

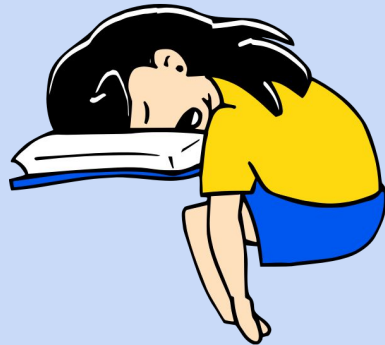
A man with dark hair and glasses is looking slightly to the right with a confused expression. He is wearing a light blue shirt and a grey jacket. The background is a chalkboard with handwritten text in white chalk. The text on the board includes "fisc", "Mon", "policy", and "policy".

Not Your Parents' History Class

Bueller? Bueller? Bueller?

Take a few minutes to reflect on what you remember seeing, feeling, and thinking in history/social studies class.

Share with a partner sitting next to you.



What We Remember

Students sleeping on desks, chewing gum, and daydreaming...

The image of Ben Stein's sleepy-headed, gum-popping history students in the 80s classic *Ferris Bueller's Day Off* is probably not far from the history class adults experienced in their own high schools across America during the last few decades of the 20th century.

Then

NO STATE STANDARDS

- Prior to 1996, the State of New Jersey had no academic learning standards for students, which resulted in content being left up to the schools.
- Content from classroom to classroom may have differed dramatically depending on the content preferences of teachers and interests of students.

Now

STANDARDS-BASED INSTRUCTION

- In 1996, the State adopted its first set of learning standards, which identified what students should know and be able to do by the end of their schooling.
- The adoption of standards narrowed the focus of history instruction to a set of standards that all schools are required to follow.
- Teacher autonomy in the classroom is still a priority, and teachers still work diligently to develop the most effective and standards-based lessons.
- The State has adopted standards for all academic areas, which are reviewed and updated every five years.

Civics

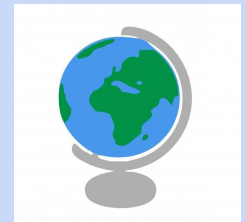
- **6.1.8.CivicsPI.3.c:** Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- **6.1.8.CivicsDP.3.a:** Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- **6.1.8.CivicsHR.3.b:** Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- **6.1.8.CivicsHR.3.c:** Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- **6.1.8.CivicsHR.4.a:** Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

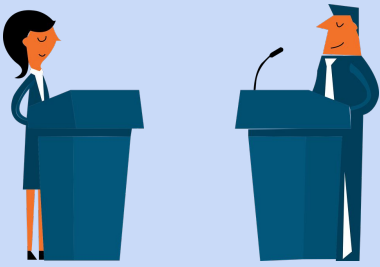
History

- **6.1.8.HistoryUP.3.b:** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- **6.1.8.HistoryCC.4.d:** Analyze the push-pull factors that led to an increase in immigration and explain why ethnic and cultural conflicts resulted.
- **6.1.8.HistoryUP.5.a:** Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- **6.1.8.HistoryCC.5.f:** Analyze the economic impact of Reconstruction on the South from different perspectives.
- **6.1.8.HistoryCC.5.g:** Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Geography and Economics

- **6.1.8.GeoSV.4.a:** Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
- **6.1.8.EconNE.4.b:** Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.





Active Citizenship



- **6.3.8.CivicsPD.1:** Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- **6.3.8.CivicsPD.3:** Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- **6.3.8.CivicsDP.1:** Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- **6.3.8.CivicsPR.4:** Use evidence and quantitative data to propose or defend a public policy related to climate change.
- **6.3.8.CivicsHR.1:** Construct an argument as to the source of human rights and how they are best protected.

Then

CONTENT-BASED CURRICULUM

- History classes were content-based, focusing largely on the recall of facts and retrieval of information.
- Rote memorization or recall of events and dates was commonplace.

Now

SKILLS-BASED CURRICULUM

- Focus more on the development of skills that will benefit students in college and career. These skills include reading, writing, speaking, and listening-- more commonly known as literacy skills-- and historical thinking skills.
- Incorporating higher-order thinking into all history classrooms has elevated instruction and assessment to better prepare students for life after high school.

What Else Has Changed?

There is an increased focus on **skill-based learning** and the **transfer of learning** to the world outside the classroom.

Example:

6.3.8.CivicsPD.1: **Deliberate** on a public issue affecting an upcoming election, consider opposing arguments, and **develop** a reasoned conclusion.



Then

LEARNING HISTORY AS A SET OF FACTS TO MEMORIZE

- Series of historical events presented to students one after the other.
- History students accepted the facts as presented by their teachers or history books and were assessed solely on their recall of information..
- Information from single perspectives (drawn exclusively from secondary sources) were the focus of lessons.

Now

TEACHING HISTORICAL INQUIRY

- Historical events are presented and analyzed from ***multiple perspectives*** through primary sources in order to give students firsthand accounts of events.
- A common approach to teaching and learning in today's history classrooms is through an ***inquiry model***.
- Students investigate a historical question by utilizing the techniques used by historians. Students learn to evaluate multiple perspectives and make claims supported by credible evidence.

Single Perspective

- If you were to only learn about reconstruction from one perspective, you would not be able to create a full picture of what reconstruction truly was and its impact on groups of people.

Historian Jon Wiener writes...

In the case of Reconstruction. . . I focus [on] the three most significant [perspectives]: the **Northern Radicals**, who shaped federal policy and who wanted to bring the former slaves into the economy of the free market, as wage earners, and into the political system, as voters; the **Southern planter elite**, who wanted to preserve as much of the old plantation labor system as possible; and the **former slaves** themselves. Their understanding of freedom was, as Eric Foner has written, "shaped by their experiences as slaves." Freedom for them meant freedom to work for themselves—economic autonomy and access to land. This argument shows the freedmen defining their own interests, in conflict with the federal government, which claimed to represent them. Thus, instead of giving students a list of facts and dates to memorize, I would ask them to conceive of what's happening as a three-sided conflict over the meaning of freedom.

Multiple Perspectives

- If you were to learn about reconstruction from multiple perspectives, you would be able to better understand reconstruction and how it impacted each individual group.
- This would allow you to gain a better picture of what freedom actually meant for each of these individual groups.

Then

PRINT RESEARCH

- Anyone who went to school before the Internet remembers spending hours in a dusty library combing through books and feeding nickels into a copy machine.

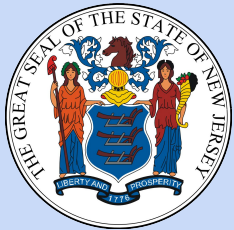


Now

PRINT AND DIGITAL RESEARCH

- Students are learning print and **digital research skills**.
- Teachers today focus on equipping students with the skills needed to evaluate all sources for validity and credibility.
- The evaluation of sources is a necessary historical research skill. It supports students' ability to form a more comprehensive understanding of history and navigate misinformation.

NJ
Mandates:
As of July
15th, 2021



LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Amistad Law: N.J.S.A. 18A 52:16A-88:

Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28:

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Instruction on Diversity and Inclusion:

Legislation ([A-4454](#))

Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

What Hasn't Changed?

Great Teachers

Regardless of approach, pedagogy, instructional models and new research, great teachers have always existed. These are the teachers who make even the most mundane content come to life, the teachers who have classrooms full of engaged learners. They make connections with students, invest in their students' well being inside and outside the classroom, and making learning easy. Great teachers have always existed and will always exist.

Varied Approaches to Teaching History

With new research, the increased accessibility of information, and school districts' commitment to professional learning, approaches to teaching and learning in all subject areas will undoubtedly evolve into the 21st century. While history teachers focus largely on events of the past, their strategies used to teach these events will continue to develop into the future.