



Teaching History

Three Stages of History Instruction

Lesson Type	Purpose:	Type of Documents/Texts:
Stage 1: Build Knowledge & Skill		
Build Knowledge	<ul style="list-style-type: none"> Read secondary source documents for Basic Content Knowledge Supplement with mini-lectures 	<ul style="list-style-type: none"> Largely secondary sources (textbooks and other sources) Grade-level appropriate texts
Guided Practice	<ul style="list-style-type: none"> Learn the skills to build History knowledge (e.g., reading for main idea, taking Cornell notes, making/studying from a glossary, etc.) Learn the skills to do Historical analysis & Historical writing (e.g., four corners, identifying author's craft moves, essay structure—DBQ, long answer, short answer, etc.) 	<ul style="list-style-type: none"> Primary and secondary sources Grade-level or complex texts based on the lesson
Stage 2: Analyze and Evaluate History		
Close Reading for Meaning & Analysis	<ul style="list-style-type: none"> Understand and analyze a single, complex seminal historical document (e.g., Gettysburg Address, Letter from a Birmingham Jail, etc.) 	<ul style="list-style-type: none"> One document: could be short or long Important, seminal document (primary or secondary) Highly complex texts: students would not grasp nuance without class
Inquiry	<ul style="list-style-type: none"> Develop an argument from an analysis of multiple documents from varying points of view 	<ul style="list-style-type: none"> Mostly primary sources Multiple short documents (short enough to read in class) Complex texts (but accessible with teacher guidance)
Guided Seminar	<ul style="list-style-type: none"> Develop a larger-scale argument from an analysis of multiple documents from varying points of view (e.g., To what extent was WWI a turning point in history?) Largely discussion-based 	<ul style="list-style-type: none"> Primary and secondary sources Multiple longer documents that need to be read before class Accessible texts to analyze independently with minimal teacher intervention
Stage 3: Assess		
Written Assessment	<ul style="list-style-type: none"> Assess student knowledge and analysis via assessments aligned to AP exams All types of questions: multiple choice, DBQ, long answer question, short answer question 	<ul style="list-style-type: none"> Short documents embedded in exam Largely primary sources Scaffolded complexity from accessible to AP-level
Simulation/ Performance Task	<ul style="list-style-type: none"> Assess student knowledge/analysis via a History simulation (e.g., Constitutional Convention, world trade simulation, Model UN, historical debate, etc.) 	<ul style="list-style-type: none"> Mostly primary sources Multiple documents (could be pulled from past lessons)