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmhaa3.

assignment in history hold a master's degree, including 6.4 percent of teachers with a master's degree in history.[7] If there is a criticism of today's history teachers, it is that they do not look like their students; in 2015 more than 84 percent of history teachers were white, compared with 49 percent of students nationwide.[8]

While ideally all teachers would be certified to teach in their subject area, most American history teachers are certified in history or a closely related field. More than half of history teachers hold at least a minor in history, and more than half of history teachers hold an advanced degree. Nothing suggests that the low passage rate on the citizenship test should be attributed to an unprepared faculty.

3. ARE THE CURRENT CURRICULUM AND INSTRUCTION EFFECTIVE?

No, a divided approach to history has limited the effectiveness of history teaching. There have been two primary schools of thought regarding how American history should be taught. One is the "heritage approach," which celebrates America's past and focuses on teaching students the key figures, events, moments, and values in American history. The emphasis is on memorization. The other is the "historical approach," which treats the past as a dynamic narrative, seeking to teach students the skills of history: how to read primary and secondary sources, how to evaluate causation, how to understand others' perspectives, how to apply historical knowledge to real-world situations—in short, how to think like a historian.[9]

Traditionally, the American history curriculum in our schools has been rooted in the "heritage approach." This has begun shifting. For instance, the National Council for the Social Studies released its College, Career, & Civic Life (C3) Framework for Social Studies State Standards in 2013.[10] The C3 Framework includes explicit goals in history: attention to historical perspectives, evaluating evidence, thinking chronologically, and understanding causation and historical arguments.[11] These disciplinary goals align with the National Council for History Education's Blueprint for Student Learning, which builds on the "history's habits of the mind" outlined in its 1987 Bradley Commission Report.[12] Our review of state standards found that 28 states have incorporated the C3 Framework into their history standards since 2013, and at least three more states are currently revising their standards to do so.[13] While

7 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmh82; U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Teacher and Principal Survey, 2015-16 Public School Teachers, DataLab, https://nces.ed.gov/datalab/index.aspx?ps_x=gbbmhn61.

8 Michael Hansen, Elizabeth Levesque, Jon Valant, and Diana Quintero, "The 2018 Brown Center Report on American Education: How Well are American Students Learning." Washington, DC: *The Brookings Institution* (2018), Brown-Center-Report-on-American-Education_FINAL1.pdf, 34; National Center for Education Statistics, Digest of Education Statistics (2017), Table 203.50: Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region, https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp?current=yes. See Appendix B.

9 Larry Cuban, *Teaching History Then and Now* (Cambridge: Harvard Education Press, 2016), 1-5.

10 National Council for the Social Studies. *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3): Framework for Social Studies State Standards.* 2013.

11 *Ibid.*, 45-49.

12 National Council for History Education, *Blueprint for Student Learning*, accessed February 1, 2019, https://www.nche.net/blueprintstudentlearning; National Council for History Education, *Bradley Commission Report: NCHE's Foundational Document*, accessed February 1, 2019, https://www.nche.net/bradleyreport.

13 Michael Hansen, Elizabeth Levesque, Jon Valant, and Diana Quintero, "The 2018 Brown Center Report on American Education: How Well are American Students Learning?," (2018); Woodrow Wilson National Fellowship Foundation review of state standards in

most states do have content standards—for what historical movements, dates, and facts students should learn, and when, both for the state and the nation—these standards are left to the discretion of each state. (See Appendix A.)

Two conclusions stand out. First, most Americans were educated with curricula stressing the memorization of names, dates, and events. This is what the U.S. citizenship exam tests. The results indicate this approach has not been successful, beyond short-term recall.

Second, the American history curriculum in school today is a mix of the heritage and historical approaches, varying by state, testing protocol, district, school, textbook, and individual teacher. The best that can be said of this situation is that history education is uncertain and in flux.

4. HAS KNOWLEDGE OF AMERICAN HISTORY DECLINED?

No, for the past 100 years, Americans have performed poorly on multiple-choice recall tests of history.[14] In large-scale tests that asked students to identify key dates and figures, students failed—in 1917, 1943, 1976, and on every National Assessment of Educational Progress's U.S. History test administered since the exam was developed in 1987.[15] This means the "heritage approach" to teaching American history has not been effective for a very long time.

CONCLUSION

What our study indicates is that **students are studying history and their teachers are prepared to teach it**. The American history curriculum, now in flux, has historically stressed memorizing names and dates, and Americans have always fared poorly on tests about names and dates.

Any temptation to cast blame for the low passage rates on failing students or fumbling taechers is misguided. The problem is not that today's Americans are ignorant or that the current generation is less equipped than its predecessors. The problem is not that the schools have abandoned American history, the teacher force is uneducated, or the American history curriculum has been ravaged.

The problem is not new. It's perennial. Memorizing random facts doesn't work.

The next section looks at the most effective ways to teach and learn American history.

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history/social studies, (see Appendix B).

14 Samuel S. Wineburg, *Why Learn History (When It's Already on Your Phone)* (Chicago: University of Chicago Press, 2018), 14-15.

15 *Ibid.*, 11-13.

SECTION II: RESEARCH ON LEARNING

A substantial body of research, produced by cognitive and learning scientists, has begun to illuminate how students learn and how history can be taught effectively. Much of it can be subsumed under the term "engagement," meaning active, meaningful involvement.

Here's what we know:

- There exists a "moderately strong and positive correlation between overall student engagement and academic achievement," according to a recent meta-analysis of 69 studies on student engagement.[16]

- Student engagement correlates with positive "academic, social, and emotional learning outcomes."[17]

- Students who are actively engaged seem to benefit from not only better achievement, but also greater retention and greater satisfaction.[18]

- Engagement corresponds to persistence: students who are engaged are more likely to build their skills, increase proficiency, and develop competence. This creates a positive feedback loop that promotes learning.[19]

- Researchers note a positive correlation between the amount of time students spent engaged and their academic achievement.[20]

How do programs and educators foster student engagement? Drawing on a longitudinal study of more than 500 students, educational psychologist David Shernoff concluded that engagement was high when students perceived high levels of "challenge, skill, control, relevance, and activity level." Furthermore, "Nothing influenced students' concentration and attention as much as challenge and relevance, and nothing influenced students' intrinsic motivation, enjoyment, and self-esteem as much as perceptions of competence, autonomy, and activation."[21]

ACTIVATING AND ENGAGING STUDENTS

A variety of active learning strategies benefit student engagement and student performance. Educators and researchers define "active learning" as an umbrella term. Active learning allows students to interact, react, question, guide, and/or create as they learn.[22] In general,

16 Hao Lei, Yunhuo Cui, and Wenye Zhou. 2018. "Relationships between Student Engagement and Academic Achievement: A Meta-Analysis." *Social Behavior & Personality: An International Journal* 46 (3): 517–28. doi:10.2224/sbp.7054, 517.

17 Sandra L. Christenson, Amy I. Reschl, and Cathy Wylie, eds., *Handbook of Research on Student Engagement.* (New York: Springer, 2012), v-vi.

18 Katrina A. Meyer, "Student Engagement: What Works and Why," *ASHE Higher Education Report* 40, no. 6 (2014), 73.

19 Judith L. Irvin, Julie Meltzer, and Melinda Dukes, *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders* (Alexandria: Association for Supervision & Curriculum Development, 2007), 30.

20 Maribeth Gettinger and Martha J. Walter, "Classroom Strategies to Enhance Academic Engaged Time," in *Handbook of Research on Student Engagement*, edited by Sandra L. Christenson, Amy I. Reschl, and Cathy Wylie, 653-674 (New York: Springer, 2012), 654.

21 David J. Shernoff, *Optimal Learning Environments to Promote Student Engagement* (New York: Springer, 2014), 88.

22 Charles C. Bonwell and James A. Eison, *Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.* ERIC Clearinghouse on Higher Education (Washington, DC: George Washington University, 1991), https://files.eric.ed.gov/

students engage less when they are "passive recipients of information," as can happen during lectures.[23] History is the subject "most commonly associated with direct instruction"—that is, one-way, teacher-led presentations such as lectures, which can impede meaningful student learning.[24] Students who learn actively rather than passively show "improved gains in learning, greater conceptual understanding of basic concepts, positive student attitudes, improved skill development, and better recall."[25]

Substantial research suggests that "active or interactive teaching strategies are more effective than didactic methods."[26] Done well, numerous forms of active learning can be effective compared to more traditional, passive methods.

HANDS-ON ACTIVITIES

Games and Gamified Learning

Research on games and simulations suggests that they can increase student interest and learning.[27] At their core, games are meant to be fun. Game-based learning channels students' desire to play toward learning.[28] By blurring the lines between formal and informal learning, gamification "can inspire students to learn in lifewide, lifelong, and life deep ways."[29]

Practice is required for learning, and games create an experience where students can practice in an iterative way.[30] Games permit students to apply their learning, and to learn from experiences quickly.[31] Research suggests that games can increase both "time-on-task" and student motivation.[32] This may be especially true for students who are exposed to the idea of a "growth mindset," the mindset that students can improve their performance through hard work.[33]

Games provide a safe environment for students to develop and test their knowledge.[34] In addition to competition, many games facilitate collaboration among students. This can increase students' sense of belonging, which boosts their motivation.[35] Collaboration can also promote higher levels of synthetic thinking.[36]

fulltext/ED336049.pdf.

23 *Ibid.*, 91.

24 *Ibid.*, 182.

25 Macklem, *Boredom in the Classroom*, 52.

26 *Ibid.*; Meyer, "Student Engagement," 68.

27 Kathryn R. Wentzel and Jere E. Brophy, *Motivating Students to Learn* (New York: Routledge, 2013), 105.

28 Margarida Romero, "Learner Engagement in the Use of Individual and Collaborative Serious Games," in *Increasing Student Engagement and Retention Using Immersive Interfaces: Virtual Worlds, Gaming, and Simulation*, edited by Charles Wankel II and Patrick Blessinger, 15-34, (Bingley, UK: Emerald Publishing Limited, 2012), 16; Timothy D. Green and Loretta C. Donovan, "Learning Anytime, Anywhere through Technology: Reconsidering Teaching and Learning for the iMaker Generation," in *The Wiley Handbook of Teaching and Learning*, edited by Gene Hall, Linda Quinn, and Donna Gollnick, 225-256, (Newark: John Wiley & Sons, Incorporated, 2018), 246.

29 Green & Donovan, "Learning Anytime, Anywhere," 246.

30 Irvin et al., *Taking Action on Adolescent Literacy*, 33.

31 James Paul Gee, "Game-Like Learning: An Example of Situated Learning and Implications for Opportunity to Learn," in *Assessment, Equity, and Opportunity to Learn*, edited by Pamela A. Moss, et al., 200-221, (New York: Cambridge University Press, 2008), 218.

32 Eleanor O'Rourke, Kyla Haimovitz, Christy Ballweber, Carol Dweck, and Zoran Popović. "Brain Points: A Growth Mindset Incentive Structure Boosts Persistence in an Educational Game," in Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, pp. 3339-3348. ACM, 2014, 3340.

33 *Ibid.*, 3345-3347.

34 Romero, "Learner Engagement," 21-22.

35 *Ibid.*, 30.

36 Meyer, "Student Engagement," 44.

Simulations and Role Plays

Simulations and role plays require students to inhabit another perspective and to interact with others, which increases motivation and learning.[37] The "imaginative elements" of simulations and role plays allow students to invest cognitively and emotionally, and to "vicariously experience situations that may not be open to them in real life."[38] Like games, simulations may also promote competitive and collaborative learning.

Inquiry-Based and Problem-Based Learning

Inquiry-based and problem-based styles of learning center students, requiring them to define questions or problems and then find or create solutions. This approach gives students active and often hands-on responsibility for their own learning.[39] Kathleen Roth describes a model of history teaching in which students frame a question or problem, explore that question, gather evidence, and reevaluate their ideas to incorporate this evidence.[40] Research in science education suggests that hands-on activities increase student interest.[41]

Field Trips

Research conducted on the effectiveness of field trips suggests that they activate students' interest and their emotional responses, which can increase retention.[42] Trips to museums or historic sites can allow students the chance to experience authentic and place-based learning.[43] To be successful, these hands-on activities must also engage learners cognitively. Integrating hands-on, field-based activities with specific learning/teaching goals and rooting them in thoughtful pedagogy is key.[44]

> *Games and simulations can increase student interest and learning.*

STIMULATING CURIOSITY

Novelty

Researchers note that "Novelty gets the brain's attention." This can work both for and against educators, who must "leverage novelty to capture our attention" and sustain that momentum, even as what was once novel becomes familiar.[45]

Asking Questions

Encouraging students to ask questions can promote student interest. For example, when students were tasked with asking questions of an introductory history text, they showed more interest and asked more questions of subsequent texts. Researchers note how important it is to harness students' natural curiosity rather than stifle it. Listening to and meaningfully addressing students' questions is one way to do so.[46]

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37 Wentzel & Brophy, *Motivating Students to Learn*, 113.

38 *Ibid.*

39 Alison G. Dover and Brian D. Schultz, "Turning Toward Students: Adopting a Students: Centered Stance in Mandate-Centered Times," in *The Wiley Handbook of Teaching and Learning*, edited by Gene Hall, Linda Quinn, and Donna Gollnick, 199-224 (Newark: John Wiley & Sons, Incorporated, 2018), 201.

40 Wentzel & Brophy, *Motivating Students,* 241.

41 Wentzel & Brophy, *Motivating Students*, 106.

42 *Ibid.*; John T. Almarode and David B. Daniel, "Educational Neuroscience: Are We There Yet?" in *The Wiley Handbook of Teaching and Learning*, edited by Gene Hall, Linda Quinn, and Donna Gollnick, 175-198 (Newark: John Wiley & Sons, Incorporated, 2018), 187-188.

43 Alan S. Marcus, Jeremy D. Stoddard, and Walter W. Woodward, *Teaching History with Museums: Strategies for K-12 Social Studies* (New York: Routledge, 2017), 30.

44 Wentzel & Brophy, *Motivating Students*, 107.

45 Almarode & Daniel, "Educational Neuroscience," 186.

46 Wentzel & Brophy, *Motivating Students*, 110-111.

Challenging Students

Students report higher levels of engagement when they are appropriately challenged.[47] Students often perceive challenge and importance as overlapping qualities, disengaging from activities that they find irrelevant or insufficiently challenging.[48] Retention relies on thinking, and deep understandings require complex thinking.[49]

Emphasizing Relevance

Students engage when they deem a topic important and interesting.[50] Relevance increases the likelihood of forming memories.[51] Researchers drawing on neuroscience advise teachers to make the "here-and-now" relevance of their subjects clear to students.[52] By understanding how the material relates to their own lives, goals, or actions, students are more likely to remember the material. Highlighting connections between students' lives and content can increase relevancy for students, as can asking them to adopt a particular point of view while reading.[53] Even addressing texts in the first and second person, rather than the third person, increased motivation.[54] Students are also more able to learn new material when they see a connection to what they have already learned. They are more likely retain new material when they have been "primed" to build on their prior knowledge as they integrate new knowledge and experiences.[55]

Student Choice

Open tasks—which have no single right answer and can often be reframed in different ways—can increase students' sense of autonomy and allow them to pursue their individual interests.[56] By offering students even limited choice, educators can increase students' sense of control and autonomy.[57] Personalizing lessons, even in seemingly superficial ways, can increase student interest. For example, one study found that allowing elementary school students to personalize an activity by naming a spaceship and including their friends increased both their interest and their learning.[58]

Involving Community

Tasks that engage students with the larger community, beyond school walls, can be crucial in enriching and supporting their learning. Experts note the infrequency with which schools develop meaningful connections to communities and partners, noting this as a missed opportunity. Researchers explain that "home, school, and community" all impact a child's learning. The more that these spheres work in concert, the authors argue, the more students will thrive. At the same time, in engaging students with their communities, schools and educators must take care to be both culturally competent and developmentally appropriate.[59]

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47 Shernoff, *Optimal Learning Environments*, 88.

48 *Ibid.*, 86.

49 Almarode & Daniel, "Educational Neuroscience," 185.

50 Irvin et al., *Taking Action on Adolescent Literacy*, 28.

51 Almarode & Daniel, "Educational Neuroscience," 186-187.

52 *Ibid.*, 187.

53 Wentzel & Brophy, *Motivating Students*, 108.

54 *Ibid.*, 112.

55 Almarode & Daniel, "Educational Neuroscience," 184.

56 Wentzel & Brophy, *Motivating Students*, 107.

57 Dover & Schultz, "Turning Toward Students," 212.

58 Wentzel & Brophy, *Motivating Students*, 112.

59 Elizabeth Spier, Raquel L. González, and David Osher, "The Role of the Community in Learning and Development," in *The Wiley Handbook of Teaching and Learning*, edited by Gene Hall, Linda Quinn, and Donna Gollnick, 79-106 (Newark: John Wiley & Sons, Incorporated, 2018), 79-80.

Integrating Technology

The proliferation of technology is enabling students "to learn anything at any time."[60] Allowing students to engage directly with multimedia sources in the classroom may "provide students with new ways to understand the world and help culturally diverse students see themselves in the curriculum."[61] Research suggests that technology must be used in service of active learning to be an effective tool. Technology can lure in students as a vehicle for "games, simulations, and inquiry learning environments."[62] Digital technologies can further facilitate student collaborations and peer-to-peer learning.[63] Technology can also promote individualized learning, facilitate personalization of the curriculum, and support collaboration and the receipt of timely feedback.[64] Researchers note that "bring your own device" learning opportunities can afford students more control over their learning and nurture interpersonal skills.[65] Technology can facilitate personalization of curriculum. Technology can also support collaboration and the receipt of timely feedback. As new technologies enable greater learning opportunities outside of traditional classrooms, more and more students will learn "anytime, anywhere through technology."[66]

ASSESSING LEARNING AND PROVIDING FEEDBACK

Because learning is iterative, effective assessments and feedback are necessary tools to promote and evaluate learning. To be effective, feedback should be "clear, purposeful, meaningful, and compatible with students' prior knowledge."[67] Assessment researchers call for assessments that provide students (and their teachers) with information about "the discrepancy between current status and the learning goals" in progress.[68] Standard multiple-choice assessments largely fail to capture student thinking or to provide students with meaningful information to support their continued learning.[69] Letter grades or vague praise have been shown not to increase learning outcomes.[70] Short substantive comments, however, have been shown to increase learning outcomes.[71]

Frequent feedback is a key strategy for keeping students engaged.[72] Feedback about a specific task can be extremely effective when it can be used to inform performance or self-

60 Barnett Berry, "Teacher Leadership: Past, Present, and Future," in *The Wiley Handbook of Teaching and Learning*, edited by Gene Hall, Linda Quinn, and Donna Gollnick, 473-504 (Newark: John Wiley & Sons, Incorporated, 2018) 479.

61 Roderick L. Carey, Abiola Farinde-Wu, H. Richard Milner IV, and Lori Delale-O'Connor, "The Culture and Teaching Gap: What Is It, and How Can Teacher Educators Help to Close It?" in *The Wiley Handbook of Teaching and Learning*, edited by Gene Hall, Linda Quinn, and Donna Gollnick, 59-78 (Newark: John Wiley & Sons, Incorporated, 2018), 72-73.

62 Wentzel & Brophy, *Motivating Students*, 105.

63 *Ibid.*

64 Dover & Schultz, "Turning Toward Students," 209-210.

65 Green & Donovan, "Learning Anytime, Anywhere," 245.

66 *Ibid.*, 243.

67 John Hattie and Helen Timperley, "The Power of Feedback," *Review of Educational Research* 77, no. 1 (2007): 81-112. http://www.jstor.org/stable/4624888, 104.

68 *Ibid.*, 101.

69 Lawrence G. Charap, "Assessing Historical Thinking in the Redesigned Advanced Placement United States History Course and Exam," in *New Directions in Assessing Historical Thinking*, 159-170, edited by Kadriye Ercikan and Peter Seixas (London: Routledge, 2015), 161-162; Wineburg, *Why Learn History*, chapter 1.

70 *Ibid.*

71 Hattie & Timperley, "The Power of Feedback," 92.

72 Gettinger & Walter, *Classroom Strategies*, 664.

regulation.[73] Research suggests that feedback on processes is most effective when given immediately.[74] Meta-analyses of feedback suggest that feedback is most effective when it is used to guide students toward a clear but challenging goal.[75] Effective feedback about the process of a task can help students detect errors and self-regulate, in turn promoting more autonomous learning.[76]

Teaching history well enables students to evaluate, integrate, articulate, and communicate information.

Engaging students and assessing their historical thinking is necessary if we want students to learn history. When they learn history well, they should be able to evaluate new sources of information, integrate new knowledge across subjects and settings, articulate their ideas clearly, communicate with others, and understand those whose ideas differ from their own—all outcomes that valid assessments should identify, evaluate, and support.

73 Hattie & Timperley, "The Power of Feedback," 91-92.

74 *Ibid*., 98.

75 *Ibid*., 85-86.

76 *Ibid*., 86 & 93-94.

SECTION III: EXEMPLARY HISTORY EDUCATION PROGRAMS

A number of exceptional history education programs are already working to translate research on history education into effective practice. Highlighted here are some of the best programs that are teaching American history to today's students and supporting today's teachers in facilitating high-quality history learning.

HISTORY DETECTIVES (NEW-YORK HISTORICAL SOCIETY)

History Detectives is the umbrella for several inquiry-based programs for young learners at the New-York Historical Society and the DiMenna Children's History Museum. These innovative programs push students to understand the past by investigating objects, building on the Historical Society's impressive collections and inquiry-based approach to history education. The History Detectives programs include:

*because
history matters*

NEW-YORK
HISTORICAL
SOCIETY
MUSEUM & LIBRARY

- The *History Detectives pavilion* at the DiMenna Children's History Museum. Visitors to the museum can explore an extensive colonial estate inventory and a Manhattan excavation site. The pavilion showcases how objects can tell a story, and introduces visitors to "History Detective" questions found throughout the DiMenna Children's History Museum. The pavilion is eye-catching and hands-on, drawing young visitors in as they learn how to uncover the past.

- The *History Detectives Field Trip*. Students from local schools and community-based organizations can participate in object inquiry, or hands-on interaction with objects in the collection, at the DiMenna Children's History Museum. Museum educators first demonstrate an object inquiry for the class. Then, student groups receive an artifact and uncover what the object is, how it was used, and where in the museum it belongs. Students are also provided with unstructured time to explore all six interactive pavilions, which include artifacts, interactives, and "History Detective" questions. The mix of group work and independent adventure encourages autonomous learning by allowing students to feel both supported and in charge.

- The *History Detective Briefcase*. Families who visit the museum can borrow a History Detective Briefcase, which contains materials and prompts to help children investigate the Historical Society's holdings. Each briefcase includes question cards, colored pencils, and sensory objects that invite young people to interact with exhibits in the Historical Society's Luce Center. Two versions of the kits ensure that they are developmentally appropriate for a wide range of learners, with one version for children age 6 or younger, and another for children age 7 or older.[77] The program makes history a lively family affair and encourages an appreciation of history across a lifetime.

The History Detectives programs teach children to base questions on their observation of historical objects, much like a historian or a detective would. Focusing on objects allows even very young children, including those who have not yet learned to read, to begin the process of asking and answering historical questions.

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77 Mia Nagawiecki & Alice Stevenson, conversation with the author, Dec. 7, 2018.

In addition to the focus on inquiry, the History Detectives programs within the DiMenna Children's Museum utilize several strategies to make history relevant for children. Through History Detectives, children can see themselves in history. All of the pavilions feature historical New Yorkers, and all include information and artifacts from these figures' childhoods. This enables learners to make parallels between their own lives and those of important historical figures.

The History Detectives field trip and briefcases ask students to solve "history mysteries," adding an element of play to the experience of visiting the museum. The History Detective briefcases also encourage intergenerational learning across families, asking adults and children to work together as they investigate the Historical Society's exhibits. As a result, history becomes an engaging pastime for families—an opportunity for learning, play, and conversation. In 2017–18, 147 schools participated in the History Detectives field trip program.

A recent program review of the New-York Historical Society's object-based inquiry approach confirmed that this initiative benefits students. Evaluators found students engaged in lessons similar to those provided in the History Detectives field trip. In a quasi-experimental study, students with prolonged exposure to this approach through the New-York Historical Society's Social Studies Education Program demonstrated more advanced critical thinking skills and observation skills than did their peers in a control social studies class.[78]

DBQUEST (iCivics)

iCivics is renowned for its games and lessons that build civic literacy. Students can play online (or app-based) games to test and expand their civics knowledge. For example, games ask learners to argue a case in front of the Supreme Court, run for political office, and allocate a federal budget. These games are fun for newcomers and repeat users alike, with high production values and exciting goals that keep learners intrigued.

DBQuest is iCivics's first history-focused interactive. Rather than a game, DBQuest is an online "learning tool" for secondary-school students. Through the DBQuest interface, students read, analyze, and interpret primary sources to answer a document-based question. One such question, in a module about the Nashville sit-ins, is "Why did the Nashville sit-in movement succeed?"

DBQuest guides a student through the process of creating an evidence-based historical argument. On-screen messages and text introduce a central question and three documents (or three excerpts from one document) that will help students formulate an answer. Users are first prompted to read a document and select its main idea or purpose from the answers provided. Next, users are prompted to answer three questions about the document by dragging and dropping relevant evidence directly from the text. Then, students answer questions about the document in their own words. Finally, users answer a summative question about the document. After repeating these steps for all three documents, users answer the central interpretive question, forming a historical argument. DBQuest generates a report with the student's responses, which can be reviewed by the student or their teacher.

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78 "Program Evaluation: New-York Historical Society Museum & Library's Social Studies Enrichment Program, Final Report." Karen Dash Consulting. June 30, 2017.

By shepherding students through the steps of a document-based inquiry, DBQuest makes the process manageable and rewarding. Students can complete a DBQuest module using either "guided" or "freeform" mode. Guided mode provides more real-time feedback by requiring a correct answer before students can move to the next step in the process. Freeform mode allows students additional flexibility and creativity. This differentiation allows the DBQuest model to serve both novice and advanced students.

Each DBQuest module is accompanied by a Teacher Resources packet that includes step-by-step instructions for instructors, classroom materials for students, and supplementary materials including additional primary sources.

DBQuest currently offers four modules, each covering a different topic and set of documents. In addition to learning the skills of analysis, students can learn about America's Founding Preambles, the Constitution's Cover Letter, the Louisiana Purchase, and the Nashville Sit-Ins. Additional units are in development.[79]

At the outset of each module, a student chooses an onscreen "research assistant" from six character options. Allowing students to choose an avatar personalizes the experience, without changing the content of the module. The guide prompts students using the first- and second-person directions, allowing students to feel connected to the tasks. The illustrated avatar adds a playful element to the tool.

Guiding students through the process of analyzing a document, comparing it to other documents, and drawing conclusions helps students to understand how historians use evidence and make arguments. DBQuest helps students break a complex task into achievable steps. The final report, which compiles a student's answers into a single document, helps students to see the full scope of their work.

Breaking down the steps and providing feedback at one or more moments during the module allows students to adjust their learning in real-time. The final report also makes it easy for teachers to collect students' answers and further assess their historical thinking, facilitating the timely feedback that is crucial to learning.

In the fall of 2018, DBQuest's America's Founding Preambles unit was used more than 9,000 times.[80]

READING LIKE A HISTORIAN (STANFORD HISTORY EDUCATION GROUP)

Reading Like a Historian provides more than 150 lesson plans, with primary sources and guiding questions, on American and world history. U.S. history lessons range from the colonial era through the 2000s, with lessons on topics such as "The Puritans," "Pullman Strike," and "Little Rock Nine." Lessons target high school classrooms, though middle school teachers also utilize the materials. These materials showcase high-quality primary sources and clearly evince thoughtful attention to meeting the needs of today's teachers.

Stanford History Education Group

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79 Emma Humphries, conversation with the author, Dec. 12, 2018.

80 *Ibid.*

Through these lessons, students learn how to interact with historical documents and to "read like a historian"—sourcing materials, contextualizing them, corroborating them, and understanding them through close reading. By focusing on these skills as important steps in the process of historical inquiry, Reading Like a Historian makes the process of reading historical documents as familiar to students as the scientific method.

Lesson plans are designed with educators in mind. All lessons include a step-by-step breakdown for teachers, comprising a list of materials, short scripts for mini-lectures, guidelines on when to distribute sources, and discussion questions for students. All lesson plans also feature curated primary source documents that have been modified for student use. The Stanford History Education Group excerpts and truncates the sources, and modifies vocabulary to make the selections accessible to a wider swath of readers. Some lessons also include links to video or slides for the teacher to use. Lessons are designed to fit within one 50-minute class period, meaning they are tailor-made to fit secondary school schedules.

Every lesson contains between two and five modified primary sources. Lessons also contain instructions and prompts for teachers, and a worksheet or graphic organizer where students can record their responses. In addition, each lesson includes unaltered excerpts from the primary sources for teachers who want to distribute or modify them further.[81]

Reading Like a Historian aims for wide distribution by being freely available, well-suited for use during a single class session, and easily adaptable. Materials are designed to meet teachers' needs as well as students'.[82]

The curriculum guides learners through the process of reading primary sources. Lessons explicitly focus on teaching a historical method for reading primary sources. Students learn history-specific habits of mind, like sourcing, which can be reinforced across multiple Reading Like a Historian lessons. Students who internalize these habits can use them to understand primary sources they encounter beyond the classroom.

A six-month, quasi-experimental study brought Reading Like a Historian to 11th-graders at five San Francisco area high schools. This study found that the Reading Like a Historian curriculum had a positive impact on outcomes in history and reading comprehension.[83] Students exposed to Reading Like a Historian were better able to use historical thinking strategies to understand present-day issues. They also demonstrated better mastery of historical facts.[84]

Since 2009, the curriculum has been downloaded nearly six million times, with users in every state and all but two countries.[85] Woodrow Wilson Foundation focus groups with teachers showed that both middle and high school teachers turned to Reading Like a Historian for materials that made history accessible to students, including English language learners and students with a range of literacy skills.[86]

81 "Reading Like a Historian Lessons," Stanford History Education Group, https://sheg.stanford.edu/list-reading-historian-lessons; Brad Fogo, Abby Reisman, and Joel Breakstone, "Teacher Adaptation of Document-Based History Curricula: Results of Reading Like a Historian Curriculum-Use Survey," *Journal of Curriculum Studies* 51, no. 1 (2019): 62-83, https://doi.org/10.1080/00220272.2018.1550586.

82 Abby Reisman and Brad Fogo, "Contributions of Educative Document-Based Curricular Materials to Quality of Historical Instruction." *Teaching and Teacher Education* 59 (2016): 191-202, https://doi.org/10.1016/j.tate.2016.05.018.

83 Avishag Reisman, "The 'Document-Based Lesson': Bringing Disciplinary Inquiry into High School History Classrooms with Adolescent Struggling Readers." *Journal of Curriculum Studies* 44, no. 2 (2012): 233-264.

84 Avishag Reisman, "Reading Like a Historian: A Document-Based History Curriculum Intervention in Urban High Schools." *Cognition and Instruction* 30, no. 1 (2012): 86-112.

85 Wineburg, *Why Learn History*, 135-136; Samuel Wineburg, conversation with the author, Dec. 4, 2018.

86 The Woodrow Wilson National Fellowship Foundation, focus groups with NYC-based educators and former HistoryQuest Fellows,

HAMILTON EDUCATION PROGRAM (GILDER LEHRMAN INSTITUTE)

The Hamilton Education Program, affectionately hashtagged on Twitter as #eduham, is a collaboration between the Gilder Lehrman Institute, the award-winning musical *Hamilton*, and the Miranda family. The program connects students from Title I-eligible high schools with both the musical and relevant primary sources from the Founding Era. Students get to be in "the room where it happened," examine how history informed the show, and develop their own artistic interpretations of the past.

THE GILDER LEHRMAN
INSTITUTE *of* AMERICAN HISTORY

Prior to attending the show, students and teachers gain access to a wealth of curated materials from the Gilder Lehrman Institute's extensive collection and other archives, hosted on the Hamilton Education Program online portal. Here, students encounter primary sources that informed the characters and events of *Hamilton*. The site also spotlights historical figures, events, and documents central to the Founding Era but outside the scope of *Hamilton* itself. Students work with these primary sources to develop a creative project about a historical figure, event, or document. Each school chooses one of these projects and submits it to the Gilder Lehrman Institute, which selects between 12 and 14 to be performed at the theater, in front of the full audience.[87]

The field trip to the theater begins with the student performances, emceed by a *Hamilton* cast member. Student performances have included a song to teach students about the Bill of Rights and the amendments most relevant to students' lives, a monologue that places poet Phillis Wheatley in conversation with twentieth-century poets like Maya Angelou, and a rap battle between Thomas Jefferson and Aaron Burr.[88]

After the student performances, *Hamilton* cast and crew answer student-submitted questions. Finally, students see *Hamilton* performed live.[89] As of 2017–2018, more than 1,000 schools and 100,000 students had participated in the Hamilton Education Program. The ambitious program is on track to reach 250,000 students by 2020. "Eduham" began in New York City in 2016; in 2017 it expanded to Chicago and San Francisco, and it now includes 11 additional cities from the production's national tour. Due to reduced ticket prices and foundation support, the cost for each student is only $10—a Hamilton for *Hamilton*.[90]

As *Hamilton* creator Lin-Manuel Miranda explained, the Hamilton Education Program emphasizes the narrative and interpretive components of history. The approach invites students to engage with *Hamilton* and ask "What are more stories from this time, from this era?"[91] The narrative approach helps students to appreciate history by seeing how individual events and actions interacted to shape the past.
The program aims to help students to see themselves in history and to express their own

conducted Oct. 25, 2018, Nov. 29, 2018, and December 11, 2018.

87 Susan Zuckerman, conversation with the author, Dec. 11, 2018.

88 GilderLehrman, "Hamilton Education Preview," Sept. 21, 2017, https://www.youtube.com/watch?v=t0r7RkSA51Y; GilderLehrman, "Student Matinee Performance Highlights," Apr. 26, 2017, https://www.youtube.com/watch?v=BwDUJ6POnP4; ASU EOSS, "Phillis Wheatley: Khaelan Crank, Casa Grande High School," Feb. 23, 2018, https://www.youtube.com/watch?v=Zg8hsYDZ6GE&list=PLSP-kxHxt06avjq2S3UvW9TlTd0CNF4TBq&index=3.

89 Susan Zuckerman, conversation with the author, Dec. 11, 2018.

90 The Guilder Lehrman Institute of American History, 2017 Annual Report, https://www.gilderlehrman.org/sites/default/files/Gilder20Lehrman%20Institute%20201720Annual%20Report.pdf, 12-13.

91 "Lin-Manuel Miranda Says 'Musical Storytelling Has No Limits'," PBS NewsHour, May 8, 2016, https://www.pbs.org/newshour/arts/lin-manuel-miranda-says-musical-storytelling-has-no-limits.

voices. *Hamilton's* predominantly black and Latino cast invites today's students to see themselves in history by "telling a story about America then, as told by America now."[92] Learners compare primary sources to *Hamilton's* interpretation of the past and interpret primary sources themselves as they create artistic pieces inspired by history.

The Gilder Lehrman Institute has collected student work from thousands of students, along with survey responses from thousands of students and teachers. According to the survey answers, *Hamilton* increased student excitement and enabled students to make connections across time periods. Specifically, after participating in the Hamilton Education Program,

- twice as many students reported they were "very excited" to learn about the Founding Era;[93]
- 40 percent of students reported that the Founding Era connected a lot to current events;[94] and
- students were able to identify parallels between the Founding Era and their own lives.[95]

Critics have lauded *Hamilton* as a thrilling and impassioned story of American history. The student performances generated through the Hamilton Education Program have been widely cited for channeling students' artistic talents and applying them to American history.

REACTING TO THE PAST (BARNARD COLLEGE)

[Reacting to the Past](#) (RTTP) invites students to learn about the past as a dynamic enterprise through extended role-playing simulations set at moments of historical uncertainty. Aimed at college students, the RTTP curriculum assigns each student to a historical figure and faction. Students must work with their classmates to achieve each character's individual and joint goals. The format makes learning history social, self-reflective, and captivating.

BARNARD

In the "Patriots, Loyalists and Revolution in New York City, 1775–76" game, for example, students inhabit the role of Revolutionary Era historical figures. Those affiliated with the Patriot cause and those affiliated with the Loyalist cause must try to persuade unaffiliated figures to join their respective sides. As the simulation progresses, students must work together to gain control of the revolution. Additional U.S. history simulations transport students to the trial of Anne Hutchinson in colonial New England, the secession crisis in Kentucky in 1861, and the front lines of the suffrage movement in Greenwich Village in 1913. At present, twenty games have been published.[96] Hundreds more are in the process of development, which includes playtesting and peer review by members of the Reacting Consortium Editorial Board.[97]

During the five-week simulation, students take center stage. They interpret primary source

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92 Edward Delman, "How Lin-Manuel Miranda Shapes History," *The Atlantic*, Sep. 25, 2015, https://www.theatlantic.com/entertainment/archive/2015/09/lin-manuel-miranda-hamilton/408019/.

93 2017 Annual Report, 13.

94 *Ibid.*

95 Susan Zuckerman, conversation with the author, Dec. 11, 2018.

96 W.W. Norton & Company, "Reacting to the Past," http://books.wwnorton.com/books/book-template.aspx?ser=Reacting+to+the+Past&lastPage=4&currentPage=1&sortparam=SortDate; "Published Games," Reacting to the Past, https://reacting.barnard.edu/curriculum/published-games.

97 "Games in Development," Reacting to the Past, https://reacting.barnard.edu/curriculum/games-in-development.

materials, deliver original speeches, and write letters and newspaper articles from the perspective of their assigned character. As the simulation proceeds, students' choices influence the potential outcomes. Students detach from their characters to debrief the game to close each simulation, comparing the simulation to the actual historical events on which the game is modeled. Throughout the simulation, the instructor intervenes when necessary and gives feedback on student assignments. Instructors can also modify the games to suit their classes' specific needs.

Each game spans several weeks, allowing students time to embody and understand their character's perspective. Because students must react to new challenges in real time, the simulations require robust perspective-taking skills. Assignments within the game build students' oral and written communication skills. A student must deliver speeches, ask and answer questions of their peers, and craft arguments from the point-of-view of their assigned character.

Students develop their critical reading and analytic skills. They read primary sources, and respond to their classmates' work. At the end of the simulation, students analyze the continuities and discrepancies that emerged between the simulated version of events and the actual past. Students learn socially, competitively, and cooperatively. By design, students must work with one another to achieve their goals within the simulation. Because their actions influence the simulation, students begin to understand history as a human and dynamic adventure, rather than a static set of events.

Nearly 500 institutions of higher education and more than two dozen high schools have adopted the RTTP curriculum.[98] Research suggests that students who participate in the RTTP curriculum experience positive academic and social outcomes. Specifically, students

- reported that the program allowed them to practice discipline-specific skills and better understand the content.[99]
- made friends and acquaintances through playing the game.[100]
- were more likely to return to college the following year than students who did not take an RTTP course.[101]

Our observations of an RTTP class at Barnard College demonstrated that students learned from one another and were eager to continue. During in-class debates, students incorporated their peers' contributions to strengthen their own arguments. After class had ended, they stayed to ask questions of the professor and plot their group's next moves.

98 W.W. Norton & Company, "Reacting to the Past: Adopted at Over 500 Schools!," https://reacting.barnard.edu/sites/default/files/reacting_adoptions_by_norton_fall_2018_2.pdf.

99 Kathryn E. Joyce, Andy Lamey, and Noel Martin, "Teaching Philosophy Through a Role-Immersion Game: Reacting to the Past," *Teaching Philosophy*, 41:2 (June 2018):175-198, DOI: 10.5840/teachphil201851487; Matthew C. Weidenfeld and Kenneth E. Fernandez, "Does Reacting to the Past Increase Student Engagement? An Empirical Evaluation of the Use of Historical Simulations" in *Teaching Political Theory, Journal of Political Science Education* (May 2016), DOI: 10.1080/15512169.2016.1175948; Christine L. Albright, "Harnessing Students' Competitive Spirit: Using Reacting to the Past to Structure the Introductory Greek Culture Class" in *The Classical Journal*, Vol. 112, No. 3 (February-March 2017): 364-379; C. Edward Watson and Thomas Chase Hagood, eds., *Playing to Learn with Reacting to the Past: Research on High Impact, Active Learning Practices* (New York: Palgrave MacMillan, 2017).

100 Mark C. Carnes, *Minds on Fire: How Role-Immersion Games Transform College* (Cambridge: Harvard University Press, 2014), 199.

101 Russell Olwell and Azibo Stevens, "'I Had to Double Check My Thoughts': How the Reacting to the Past Methodology Impacts First-Year College Student Engagement, Retention, and Historical Thinking" in *The History Teacher* 48, no. 3 (May 2015), 561-572.

HISTORYQUEST (WOODROW WILSON NATIONAL FELLOWSHIP FOUNDATION)

[The Woodrow Wilson HistoryQuest Fellowship](#) brings game-like learning to students via a professional development program that enables educators to develop their design-thinking skills. The program, supported by the Woodrow Wilson National Fellowship Foundation, was designed by the Institute of Play. Teachers learn to create and facilitate game-like learning, including educational games and simulations.

The program operates on a cohort model. Participants from five states are eligible to attend, with participants nominated by their principal or superintendent. Participants attend a weeklong summer workshop where they collaboratively learn and apply game-like learning principles under the guidance of experts from the Institute of Play. During the subsequent school year, participants receive guidance from HistoryQuest leaders and convene twice to meet with members of their cohort. Participants gain access to a website with tools and materials from fellow participants.

The games that Fellows create can be such things as board games, card games, or role-playing simulations designed to introduce new content, reinforce understanding, or assess learning. Past games to emerge from HistoryQuest include Continental Compromise, Cold War Showdown, and Catalyst (a World War I game that was also adapted to the Civil War). Games provide engaging contexts for students to build content knowledge, along with 21st-century skills, such as systems thinking, design thinking, communication, collaboration, creativity, and innovation. Participants are able to design, test, and refine original history games and simulations. The cohort model allows teachers to share with one another both during the summer session and during subsequent workshops.

The selection process also encourages collaboration. Teams of two to three teachers from the same school are given preference in the selection process. This provides teachers with support for game-like learning within their school, and facilitates sharing games and simulations with non-HistoryQuest teachers at those schools—an emphasis of the program. Fellows are required to be nominated for the program by principals, in large part so that this kind of dissemination of game-like learning in history will subsequently be supported.

An evaluation by the Media and Games Network at New York University found that 97.9 percent of HistoryQuest fellows were satisfied with their experience in the program.[102] Teachers reported feeling more confident using game-like learning to teach and to assess student learning after participating in HistoryQuest.[103] Leaders from HistoryQuest reported high levels of engagement among students of HistoryQuest teachers.[104] WW focus groups with former HistoryQuest fellows revealed ongoing collaborations within cohorts. Teachers also spoke about using the simulations they had created, and adapting simulations created by their HistoryQuest peers.[105]

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102 Camillia Matuk and Jonathan Martinez, "Evaluation of the Woodrow Wilson HistoryQuest Fellowship Program," July 2018, 4.

103 *Ibid.*, 5.

104 *Ibid.*

105 The Woodrow Wilson National Fellowship Foundation, focus groups with former HistoryQuest Fellows, conducted Nov. 29, 2018 and December 11, 2018.

SECTION IV: THE WW AMERICAN HISTORY INITIATIVE

Nearly 75 years ago, the Woodrow Wilson Foundation was founded to identify and develop leaders and institutions to meet the nation's most critical challenges. It does this through education. The Woodrow Wilson Foundation believes, at this time of deep divisions in the nation and low confidence in our social institutions, that the preservation of democracy demands a transformation in the teaching and learning of American history.

Building on the lessons learned through its years of partnerships in higher education, as well as its most recent work to transform K–12 educator preparation by focusing on content mastery and experiential learning, the Woodrow Wilson Foundation is launching the WW American History Initiative, an interactive digital platform intended to make American history more interesting, relevant, and appreciated by learners.

The WW American History Initiative will make American history more interesting and relevant.

The WW American History Initiative will draw upon both learning science research and the best practices demonstrated by other exemplary initiatives in history learning and teaching. It will focus on learners and teachers rather than schools, textbooks, curriculum supplements or revisions, and state regulations.

Initially focused on high school students, the WW American History Initiative will wed games, videos, graphic novels, online discussion groups, and other interactive experiences with traditional primary source materials and artifacts.

For students, the WW American History Initiative will

- seek change at scale by creating a platform for students with the dream of reaching millions;
- be rooted in the active learning modes students favor, including games, videos, graphic novels, simulations, quizzes, and other evolving interactive approaches;
- be inclusive of all students—reflecting and approachable by those of any gender, race, or religion;
- offer learning opportunities intended to attract three groups of students—those uninterested in American history, those with some interest, and those with a deep interest—and seek to grow the level of interest and involvement of each.

This initiative will also include opportunities to engage teachers:

- They will be offered access to the platform and learning materials that can be adapted to their classes. The hope is that teachers and families will follow young people to a very popular platform.
- The existing WW HistoryQuest program will be expanded to focus on whole states, providing teachers with a new, much-needed approach to professional development that draws upon the WW platform.

As curator of this online platform, the Woodrow Wilson Foundation will develop a range of learning products for American history students, based on the needs and preferences of learners. It will also encourage the "crowdsourcing" of learning experiences, offering a range of contests and opportunities for learners, as they dig deeper on the historical topics of greatest interest to them, while demonstrating their learning in a range of ways. Students, K–12 teachers, college professors, policymakers, and average citizens will have the opportunity to show why they care about American history and share that passion and knowledge with others.

The WW American History Initiative platform will also serve as an aggregator for compelling and engaging history instruction, directing users to a wealth of high-quality digital resources currently available through museums, institutions of higher education, non-profit organizations government agencies, and individuals.

The Initiative is designed to supplement traditional classroom instruction, providing learners the opportunity dig deeper into the topics that interest them the most while embracing interactive, experiential learning opportunities often not available during a traditional school day. Access to the platform will be open to all learners, and will provide experiences of relevance and interest to all—from those with virtually no knowledge or interest in history to those who consider themselves "experts." [It will also encompass an array of approaches and perspectives to engage learners from all backgrounds, including those typically least engaged by "heritage" history.] The goal of the interactive platform is to inspire a love, interest, and appreciation for American history in all learners, while cultivating the curiosity and critical thinking skills necessary for productive participation in the life of the nation.

The WW American History Initiative is scheduled to launch in late 2019, with new content added on an ongoing basis.

Additional Initiative Components

In addition to its centerpiece interactive platform, the Woodrow Wilson Foundation efforts will include:

- Professional development for teachers, focused on enhancing teacher understanding for how students learn, knowledge of the active pedagogies that are most effective in promoting student learning, expertise in using those pedagogies, and the capacity to create curricula and learning experiences rooted in those pedagogies. This in-service education will be built upon the HistoryQuest Fellowship, a now-four-year program led by the Woodrow Wilson Foundation to teach leading American history teachers how to use games to make history instruction more interesting to their students.

- The Buckley History Lab, which will engage in 1) research and assessment on what works in improving history education; 2) design, development, and delivery of games, tools, and other interactive resources to advance American history education, and 3) communication: networking, dissemination/outreach, and advocacy.

WW American History Initiative Partners

The launch of the Woodrow Wilson American History Initiative has been made possible through the generous support of individual donors and supplemented through the institutional assistance of Carnegie Corporation, the Bill & Melinda Gates Foundation, the John S. and James L. Knight Foundation, Lilly Endowment, and the Andrew W. Mellon Foundation.

APPENDICES

Table A1: High school graduation requirements in U.S. history and U.S. civics/government, by state

	US History (2 semesters or more)	U.S. History end-of-course assessment required	Civics/ government (1 semester or more)
Alabama	X		X
Alaska			
Arizona	X		X
Arkansas	X		X
California	X		X
Colorado			X
Connecticut	X		X
Delaware	X		
District of Columbia	X		X
Florida	X	X	X
Georgia	X	X	X
Hawaii	X		X
Idaho	X		X
Illinois	X		X
Indiana	X		X
Iowa	X		X
Kansas	X		*
Kentucky			
Louisiana	X		X
Maine	X		X
Maryland	X		X
Massachusetts	X		X
Michigan	X		X
Minnesota	X		X
Mississippi	X	X	X

	US History (2 semesters or more)	U.S. History end-of-course assessment required	Civics/ government (1 semester or more)
Missouri	X		X
Montana			
Nebraska			
Nevada	X		X
New Hampshire	X		X
New Jersey	X		*
New Mexico	X	X	X
New York	X	X	X
North Carolina	X		X
North Dakota	X		X
Ohio	1 SEM.	X	X
Oklahoma	X	X	X
Oregon			
Pennsylvania	X		*
Rhode Island			
South Carolina	X	X	X
South Dakota	X		X
Tennessee	X	X	X
Texas	X	X	X
Utah	X		X
Vermont	X		
Virginia	X	X	X
Washington	X		*
West Virginia	X		X
Wisconsin			X
Wyoming	X		X

* May be integrated with other coursework rather than a separate course

Table A2: Characteristics of required end-of-course exams in U.S. history, by state

	Recall-based questions	Analytical/ interpretive questions	Multiple-choice questions	Short-response questions	Long-response questions
Florida	X	X	X		
Georgia	X	X	X		
Mississippi	X	X	X		
New Mexico	X	X	X		
New York	X	X	X	X	X
Ohio	X	X	X	X	
Oklahoma	X	X	X		
South Carolina	X	X	X		
Tennessee	X	X	X		X
Texas	X	X	X		
Virginia	X	X	X		

Table A3a: State and American history in elementary and middle school, by state

	State History (elementary school)	State History (middle school)	American History (elementary school)	American History (middle school)
Alabama	X		X	X
Alaska				
Arizona	X		X	
Arkansas			X	X
California	X		X	X
Colorado	X		X	
Connecticut	X		X	X
Delaware	X	X	X	X
District of Columbia	X		X	X
Florida	X		X	X
Georgia	X	X	X	
Hawaii	X		X	X
Idaho	X		X	X^
Illinois	X		X	
Indiana	X		X	X
Iowa	X	X	X	X
Kansas	X	X	X	X
Kentucky	X		X	X
Louisiana	X	X	X	X
Maine	X	X	X	X
Maryland	X		X	X
Massachusetts				
Michigan	X		X	X
Minnesota			X	X
Mississippi	X		X	X

Key:
^ standards correspond to designated courses rather than specific grade levels; state standards recommend rather than require a particular sequence of courses.
# focus is on the Western Hemisphere, not specifically the United States

Most states include elements of history prior to upper elementary school. For example, many first- and second-grade standards call for students to be able to recognize historical figures of national importance, such as Rosa Parks, and to learn about their local community. With few exceptions, however, standards in social studies begin to include a focus on state and/or national history beginning in upper elementary school.

Source: Review of 50 states (plus District of Columbia) history/social studies standards, conducted by Brittney Lewer, January—February 2019.

Table A3a: State and American history in elementary and middle school, by state continued

	State History (elementary school)	State History (middle school)	American History (elementary school)	American History (middle school)
Missouri	X		X	X
Montana	X	X	X	X
Nebraska	X		X	X
Nevada	X		X	
New Hampshire	X		X	
New Jersey	X		X	X
New Mexico	X	X	X	X
New York	X	X	X#	X
North Carolina	X	X	X	
North Dakota	X		X	X
Ohio	X		X#	X
Oklahoma	X		X	X
Oregon	X		X	X
Pennsylvania	X	X	X	X
Rhode Island	X	X		
South Carolina	X	X	X	X
South Dakota	X		X	X
Tennessee	X		X	X
Texas	X	X	X	X
Utah	X	X^	X	X^
Vermont				
Virginia	X^		X^	X^
Washington^	X	X	X	X
West Virginia		X		X
Wisconsin	X		X	X
Wyoming	X	X	X	X

Table A3b: State and American history in elementary and middle school, by state

Note: Numbers in each column represent the grade in which the subject is taught.

	State History (elementary school)	State History (middle school)	American History (elementary school)	American History (middle school)
Alabama	4		5	6
Alaska				
Arizona	3		4-5	
Arkansas			3-5	8
California	4		5	8
Colorado	4		5	
Connecticut	3		5	8
Delaware	X	X	X	X
District of Columbia	3		4-5	8
Florida	4		5	8
Georgia	2	8	4-5	
Hawaii	4		5	8
Idaho	4		5	X^
Illinois	4		5	
Indiana	3-4		5	8
Iowa	X	X	5	8
Kansas	4	7	5	8
Kentucky	4		5	8
Louisiana	3	8	4-5	7
Maine	X	X	X	X
Maryland	4		5	8
Massachusetts				
Michigan	3-4		4-5	8
Minnesota			5	6-7
Mississippi	4		5	8

Table A3b: State and American history in elementary and middle school, by state *continued*

Note: Numbers in each column represent the grade in which the subject is taught.

	State History (elementary school)	State History (middle school)	American History (elementary school)	American History (middle school)
Missouri	3		4-5	X
Montana	X	X	X	X
Nebraska	4		5	X
Nevada	4		5	
New Hampshire	X		X	
New Jersey	X		X	X
New Mexico	X	7	5	8
New York	4	7-8	5#	7-8
North Carolina	4	8	5	
North Dakota	4		5	8
Ohio	4		5#	8
Oklahoma	3		4-5	8
Oregon	4		5	8
Pennsylvania	X	X	X	X
Rhode Island	X	X		
South Carolina	3	8	4-5	8
South Dakota	4		5	8
Tennessee	1		4-5	8
Texas	4	7	5	8
Utah	4	7^	5	8^
Vermont				
Virginia	4^		5^	6^
Washington	4	7	5	8
West Virginia		8		6
Wisconsin	X		X	X
Wyoming	X	X	X	X

Key:

x the subject is a substantial focus, but the grade level is not specified or is distributed across multiple grade levels as a partial focus

^ standards correspond to designated courses rather than specific grade levels; state standards recommend rather than require a particular sequence of courses.

focus is on the Western Hemisphere, not specifically the United States

Most states include elements of history prior to upper elementary school. For example, many first- and second-grade standards call for students to be able to recognize historical figures of national importance, such as Rosa Parks, and to learn about their local community. With few exceptions, however, standards in social studies begin to include a focus on state and/or national history beginning in upper elementary school.

Source: Review of 50 states (plus District of Columbia) history/social studies standards, conducted by Brittney Lewer, January—February 2019.

Table A4: States that have adopted the College, Career, and Civic Life (C3) Framework into their history/social studies standards

	College, Career, and Civic Life (C3) Framework incorporated in State History/ Social Studies Standards
Alabama	
Alaska	
Arizona	X
Arkansas	X
California	X
Colorado	X
Connecticut	X
Delaware	X
District of Columbia	
Florida	
Georgia	X
Hawaii	X*
Idaho	
Illinois	X
Indiana	
Iowa	X
Kansas	X
Kentucky	X
Louisiana	
Maine	X*
Maryland	X
Massachusetts	X
Michigan	*
Minnesota	
Mississippi	X

	College, Career, and Civic Life (C3) Framework incorporated in State History/ Social Studies Standards
Missouri	X
Montana	
Nebraska	
Nevada	X
New Hampshire	*
New Jersey	X
New Mexico	
New York	X
North Carolina	
North Dakota	
Ohio	
Oklahoma	
Oregon	X
Pennsylvania	
Rhode Island	
South Carolina	*
South Dakota	X
Tennessee	X
Texas	
Utah	X
Vermont	X
Virginia	X
Washington	X
West Virginia	X
Wisconsin	X
Wyoming	

Key:
* standards reform in progress; proposed standards incorporate C3 Framework

Table A5: Degrees conferred in history by U.S. postsecondary institutions, by year, from 1949-2013

	Bachelor's in history	Master's in history	Total number of bachelor's degrees conferred	Number of bachelor's degrees conferred in history as a percentage of bachelor's degrees conferred
1949-50	13,542	1,801	432,058	3.13%
1951-52	10,187	1,445	–	–
1953-54	9,363	1,220	–	–
1955-56	10,510	1,114	–	–
1957-58	12,840	1,397	–	–
1959-60	14,737	1,794	392,440	3.76%
1961-62	17,340	2,163	–	–
1963-64	23,668	2,705	–	–
1965-66	28,612	3,883	–	–
1967-68	35,291	4,845	–	–
1969-70	43,386	5,049	792,316	5.48%
1970-71	44,663	5,157	839,730	5.32%
1971-72	43,695	5,217	887,273	4.92%
1972-73	40,943	5,030	922,362	4.44%
1973-74	37,049	4,533	945,776	3.92%
1974-75	31,470	4,226	922,933	3.41%
1975-76	28,400	3,658	925,746	3.07%
1976-77	25,433	3,393	919,549	2.77%
1977-78	23,004	3,033	921,204	2.50%
1978-79	21,019	2,536	921,390	2.28%
1979-80	19,301	2,367	929,417	2.08%
1980-81	18,301	2,237	935,140	1.96%
1981-82	17,146	2,210	952,998	1.80%
1982-83	16,467	2,041	969,510	1.70%
1983-84	16,643	1,940	974,309	1.71%
1984-85	16,049	1,921	979,477	1.64%
1985-86	16,415	1,961	987,823	1.66%

Key:
– data unavailable for this year

Sources: Digest of Education Statistics, Table 329: Degrees in economics, history, political science and government, and sociology conferred by degree-granting institutions, by level of degree: Selected years, 1949-50 through 2008-2009, prepared 2010, https://nces.ed.gov/programs/digest/d10/tables/dt10_329.asp; Digest of Education Statistics, Table 292: Degrees conferred by degree-granting institutions, by control of institution, level of degree, and field of study: 2009-2010, https://nces.ed.gov/programs/digest/d11/tables/dt11_292.asp;

Digest of Education Statistics, Table 317: Bachelor's, master's, and doctor's degrees conferred by degree-granting institutions, by sex of student and discipline division, for years 2010-11, 2011-12, 2012-13, 2013-14, 2014-2015, & 2015-16.

Table A5: Degrees conferred in history by U.S. postsecondary institutions, from 1949-2013 continued

	Bachelor's in history	Master's in history	Total number of bachelor's degrees conferred	Number of bachelor's degrees conferred in history as a percentage of bachelor's degrees conferred
1986-87	16,997	2,021	991,264	1.71%
1987-88	18,207	2,093	994,829	1.83%
1988-89	20,159	2,121	1,018,755	1.98%
1989-90	22,476	2,369	1,051,344	2.14%
1990-91	24,541	2,591	1,094,538	2.24%
1991-92	26,966	2,754	1,136,553	2.37%
1992-93	27,774	2,952	1,165,178	2.38%
1993-94	27,503	3,009	1,169,275	2.35%
1994-95	26,598	3,091	1,160,134	2.29%
1995-96	26,005	2,898	1,164,792	2.23%
1996-97	25,214	2,901	1,172,879	2.15%
1997-98	25,726	2,895	1,184,406	2.17%
1998-99	24,794	2,633	1,200,303	2.07%
1999-2000	25,247	2,573	1,237,875	2.04%
2000-01	25,090	2,365	1,244,171	2.02%
2001-02	26,001	2,420	1,291,900	2.01%
2002-03	27,757	2,521	1,348,811	2.06%
2003-04	29,808	2,522	1,399,542	2.13%
2004-05	31,398	2,893	1,439,264	2.18%
2005-06	33,153	2,992	1,485,242	2.23%
2006-07	34,446	3,144	1,524,092	2.26%
2007-08	34,441	3,403	1,563,069	2.20%
2008-09	34,711	3,542	1,601,368	2.17%
2009-10	35,198	3,854	1,650,014	2.13%
2010-11	34,999	4,003	1,715,913	2.04%
2011-12	35,121	4,155	1,791,046	1.96%
2012-13	34,191	4,102	1,840,164	1.86%
2013-14	31,106	3,955	1,869,814	1.66%
2014-15	28,038	3,703	1,894,934	1.48%
2015-16	24,058	3,436	1,956,032	1.23%

Table A-6: Required subject exams and history coursework for teacher certification in history, by state

State	Certification area	Praxis Social Studies Content Exam	Praxis Social Studies Content & Interpretation Exam	Praxis World/ US History content exam	Other exam*	History major required	History minor required	History coursework required
Alabama	History (6-12)			X				
Alaska	History			X				
Arizona	History (6-12)				O	O		
Connecticut	History & Social Studies (7-12)	X						X
Georgia	History (6-12)				X			
Idaho	History (6-12)			X				
Illinois	Social Sciences-History			X				
Indiana	Historical Perspectives (secondary)				X			
Iowa	American History 5-12			X				
Kansas	History and Gov't (6-12)	X						
Maryland	History (7-12)			X				X
Massachusetts	History (8-12)				X			
Michigan	History				X			
Montana	World and U.S. History			X				
Nebraska	History			X				
Nevada	History of U.S. and World (endorsement)			X				X
North Carolina	History (secondary)	X						
North Dakota	History			X				X
Oklahoma	U.S History/Oklahoma History/Gov't/Economic				X			
South Carolina	History (9-12)		X					O
South Dakota	Secondary Advanced History			O		O		
Tennessee	History (6-12)			X				
Texas	History (7-12)				X			
Utah	History (endorsement)	O		O				
Virginia	History and Social Sciences (endorsement)							O
Washington	History (endorsement)				X			
Wisconsin	History (supplemental)	O		O	O	O	O	

Key:
x= required
o= one of multiple options to satisfy a requirement

*These include the NES History exam and state-specific exams. All of these exams focus on content knowledge of world and U.S. history. Arizona, Indiana, Massachusetts, Michigan, Texas, and Washington include skills-based questions as 10-30% of the exam. Georgia, Indiana, Oklahoma, and Texas include state history.

Table A-7 Required subject exams and history coursework for teacher certification in social studies, by state

	Certification area	Praxis Social Studies content exam	Praxis Social Studies content & interpretation exam	Praxis World/ U.S. History content exam	Other exam*	History major required	History minor required	History coursework required
Alabama	General Social Science (6-12)	X						
Alaska	Social Studies	O	O					
Arizona	Social Studies (6-12)				O	O		
Arkansas	Social Studies (7-12)		X					
California	Social Science				O	O		
Colorado	Social Studies (7-12)	O						O
Delaware	Social Studies (6-8 or 9-12)	X						
District of Columbia	Social Studies (7-12)	X						
Florida	Social Studies (6-12)				X	O		X
Hawaii	Social Studies	O				O		
Idaho	Social Studies (6-12)	X		O				
Iowa	All Social Studies (5-12)	X						
Kentucky	Social Studies (8-12)		X					
Louisiana	Social Studies (6-12)		X					
Maine	Social Studies (7-12)	X						O
Maryland	Social Studies (7-12)		X					X
Michigan	Social Studies (secondary)				X			
Minnesota	Social Studies (5-12)				O			
Mississippi	Social Studies (7-12)	X						
Missouri	Secondary Social Science				X			

Key:
x= required
o= one of multiple options to satisfy a requirement

*These include the NES Social Science and state-specific exams. All of these exams focus on content knowledge in the social studies, often including U.S. history. With one exception (California), all states using one of these exams include social studies skills or pedagogical knowledge as 10-35% of the exam.

Table A-7 Required subject exams and history coursework for teacher certification in social studies, continued

	Certification area	Praxis Social Studies content exam	Praxis Social Studies content & interpretation exam	Praxis World/ U.S. History content exam	Other exam*	History major required	History minor required	History coursework required
Montana	Social Studies	X						
Nevada	Social Studies (7-12)	X						X
New Hampshire	Social Studies (5-12)		X					
New Jersey	Social Studies	X						X
New Mexico	Social Studies (7-12)				X			O
New York	Social Studies (7-12)				X			
North Carolina	History (comprehensive secondary)	X						
North Dakota	Social Studies/ Social Science	X						X
Ohio	Integrated Social Studies (7-12)				X			
Oregon	Social Studies				X	O		
Pennsylvania	Social Studies (7-12)	X						
Rhode Island	Secondary grades Social Studies	X				O		
South Carolina	Social Studies (9-12)		X					O
Texas	Social Studies (7-12)				X			
Utah	Social Studies Composite (endoresement)	X						
Vermont	Social Studies (7-12)		X			O		X
Virginia	History and Social Science (Social Studies)	X						
Washington	Social Studies (endoresemen)				X			
West Virginia	Social Studies (5-adult)	X						
Wisconsin	Social Studies (4-12)	O						
Wyoming	Social Studies Composite (6-12) (endorsement)	X						X

Table A-8a: 1998 AP U.S. History exam, number of students and score distribution by state

	Number of students (total)	Number of students scoring 5	Number of students scoring 4	Number of students scoring 3	Number of students scoring 2	Number of students scoring 1	Mean score	% of students passing with a 3 or higher
Alabama	1808	157	273	404	698	276	2.63	46.13%
Alaska	319	17	69	86	116	31	2.76	53.92%
Arizona	1865	161	317	463	717	207	2.74	50.46%
Arkansas	825	37	88	167	385	148	2.37	35.39%
California	26732	2786	5240	6678	9279	2749	2.85	55.01%
Colorado	2353	170	424	675	931	153	2.80	53.93%
Connecticut	2767	301	610	787	914	155	3.00	61.37%
Delaware	539	63	143	147	167	19	3.12	65.49%
District of Columbia	422	84	126	107	83	22	3.40	75.12%
Florida	9482	522	1307	2031	3998	1624	2.48	40.71%
Georgia	5165	391	867	1192	1975	740	2.65	47.43%
Hawaii	654	51	116	166	255	66	2.74	50.92%
Idaho	404	26	92	124	152	10	2.93	59.90%
Illinois	6135	664	1367	1767	2008	329	3.00	61.91%
Indiana	1212	57	189	298	514	154	2.57	44.88%
Iowa	527	43	91	188	182	23	2.90	61.10%
Kansas	836	64	162	239	312	59	2.83	55.62%
Kentucky	2232	97	288	481	960	406	2.42	38.80%
Louisiana	816	62	161	222	309	62	2.82	54.53%
Maine	833	78	191	234	301	29	2.99	60.38%
Maryland	4017	512	903	1060	1271	271	3.03	61.61%
Massachusetts	5107	671	1104	1390	1679	263	3.05	61.97%
Michigan	3724	306	697	1012	1430	279	2.82	54.11%
Minnesota	2031	163	325	476	862	205	2.69	47.46%
Mississippi	783	18	93	135	369	168	2.26	31.42%

Note: Exams are scored from 1 – 5, with 5 as the highest score.

Table A-8a: 1998 AP U.S. History exam, number of students and score distribution by state continued

	Number of students (total)	Number of students scoring 5	Number of students scoring 4	Number of students scoring 3	Number of students scoring 2	Number of students scoring 1	Mean score	% of students passing with a 3 or higher
Missouri	996	136	240	287	295	38	3.14	66.57%
Montana	367	39	64	104	136	24	2.89	56.40%
Nebraska	577	30	91	144	259	53	2.63	45.93%
Nevada	761	40	104	187	343	87	2.56	43.50%
New Hampshire	670	67	132	182	252	37	2.91	56.87%
New Jersey	5861	822	1349	1539	1777	374	3.08	63.30%
New Mexico	431	26	74	105	174	52	2.65	47.56%
New York	18674	1993	3944	4989	6529	1219	2.94	58.51%
North Carolina	5575	451	953	1377	2207	587	2.73	49.88%
North Dakota	70	3	11	22	32	2	2.73	51.43%
Ohio	5536	456	1066	1474	2109	431	2.82	54.12%
Oklahoma	918	52	160	242	349	115	2.66	49.46%
Oregon	1310	97	227	368	552	66	2.80	52.82%
Pennsylvania	5836	617	1210	1516	2042	451	2.91	57.28%
Rhode Island	589	37	109	168	242	33	2.79	53.31%
South Carolina	2977	186	463	646	1119	563	2.53	43.50%
South Dakota	211	14	34	57	83	23	2.68	49.76%
Tennessee	2621	254	492	648	878	349	2.78	53.19%
Texas	8213	503	1204	1931	3267	1308	2.55	44.30%
Utah	3602	253	723	1015	1395	216	2.83	55.27%
Vermont	342	18	68	98	130	28	2.76	53.80%
Virginia	7181	659	1458	1921	2593	550	2.87	56.23%
Washington	2513	197	515	664	979	158	2.85	54.76%
West Virginia	373	30	42	88	174	39	2.60	42.90%
Wisconsin	2827	193	509	819	1036	270	2.76	53.80%
Wyoming	55	2	14	18	17	4	2.87	61.82%
National	160674	14676	30499	41138	58836	15525	2.81	53.72%

Table A-8b: 2008 AP U.S. History exam, number of students and score distribution, by state

	Number of students (total)	Number of students scoring 5	Number of students scoring 4	Number of students scoring 3	Number of students scoring 2	Number of students scoring 1	Mean score	% of students passing with a 3 or higher
Alabama	3374	242	553	660	844	1075	2.42	43.12%
Alaska	385	23	53	77	129	103	2.39	39.74%
Arizona	4960	306	794	1018	1298	1544	2.40	42.70%
Arkansas	4379	77	238	480	977	2607	1.68	18.15%
California	54833	4923	10296	11671	13475	14468	2.59	49.04%
Colorado	5035	352	848	1166	1388	1281	2.52	46.99%
Connecticut	5605	908	1349	1305	1214	829	3.05	63.55%
Delaware	994	91	179	190	267	267	2.56	46.28%
District of Columbia	1169	195	198	154	146	476	2.56	46.79%
Florida	23614	1103	2906	4125	6156	9324	2.17	34.45%
Georgia	13103	851	2077	2738	3609	3828	2.43	43.24%
Hawaii	991	121	194	207	228	241	2.72	52.67%
Idaho	1003	112	193	253	296	149	2.82	55.63%
Illinois	13782	1459	3019	3068	3050	3186	2.75	54.75%
Indiana	4286	237	660	886	1273	1230	2.39	41.60%
Iowa	1480	97	293	410	399	281	2.68	54.05%
Kansas	2112	132	396	494	627	463	2.58	48.39%
Kentucky	4705	239	611	915	1384	1556	2.28	37.51%
Louisiana	1673	100	298	326	455	494	2.44	43.28%
Maine	1957	98	316	394	597	552	2.39	41.29%
Maryland	6986	722	1406	1557	1752	1549	2.71	52.75%
Massachusetts	8817	1519	2444	2124	1744	986	3.20	69.04%
Michigan	7234	648	1461	1720	2048	1357	2.72	52.93%
Minnesota	5777	485	1091	1305	1637	1259	2.64	49.87%
Mississippi	1441	35	104	199	350	753	1.83	23.46%

Table A-8b: 2008 AP U.S. History exam, number of students and score distribution, by state

	Number of students (total)	Number of students scoring 5	Number of students scoring 4	Number of students scoring 3	Number of students scoring 2	Number of students scoring 1	Mean score	% of students passing with a 3 or higher
Missouri	2794	271	575	613	701	634	2.70	52.22%
Montana	576	45	143	143	174	71	2.86	57.47%
Nebraska	1062	41	152	271	323	275	2.40	43.69%
Nevada	2418	99	340	465	694	820	2.26	37.39%
New Hampshire	1178	131	261	339	297	150	2.94	62.05%
New Jersey	10664	1688	2715	2540	2252	1469	3.08	65.11%
New Mexico	1357	46	111	209	372	619	1.96	26.97%
New York	30131	3233	6501	7387	7595	5415	2.82	56.82%
North Carolina	11000	1036	2131	2509	2876	2448	2.68	51.60%
North Dakota	146	3	26	44	49	24	2.55	50.00%
Ohio	9409	958	2002	2356	2427	1666	2.80	56.50%
Oklahoma	2792	84	310	523	825	1050	2.12	32.84%
Oregon	3215	215	553	802	919	726	2.57	48.83%
Pennsylvania	9356	1061	2210	2215	2256	1614	2.88	58.64%
Rhode Island	1057	106	221	275	287	168	2.82	56.95%
South Carolina	4223	339	744	899	1130	1111	2.54	46.93%
South Dakota	435	21	87	139	118	70	2.70	56.78%
Tennessee	4527	392	854	938	1182	1161	2.59	48.24%
Texas	35826	1628	4245	5875	9094	14984	2.12	32.79%
Utah	3680	258	709	963	1055	695	2.67	52.45%
Vermont	595	73	141	146	148	87	2.94	60.50%
Virginia	14145	1409	2869	3318	3716	2833	2.74	53.70%
Washington	6987	521	1236	1550	1927	1753	2.55	47.33%
West Virginia	1048	42	102	176	290	438	2.06	30.53%
Wisconsin	5712	527	1245	1504	1502	934	2.81	57.35%
Wyoming	171	8	18	35	63	47	2.28	35.67%
National	**344199**	**29310**	**62478**	**73676**	**87615**	**91120**	**2.57**	**48.07%**

Table A-8c: 2018 AP U.S. History exam, number of students and score distribution, by state

	Number of students (total)	Number of students scoring 5	Number of students scoring 4	Number of students scoring 3	Number of students scoring 2	Number of students scoring 1	Mean score	% of students passing with a 3 or higher
Alabama	7423	378	818	1327	1763	3137	2.13	33.99%
Alaska	614	38	90	144	184	158	2.46	44.30%
Arizona	8024	884	1356	1740	1858	2186	2.61	49.60%
Arkansas	6205	197	504	838	1254	3412	1.84	24.80%
California	77901	8906	13684	16606	16823	21882	2.63	50.32%
Colorado	8345	795	1530	1996	1993	2031	2.65	51.78%
Connecticut	6692	1124	1615	1589	1331	1033	3.07	64.67%
Delaware	1268	161	248	302	271	286	2.78	56.07%
District of Columbia	1252	204	219	211	156	462	2.64	50.64%
Florida	33416	2634	5214	7281	8121	10166	2.46	45.27%
Georgia	18688	2077	3650	4504	4274	4183	2.74	54.75%
Hawaii	1183	111	204	234	248	386	2.50	46.41%
Idaho	1380	122	270	333	335	320	2.67	52.54%
Illinois	23864	2993	4863	5735	5202	5071	2.81	56.95%
Indiana	8837	556	1190	1913	2322	2856	2.35	41.41%
Iowa	2282	159	388	586	628	521	2.58	49.65%
Kansas	2143	208	462	536	539	398	2.79	56.28%
Kentucky	6358	449	1076	1509	1719	1605	2.54	47.72%
Louisiana	3871	295	611	800	807	1358	2.40	44.07%
Maine	1853	148	293	502	506	404	2.61	50.89%
Maryland	8178	1020	1691	2072	1830	1565	2.85	58.49%
Massachusetts	11893	2148	3035	2924	2213	1573	3.17	68.17%
Michigan	10190	1100	2093	2603	2499	1895	2.80	56.88%
Minnesota	7989	855	1586	2108	1973	1467	2.80	56.94%
Mississippi	2516	95	291	482	570	1078	2.11	34.50%

Table A-8c: 2018 AP U.S. History exam, number of students and score distribution, by state continued

	Number of students (total)	Number of students scoring 5	Number of students scoring 4	Number of students scoring 3	Number of students scoring 2	Number of students scoring 1	Mean score	% of students passing with a 3 or higher
Missouri	3566	511	833	817	755	650	2.94	60.60%
Montana	646	110	136	175	134	91	3.06	65.17%
Nebraska	1579	152	304	398	397	328	2.72	54.08%
Nevada	4224	262	564	865	1050	1483	2.31	40.03%
New Hampshire	1231	138	285	362	290	156	2.97	63.77%
New Jersey	16006	2837	3976	3684	3007	2502	3.10	65.58%
New Mexico	2219	87	204	396	512	1020	2.02	30.96%
New York	39523	4707	8120	9749	9053	7894	2.82	57.12%
North Carolina	18491	1724	3208	4063	4462	5034	2.57	48.65%
North Dakota	376	20	57	94	116	89	2.48	45.48%
Ohio	13055	1433	2877	3471	3051	2223	2.87	59.60%
Oklahoma	3984	187	531	798	997	1471	2.24	38.05%
Oregon	4008	300	669	974	1092	973	2.56	48.48%
Pennsylvania	12366	1549	2762	3195	2630	2230	2.90	60.70%
Rhode Island	1571	177	316	359	342	377	2.73	54.23%
South Carolina	6714	687	1398	1740	1599	1290	2.79	56.97%
South Dakota	433	51	88	118	115	61	2.89	59.35%
Tennessee	7950	642	1314	1811	1921	2262	2.52	47.38%
Texas	58936	4760	8701	11596	13124	20755	2.38	42.52%
Utah	4273	403	923	1180	1076	691	2.83	58.65%
Vermont	620	98	132	160	132	98	3.00	62.90%
Virginia	15347	2324	3563	3840	3406	2214	3.02	63.38%
Washington	8779	1053	1735	2050	1931	2010	2.76	55.11%
West Virginia	1604	72	152	287	453	640	2.10	31.86%
Wisconsin	7186	844	1590	1902	1676	1174	2.90	60.34%
Wyoming	238	12	38	67	63	58	2.51	49.16%
National	**497290**	**52797**	**91457**	**113026**	**112803**	**127207**	**2.66**	**51.74%**

Table B1: Race/ethnicity of public school teachers, as percentage
of total public school teachers, by year

	White, non-Hispanic	Black, non-Hispanic*	Hispanic	Asian/ Pacific Islander Total	Asian	Native Hawaiian/ Pacific Islander**	American Indian/ Alaska Native	Two or more races, non-Hispanic	"Other"
1971	88.3	8.1	-	-	-	-	-	-	3.6
1976	90.8	8	-	-	-	-	-	-	1.2
1981	91.6	7.8	-	-	-	-	-	-	0.7
1986	89.6	6.9	-	-	-	-	-	-	-
1991	86.8	8	-	-	-	-	-	-	5.2
1999-00	84.3	7.6	5.6	1.6	-	-	0.9	-	-
2003-04	83.1	7.9	6.2	-	1.3	0.2	0.5	0.7	-
2007-08	83.1	7	7.1	-	1.2	0.2	0.5	0.9	-
2011-12	81.9	6.8	7.8	-	1.8	0.1	0.5	1	-
2015-16	80.1	6.7	8.7^	-	2.3	0.2	0.4	1.4^	-

Key:

*	1971-1991 data does not explicitly specify non-Hispanic
**	2015-16 data refers only to Native Hawaiian
-	category not used in this year
^	best estimate given available data

Sources:

1996-1991: Table 68, Selected characteristics of public school teachers: Spring 1961 to spring 1991, Digest of Education Statistics, National Center for Education Statistics, 1993, https://nces.ed.gov/programs/digest/d95/dtab068.asp (generated from National Education Association, "Status of the American Public School Teacher, 1990-91.").

1999-2000: PowerStats, NCES, School and Staffing Survey, Public Teachers, 1999-00, Teacher's race/ethnicity by main teaching assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 1999-00, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbme04.

2003-2004: Power Stats, NCES, School and Staffing Survey, Public Teachers: 2003-04, Teacher's race/ethnicity collapsed by main teaching assignment and teachers' main assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 2003-04, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmee0b.

2007-2008: Power Stats, NCES, School and Staffing Survey, Public Teachers: 2007-08, Teacher's race/ethnicity by teachers' main assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 2007-08, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmf71.

2011-2012: Power Stats, NCES, School and Staffing Survey, Public Teachers: 2011-12, Teacher's race/ethnicity by teachers' main teaching assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 2011-12, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmfb0.

2015-2016: PowerStats, NCES, National Teacher and Principal Survey, 2015-16 Public School Teachers, Teacher's race/ethnicity by general field of main teaching assignment and teachers' main teaching assignment field, U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School Teacher Data File, 2015–16, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmh7f.

Table B2: Race/ethnicity of public school teachers with a main assignment in history, as percentage of total public school teachers with a main assignment in history, by year

	White, non-Hispanic	Black, non-Hispanic*	Hispanic	Asian/ Pacific Islander Total	Asian	Native Hawaiian/ Pacific Islander**	American Indian/ Alaska Native	Two or more races, non-Hispanic
2003-04	86.8	6.2	3.1	-	1.1!	.3!!	1.4!	1.0!
2007-08	85.7	4.4	6.9	-	1.1!	+	.4!!	1.6!
2011-12	85.7	3.9	7.4	-	1.0!	+	.4!!	1.5!
2015-16	83.2	4.6	7.9^	-	.6!	^^	.4!	1.2!

Key:

*   2003-2012 data refers to "Black or African American, non-Hispanic"
**   2015-16 data refers only to Hawaiian Native
***   2015-16 data refers only to American Indian

-       category not used in this year
!   unreliable (standard error represents more than 30 percent of the estimate)
!!   unreliable (standard error represents more than 50 percent of the estimate)
+   reporting standards not met
^   best estimate given available data
^^   unavailable given available data

Sources:
2003-2004: Power Stats, NCES, School and Staffing Survey, Public Teachers: 2003-04, Teacher's race/ethnicity collapsed by main teaching assignment and teachers' main assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 2003-04, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmee0b.

2007-2008: Power Stats, NCES, School and Staffing Survey, Public Teachers: 2007-08, Teacher's race/ethnicity by teachers' main assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 2007-08, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmf71.

2011-2012: Power Stats, NCES, School and Staffing Survey, Public Teachers: 2011-12, Teacher's race/ethnicity by teachers' main teaching assignment field, from U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS), Public Teachers Data File 2011-12, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmfb0.

2015-2016: PowerStats, NCES, National Teacher and Principal Survey, 2015-16 Public School Teachers, Teacher's race/ethnicity by general field of main teaching assignment and teachers' main teaching assignment field, U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), Public School Teacher Data File, 2015–16, https://nces.ed.gov/datalab/index.aspx?ps_x=bdbbmh7f.

Table B3: Race/ethnicity of public elementary and secondary school students, as percentage of total enrollment, by year

	White, non-Hispanic	Black, non-Hispanic*	Hispanic	Asian/Pacific Islander Total	Asian	Native Hawaiian/ Pacific Islander**	American Indian/ Alaska Native	Two or more races, non-Hispanic
1986	70.4	16.1	9.9	2.8	+	+	0.9	+
…								
1994	65.6	16.7	13	3.6	-	-	1.1	+
1995	64.8	16.8	13.5	3.7	-	-	1.1	+
1996	64.2	16.9	14	3.8	-	-	1.1	+
1997	63.5	17	14.4	3.9	-	-	1.2	+
1998	62.9	17.1	15	3.9	-	-	1.1	+
1999	62.0	17.2	15.6	4.0	+	+	1.2	+
2000	61.2	17.2	16.4	4.1	+	+	1.2	+
2001	60.3	17.2	17.1	4.3	+	+	1.2	+
2002	59.4	17.2	17.8	4.3	+	+	1.2	+
2003	58.6	17.2	18.6	4.4	+	+	1.2	+
2004	58.0	17.2	19.1	4.5	+	+	1.2	+
2005	57.0	17.2	19.9	4.6	+	+	1.2	+

Key:
-     category not in use this year
*   data reported by only a small number of states
+   not applicable

Table B3: Race/ethnicity of public elementary and secondary school students,
as percentage of total enrollment, by year, continued

	White, non-Hispanic	Black, non-Hispanic*	Hispanic	Asian/Pacific Islander Total	Asian	Native Hawaiian/ Pacific Islander**	American Indian/ Alaska Native	Two or more races, non-Hispanic
2006	56.4	17.1	20.6	4.7	+	+	1.2	+
2007	55.7	17.0	21.2	4.9	+	+	1.2	+
2008	54.9	17.0	21.4	5.0	4.9	0.1	1.2	0.5*
2009	54.1	16.7	22.3	5.0	4.9	0.1	1.2	0.7*
2010	52.4	16.0	23.1	5.0	4.6	0.3	1.1	2.4
2011	51.7	15.8	23.7	5.1	4.7	0.4	1.1	2.6
2012	51.0	15.7	24.3	5.1	4.8	0.4	1.1	2.8
2013	50.3	15.6	24.9	5.2	4.8	0.4	1.0	3.0
2014	49.5	15.5	25.4	5.3	4.9	0.3	1.0	3.2
2015	48.9	15.4	25.9	5.3	+	+	1.0	3.4

Sources:
1986 & 1994 Table 44: Enrollment in public elementary and secondary schools, by race or ethnicity and state: Fall 1986 and fall 1994, Digest of Education Statistics, from U.S. Department of Education, Office for Civil Rights, 1986 State Summaries of Elementary and Secondary School Civil Rights Survey; and National Center for Education Statistics, Common Core of Data survey. Table prepared September 1996, accessed February 2019, https://nces.ed.gov/programs/digest/d96/d96t044.asp.

1995 & 2015 Table 203.50: Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and region: Selected years, fall 1995 through fall 2027, from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1995-96 through 2015-16; and National Elementary and Secondary Enrollment by Race/ Ethnicity Projection Model, 1972 through 2027. Table prepared February 2018, accessed February 2019, https://nces.ed.gov/programs/digest/d17/tables/dt17_203.50.asp.

1997 Table 45: Enrollment in public elementary and secondary schools, by race or ethnicity and state: Fall 1986 and fall 1997, Digest of Education Statistics, from U.S. Department of Education, Office for Civil Rights, 1986 State Summaries of Elementary and Secondary School Civil Rights Survey; and National Center for Education Statistics, Common Core of Data survey. Table prepared June 1999, accessed February 2019, https://nces.ed.gov/programs/digest/d99/d99t045.asp.

1996 Table 45: Enrollment in public elementary and secondary schools, by race or ethnicity and state: Fall 1986 and fall 1996, Digest of Education Statistics, from U.S. Department of Education, Office for Civil Rights, 1986 State Summaries of Elementary and Secondary School Civil Rights Survey; and National Center for Education Statistics, Common Core of Data survey. Table prepared May 1998, accessed February 2019, https://nces.ed.gov/programs/digest/d98/d98t045.asp.

1998 Table 44: Enrollment in public elementary and secondary schools, by race/ethnicity and state: Fall 1986 and fall 1998, Digest of Education Statistics, U.S. Department of Education, Office for Civil Rights, 1986 State Summaries of Elementary and Secondary School Civil Rights Survey; and National Center for Education Statistics, Common Core of Data survey. Table prepared May 2000, accessed February 2019, https://nces.ed.gov/programs/digest/d00/dt044.asp.

1999 - 2014 Table 203.60: Enrollment and percentage distribution of enrollment in public elementary and secondary schools, by race/ethnicity and level of education: Fall 1999 through fall 2026, Digest of Education Statistics, from U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Survey of Public Elementary and Secondary Education," 1998-99 through 2014-15; and National Elementary and Secondary Enrollment by Race/Ethnicity Projection Model, 1972 through 2026. Table published in 2016, accessed in February 2019, https://nces.ed.gov/programs/digest/d16/tables/dt16_203.60.asp.

Curricular Resources

iCivics's high school history curriculum: iCivics's curricular resources are a work in progress with rolling unit releases, including most recently Foundations of Government. Additional units for high school history courses are expected to be released in fall 2019. These lessons will join iCivics' suite of lesson plans for teaching civics to secondary school students.

Facing History and Ourselves: Facing History and Ourselves provides teachers with lesson plans, curricular units, teaching strategies, and multimedia sources to help students understand difficult issues in history and today. The organization aims to "promote the development of a more informed and more humane citizenry" globally.

Gilder Lehrman Institute's online collection: Digitized primary documents, essays, and student consumables are available to anyone with an account (free for teachers and students). These curricular resources draw on primary sources from the Gilder Lehrman Collection and are aimed at secondary school students.

Stanford History Education Group's Beyond the Bubble: These History Assessments of Thinking assess student knowledge by asking students to answer constructed response questions about primary sources from the Library of Congress. Assessments are ready-for-use and designed to fit within a single 50-minute class period. Educators can access these resources for free by creating an account.

Stanford History Education Group's Civic Online Reasoning: These assessments teach students to think critically about digital sources in the present. Students learn to evaluate online sources, including multimedia and social media. Educators can access these resources for free by creating an account.

Games and Simulations

The Choices Program at Brown University: This curriculum includes over 35 students that place students in the midst of an important policy decision from history. Students must weigh multiple perspectives and make choices about which policy to pursue. The program is used in more than 8,000 secondary schools each year.

iCivics's Race to Ratify Game: Race to Ratify requires students to navigate the key debates surrounding the ratification of the constitution, including an extended republic, the House of Representatives, the Senate, executive power, the judiciary, and a bill of rights. This is the first history-focused game from iCivics, launched in March 2019.

Eagle Eye Citizen: This site, designed for secondary school students, presents short "challenges" that users complete by sorting visual primary sources according to chronological order or theme. After completing these activities, users receive additional historical context and links to relevant resources from the Library of Congress. Users can also design their own "challenges" by selecting relevant primary sources. The site includes supplementary materials for teachers.

KidCitizen: This site (and corresponding app) introduces elementary-age children to visual primary sources. Students sort photographs, interact with digital animations, and reflect on their own experiences as they learn about history and civic engagement. Users can select from a half-dozen existing "episodes," and teachers can create their own lessons using the KidCitizen Editor platform.

Mission US: This series of online/app-based games for middle-school students invites players to step into the shoes of a fictional character in the midst of a real historical event. Like Reacting to the Past, Mission US requires students to put themselves in an important historical moment and to consider different actors' points of view. Research has shown that the games facilitate students' perspective-taking skills.

Programs for Teachers and Students

Gilder Lehrman Institute's professional development programs: The Gilder Lehrman Institute's Teacher Seminars bring history teachers together to study with preeminent historians. These weeklong sessions are free to participants. The Pace-Gilder Lehrman M.A. in American History allows history educators from affiliate schools to complete a master's degree in American History online and at low cost.

National History Day Contest: The National History Day Contest serves more than half a million secondary school students annually. The contest encourages students to conduct original research as they create papers, exhibits, documentaries, performances, and websites. Students compete at the local level, with winners advancing to state and national rounds. Web resources from National History Day help connect students with potential sources and develop their projects.