

**The Oakland History Collaborative:
Teaching American History in an Urban School District
Tuesday AM at the 09 Summer Institute**

"How Students Learn: History in the Classroom"

I. Discussion Questions for chapter 3 (4th, 5th, & 8th grade teachers)

1. What, according to the authors, are some important questions teachers should ask students to consider as they work with historical sources? What concepts and understandings are these questions designed to reveal?
2. To what degree do you have classroom structures designed to reveal and work with students' preconceptions and misconceptions of how historians develop historical accounts? What has worked well? What are some possible ways to make this a greater part of your instruction?
3. To what degree do you have classroom structures designed to help students better understand how to use and understand different types of historical evidence? What has worked well? What are some possible ways to make this a greater part of your instruction?
4. For each of the above two questions - what have been the greatest challenges in developing and putting in place these classroom structures and what kinds of support would be most helpful in doing this work?
5. What is your response to the instructional approach investigated in this chapter?

II. Discussion questions for chapter 4 (11th grade teachers)

1. Do you use any "unifying problems" to bring coherence to your curriculum? Have any of them been more successful than others?
2. To what degree do you address issues of historical accounts (who wrote the account, context, interpretation, etc) in your class? Why?
3. What is your response to the structured support he models for his classroom? Would it work in yours?
4. What do you think of his idea of using a lecture both to answer questions and to treat as an historical account? Is this a goal for you?