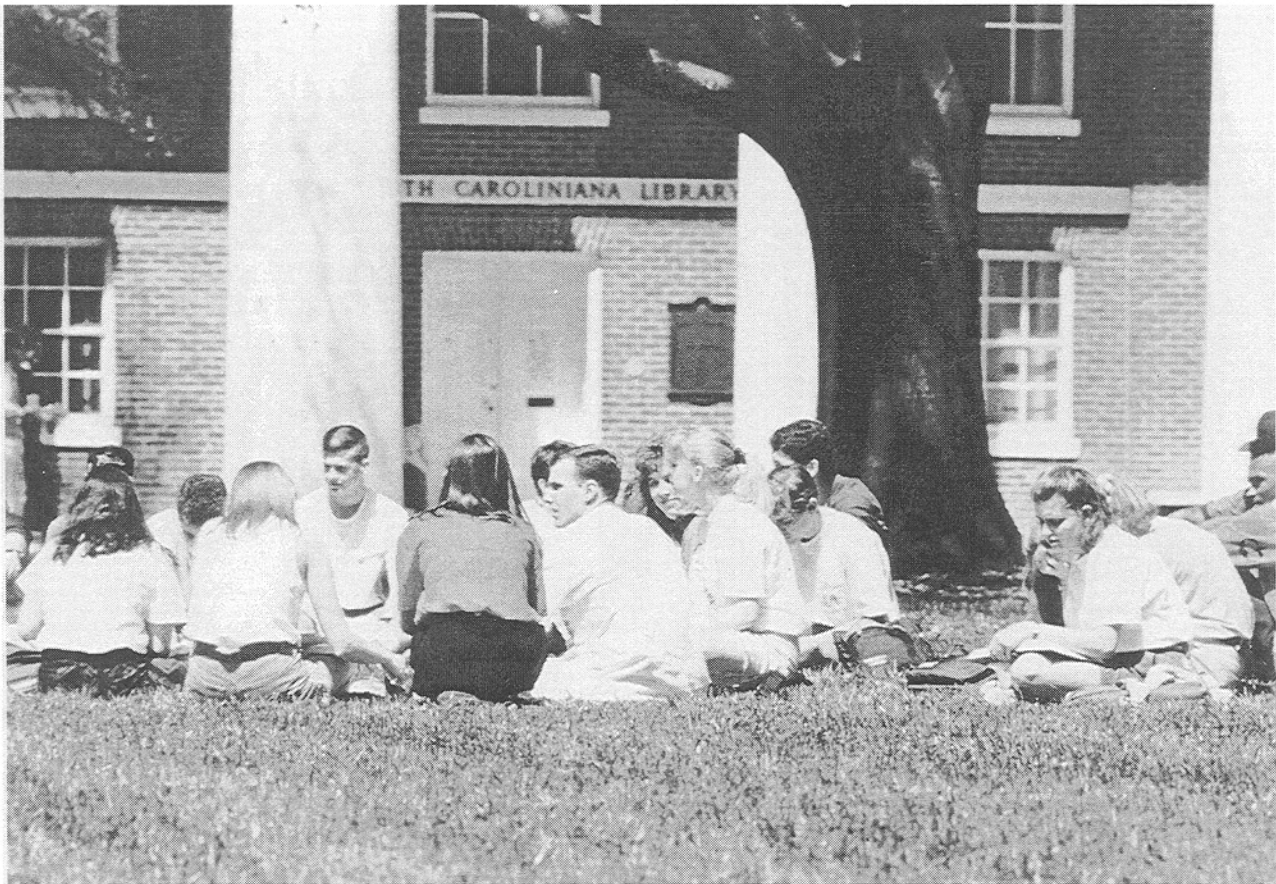


HISTORY



INTRODUCTORY COMMENTS

The exercises, or assessment devices, included in this anthology were devised for introductory courses in history. Each exercise was designed to achieve a number of objectives, some of which may also act as institution-wide educational goals. These objectives include but are not limited to the following:

- 1) increasing students' knowledge of the past;
- 2) fostering an understanding of issues important in the study of history, such as the recognition of multiple perspectives and historical interpretations, of history as process, and of the relevance of history in addressing a host of contemporary issues;
- 3) improving communication skills such as speaking, listening, and writing;
- 4) building group skills;
- 5) enhancing analytical and critical thinking skills; and
- 6) meeting additional objectives, depending upon the overall goals of the individual professor, department, and/or institution.

While the exercises/assessments were created for a specific level of history class, they may easily be used in or adapted not only to upper level classes but also to other levels of instruction such as secondary level history classes. Some are clearly generic in nature, but most were created for introductory courses in United States, European, and Non-Western/Latin American history. Each can be modified for virtually any history course. The assessments were also created for a variety of class sizes, but again may be modified for most reasonably-sized groups. Recommendations for adaptation to different class sizes are often included in the "Hints and Comments" section of each module. Finally, as was stated above, each assessment was designed to meet certain goals. Those employing the exercises/assessments may tailor the assignments to meet their own course objectives.

Exercises which incorporate assessment of learning (not just testing of factual retention) are time-consuming, yet rewarding. Course-embedded assessments take dedication, diligence, and effort. Implementing this new approach requires a change in the traditional professorial mindset that all historical events that fall within the parameters of the course must be "covered" by the semester's end. What quickly becomes clear is that students can be encouraged to absorb information by reading their textbooks and/or supplementary readings, and that, meanwhile, course-embedded assessments can build important skills and result in increased retention of the information. This approach requires that students "slow down," learn about issues in depth, and leave the course with a deeper understanding of particular issues.

Those of us who have implemented these course-embedded assessments over the past two years have learned that student expectations and departmental or institutional circumstances have shaped our individual experiences. For example, in some institutions, students' outside work loads or other factors limit their willingness to devote much time outside of class to group meetings, research, writing, or other activities. Further, if only one or only a few professors/teachers in a given department are using the course-embedded assessment approach, students may choose to take the same or other courses from other professors who rely on more traditional teaching methods (i.e. lecturing and giving only exams to "test" student learning). Yet another factor that has shaped our experiences has been institutional expectations, especially regarding the reward system. If faculty are not rewarded for innovative teaching, they may choose to focus on research and writing rather than to devise learning activities that require large amounts of precious time in order to evaluate and provide feedback on students' work.

Those wishing to make use of the following exercises may select, adapt, and/or alter the assessments according to their own particular circumstances. While those of us involved in this process have modified some of the more ambitious assessments during the past two years because of our experiences, we all remain convinced of the viability of the learning methods employed in the following exercises. If further information is desired, please contact the historians who created/developed the exercises. These are:

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6. Robert M. (Bob) Weir, History, USC-Columbia, Columbia, SC 29208

Others involved at an earlier stage of the project were:

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2. Saad Hallaba, History, USC-Sumter, 200 Miller Rd, Sumter, SC 29150

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The exercises included in this anthology are divided into the following categories:

1. those which introduce concepts/ideas/skills;
2. those which require a class day with some preparation;
3. those which require several days of preparation; and
4. those which require several class days and/or extensive preparation by the student and/or teacher.

For the purpose of the table of contents, each exercise is listed alphabetically by the title of the exercise and the page number where the exercise is to be found. This is followed by a brief descriptive statement regarding the exercise; the field/subject (U.S.; Western; Non-Western or Latin American] area used to illustrate the exercise; and the developer of the exercise. Each exercise presented in this book contains instructions which follow the following format:

1. an Introduction which states a synopsis of a specific need of the course and/or student;
2. the Title of the exercise;
3. a Statement of Purpose and of Goals for the exercise, that is, what the exercise is designed to accomplish;
4. the Instruction, that is, a brief statement of what students will do;
5. the Exercise/Assessment device itself;
6. the Criteria by which students are assessed;
7. Self-Assessment components for the students;
8. provisions for Feedback from the teacher to the student;
9. the Material and Time Required for the exercise;
10. Other Resources that can be used;
11. Hints and Comments from the developer of the exercise to those who might use the exercise in his/her classroom; and
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ANALYZING A POINT OF VIEW EXERCISE/ASSESSMENT DEVICE 1

Introduction

Students entering introductory history courses frequently assume a single point of view for historical events. A major function of the introductory history course, indeed of any history course, is to assist the student in learning that there are a variety of perspectives to any historical event, that information/data can be manipulated to buttress differing points of view, and that information/data can be included/ excluded in the creation of "official" histories. The exercise which follows can be used to introduce any history course because it provides a model for the whole course, introducing both content and process motifs that arise throughout the course.

Title

Analyzing a Point of View.

Purpose/Goals

The objectives of this exercise are to assist learning by:

1. introducing the student to the concept of "point of view" which is essential in the understanding of cross-cultural perspectives;
2. introducing the student to requisite skills for introductory history, that is, listening, extracting main ideas, thinking critically, analyzing interpretations, and presenting; and
3. introducing the student to group skills, that is, small group discussion and presentation, that will be utilized throughout the semester.

Instruction

1. Introduction of historical principle of "Point of View" on first day of class.
2. Introduction of techniques used in class to further learning: group activity, writing exercise.
3. Reinterpretation exercise on last day of class.

Assessment

Activity 1:

1. This exercise requires thirty minutes of class time on the first day of each history class.
2. On the first day of the semester, and following the orientation and explanation of course requirements [syllabus discussion], the class will be introduced to the concept of "Points of View" in the following fashion. After first ascertaining that everyone in the class knows at least one version of "The Three Little Pigs" (see hints; if not, review one version), "The True Story of the 3 Little Pigs" by A. Wolf, i.e. the story as told from the wolf's point of view, will be read to the class [see appendix for copy].

3. The students will be instructed to form small groups of three and in ten minutes to formulate responses to the following. This will begin the learning process, during which requisite skills for successful completion of history courses are acquired.

a. Reconstruct the story. The group can either select a spokesperson or can choose to individualize the answers to the questions [group skills, listening, extracting main ideas].

b. Compile a list of similarities and dissimilarities between the two stories [group discussion, analysis of interpretations, points of view].

c. Decide which interpretation was more believable. Why? Determine whether the wolf stereotype had any role in the decision [critical analysis, multi-cultural awareness].

d. Discuss the implications of the press "jazz(ing) up the story" [critical thinking, question asking].

e. List and be able to define (who, what, where) at least two examples of points of view from their own experience. This can be personal or read about it in local, state, national, or global news (examples: local football rivalries, Serb/Croat/ Muslim) [critical thinking, multi-cultural awareness, points of view, presentation].

4. The instructor will then reconstruct the wolf's version story in a "story line" on the board, with each group adding an item in sequence. Items may be filled in. Through class discussion the other questions are answered and listed. Importantly, the bracketed concepts are introduced and defined. The reconstruction is important because it demonstrates listening, recall, and interpretation.

5. Students will be then given five minutes to write a short essay responding to the questions: What is a point of view and why is it so important for me to understand? Give an example of a point of view you hold (I believe ...) and discuss how and why someone else's point of view might be different.

6. This short essay will be taken up and held until the end of the semester. On the last day of class, this essay will be redistributed and a similar question will be asked [see Activity 2 below]. The final writing assignment must be graded.

7. This activity is not graded or assessed. It is utilized to introduce the content/themes and learning processes of the course. It is also a non-threatening and humorous way of learning an important concept.

Activity 2:

1. This exercise requires fifteen minutes at the end of the course. Remind students beforehand that the exercise must be completed, either on the last day of class or during the examination period.

2. On the first day of class, students wrote the answer to the following questions: What is a point of view and why is it so important for me to understand? Give an example of a point of view you hold (I believe ...) and discuss how and why someone else's point of view might be different.

3. Their answers were taken up and held. On the last day of class, their answers are redistributed and a short essay on the following questions is to be written: Using my original answer, I am to redefine "point of view" and interpret why it is essential for me to understand. I will then reexamine my original "point of view" using information/insights gained during this semester. I will then explain how and why this exercise is important to me personally and interpersonally.

4. The final writing assignment must be assessed/graded.

5. This exercise serves as a student's self-assessment.

Criteria

1. The student must comprehend the idea of there being different "points of view" for the same event. This may be evidenced by the following examples: a lucid definition of "point of view", the recognition of specific differing points of view, and an awareness that there may not necessarily be a "correct" viewpoint [critical/analytical thinking].

2. The student must be able to apply historical concepts and themes by demonstrating familiarity and comprehension by listing and explaining appropriate examples [interpretation/critical thinking/causality/connections].

3. The student must participate in small group sessions, either by writing, facilitating, and/or idea formation. [group work]

4. The student must be able to analyze the viewpoints of others and to present their interpretation from that perspective, i.e. walk in their shoes or cultural awareness. The student should compare and contrast that interpretation with their own perspective. [exploration of values]

5. Student's written work is clear, concise, cogent, and uses proper style. [writing skills]

6. Student utilizes listening, recall, and observation skills as evidenced by an accurate recreation of the story.

Self-Assessment

This exercise serves as a student's self-assessment.

Feedback

1. Oral feedback and continual reference to the "Three Little Pigs" throughout the semester are essential.

2. Other exercises used in introductory history reinforce "point of view."

Materials and Time Required

1. No special materials are required.

2. The first day exercise requires thirty minutes of class time. The last day exercise requires at least fifteen minutes at the end of the course.

Other resources

Any work that provides two clear interpretations can be used.

Hints/Comments

1. These two interpretations of a very familiar story are the best for introducing the "point of view" theme because of the clear differences in interpretation. Another facet of this exercise might be the fact that there are at least two versions of the "Three Little Pigs", the older, grimmer version and the Walt Disney sanitized version. These two could be compared.
2. Students remember the familiar more quickly than unfamiliar. An interim exercise during the semester, following the same format, might focus on the differing points of view of a current events situation. In South Carolina, the debate over the flying of the Confederate naval ensign over the State House would provide two very different points of view.
3. Grading the assessment might be difficult as differing points of view/interpretations may often be opinions and not substantiated by data. Throughout the semester the instructor should insist upon valid documentation for substantiation. The grade should depend upon the accuracy of presentation and the validity of the documentation.

Appendix

The following is copyrighted material and is not to be reproduced. The book [\$14.95] is available in any good bookstore in the children's section. Ask for Jon Scieszka [illustrated by Lane Smith]. "The True Story of the 3 Little Pigs" by A. Wolf. (Viking, 1989).

"The True Story of the 3 Little Pigs" by A. Wolf

Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story.

I'm the wolf. Alexander T. Wolf. You can call me Al.

I don't know how this whole Big Bad Wolf thing got started, but it's all wrong. Maybe it's because of our diet. Hey, it's not my fault wolves eat cute little animals like bunnies and sheep and pigs. That's just the way we are. If cheeseburgers were cute, folks would probably think you were Big and Bad, too.

But like I was saying, the whole Big Bad Wolf thing is all wrong. The real story is about a sneeze and a cup of sugar. This is the Real Story.

Way back in Once Upon a Time time, I was making a birthday cake for my dear old granny. I had a terrible sneezing cold. I ran out of sugar.

So I walked down the street to ask my neighbor for a cup of sugar. Now this neighbor was a pig. And he wasn't too bright, either. He had built his whole house out of straw. Can you believe it? I mean who in his right mind would build a house of straw.

So of course the minute I knocked on the door, it fell right in. I didn't want to just walk into someone else's house. So I called, "Little Pig, Little Pig, are you in?" No answer. I was just about to go home without the cup of sugar for my dear old granny's birthday cake.

That's when my nose started to itch. I felt a sneeze coming on. Well I huffed. And I snuffed. And I sneezed a great sneeze. And you know what? That whole darn straw house fell down. And right in the middle of the pile of straw was the First Little Pig--dead as a doornail. He had been home the whole time.

It seemed like a shame to leave a perfectly good ham dinner lying there in the straw. So I ate it up. Think of it as a big cheeseburger just lying there.

I was feeling a little better. But I still didn't have my cup of sugar. So I went to the next neighbor's house. This neighbor was the First Little Pig's brother. He was a little smarter, but not much. He had built his house of sticks.

I rang the bell on the stick house. Nobody answered. I called, "Mr. Pig, Mr. Pig, are you in?" He yelled back, "Go away wolf. You can't come in. I'm shaving the hairs on my chinny chin chin."

I had just grabbed the doorknob when I felt another sneeze coming on. I huffed. And I snuffed.

And I tried to cover my mouth, but I sneezed a great sneeze. And you're not going to believe it, but this guy's house fell down just like his brother's. When the dust cleared, there was the Second Little Pig--dead as a doornail. Wolf's honor.

Now you know food will spoil if you just leave it out in the open. So I did the only thing there was to do. I had dinner again. Think of it as a second helping. I was getting awfully full. But my cold was feeling a little better. And I still didn't have that cup of sugar for my dear old granny's birthday cake.

So I went to the next house. This guy was the First and Second Little Pigs' brother. He must have been the brains of the family. He had built his house of bricks.

I knocked on the brick house. No answer. I called, "Mr. Pig, Mr. Pig, are you in?" And do you know what that rude little porker answered? "Get out of here, Wolf. Don't bother me again."

Talk about impolite! He probably had a whole sackful of sugar. And he wouldn't give me even one little cup for my dear sweet old granny's birthday cake. What a pig!

I was just about to go home and maybe make a nice birthday card instead of a cake, when I felt my cold coming on. I huffed. And I snuffed. And I sneezed once again.

Then the Third Little Pig yelled, "And your old granny can sit on a pin!" Now I'm usually a pretty calm fellow. But when somebody talks about my granny like that, I go a little crazy.

When the cops drove up, of course I was trying to break down this Pig's door. And the whole time I was huffing and puffing and sneezing and making a real scene.

The rest, as they say, is history.

The news reporters found out about the two pigs I had for dinner. They figured a sick guy going to borrow a cup of sugar didn't sound very exciting. So they jazzed up the story with all of that "Huff and puff and blow your house down." And they made me the Big Bad Wolf.

That's it. The real story. I was framed. But maybe you could loan me a cup of sugar.

EMERGENCE OF A GLOBAL POWER: THE SPANISH AMERICAN WAR EXERCISE/ASSESSMENT DEVICE 2

Introduction

How do you analyze a historical document? How do you assess the validity of what is contained therein? These two questions address the heart of the historian's craft, but time limitations and class size preclude many undergraduate students from exploring the meaning of a document. This module, based on the U.S. Congressional Resolution of War against Spain in 1898, offers a simple exercise to introduce students to the art of document analysis, focusing on the need to place historical materials in some context to better understand their meaning and intent. Moreover, the exercise is designed to enable students to assess the underlying intention of past public policy statements.

Title

"Emergence of a Global Power: The Spanish-American War"

Purpose/Goals

1. Understand the factors behind the emergence of the United States as a regional and global power in the late 19th century;
2. Gain knowledge of issues surrounding the war between Spain and the United States in 1898;
3. Critically analyze historical documents by placing them in a historical context; and
4. Summarize, analyze, and clearly present information.

Instruction

1. Written paper
2. Group discussion

Assessment

1. The instructor may introduce the students to this exercise in the following manner:

On April 20, 1898, the United States declared war on Spain (see Appendix for the joint resolution of Congress). What reasons are given for this U.S. action? Do you believe these reasons to be candid and genuine, that is do they make sense historically? How does a historian know if the official pronouncement truly represents the reasons why the United States went to war with Spain over Cuba? One way of gaining such insight is to explore U.S. foreign policy in Latin American and elsewhere in the generation before the Spanish-American War. This context should provide sufficient background to better understand the reasons why hostilities broke out in 1898.

Write a three-page typewritten paper discussing the sincerity and veracity of the official reasons why the United States declared war on Spain on April 20. Do the reasons stated by Congress represent the real root of the conflict or do other factors better explain the outbreak of war?

You must base your paper solely on the following materials (see Hint/Comment No. 1):

Lester D. Langley, America and the Americans: The United States in the Western Hemisphere (Athens, GA, 1989), pp. 82-103 (textbook).

Lloyd C. Gardner, Walter F. LaFeber, and Thomas J. McCormick, Creation of the American Empire (Chicago, 1971), pp. 186-253 (on reserve).

2. On the due date of the paper, the instructor will lead a discussion of the subject matter (sincerity of the Congressional resolution) and process (methods to assess the validity of historical documents).

3. In addition, the students will be asked to write briefly about and then discuss how a historian can critically assess past public policy statements.

Criteria

1. Students must directly address the primary question (sincerity and veracity of the reasons noted in the Congressional declaration);

2. Students must place the joint resolution in historical context in order to properly assess the document and to understand the factors behind the emergence of the U.S. as a regional and global power;

3. Students must recognize methods to assess historical documents as evidenced by their ability to understand the document in its historical context;

4. Students must incorporate the evidence gleaned from the specified readings; and

5. The paper must be well-organized and clearly written.

Self-Assessment

The group discussion and in-class writing assignment will serve as the principal means of self-assessment.

Feedback

The instructor will provide feedback through class discussion and written comments on the papers.

Materials and Time Required

No special materials are required for this exercise other than standard library resources.

The instructor will need a portion of one class to introduce and explain the exercise and another class to discuss the issues.

Other resources

Hints/Comments

1. All students read the same materials to provide a baseline for instructor assessment. Other specified readings will suffice, but the instructor should bear in mind that the focus of the exercise is on the ability to synthesize, evaluate, and analyze a manageable amount of reading materials.
2. This exercise also encourages students to keep up with the readings for the course.

Appendix

See next page for a copy of the Congressional Resolution.

Joint Resolution of Congress: April 20, 1898

Whereas the abhorrent conditions which have existed for more than three years in the island of Cuba, so near our borders, have shocked the moral sense of the people of the United States, have been a disgrace to Christian civilization, culminating, as they have, in the destruction of a United States battleship, with 266 of its officers and crew, while on a friendly visit in the harbor of Havana, and can no longer be endured, as has been set forth by the President of the United States in his message to Congress of April 11, 1898, upon which the action of Congress was invited: Therefore,

Resolved by the Senate and the House of Representatives of the United States of America in Congress assembled,

First. That the people of the island of Cuba are and of right to be free and independent.

Second. That it is the duty of the United States to demand, and the government of the United States does hereby demand, that the Government of Spain at once relinquish its authority and government in the island of Cuba and withdraw its land and naval forces from Cuba and Cuban waters.

Third. That the President of the United States be, and he hereby is, directed and empowered to use the entire land and naval forces of the United States and the militia of the several States to such an extent as may be necessary to carry out these resolutions into effect.

Fourth. That the United States hereby disclaims any disposition or intention to exercise sovereignty, jurisdiction, or control over said island except for the pacification thereof, and asserts its determination, when that is accomplished, to leave the government and control of the island to its people.

Source: Congressional Record, 55th Cong., 2nd Sess., 1898, 31, pt. 5: 4040-41.

EVALUATING INTERPRETATIONS EXERCISE/ASSESSMENT DEVICE 3

Introduction

An important skill in any academic course is the ability to read and evaluate scholarly material. The student must be able to read an item (an article, a book, etc.), extract its thesis, comprehend its structure and argument, and recognize its use of evidence. Then, he or she must determine if the argument is consistent with the evidence presented, and whether the argument is persuasive on the whole. It is important also for the student to understand WHY he or she finds an argument persuasive. Unless the student can do this, he or she will find it difficult to learn ideas from reading, and still more difficult to test or assess them. Writing an evaluation of several treatments of a historical topic is a good way to exercise and develop this competency.

Title

Evaluating Interpretations

Purpose/Goals

In completing this exercise, the student will:

1. develop and exercise skills at critical reading, identifying major points in an argument, and writing clearly and concisely;
2. summarize and organize for restatement the argument of a scholarly article or other item;
3. develop a technique to learn material in an article more effectively; and
4. develop and exercise self-assessment skills.

Instruction

Writing and self-assessing an evaluation paper.

Assessment

1. The instructor assigns a set of scholarly items for the student to read. These items should all bear upon the same historical topic, and ideally should involve a matter of historiographical controversy and provide examples of several perspectives on the matter. The instructor requires the student to write an evaluation on the topic.
2. The instructor distributes a guide sheet to the student, containing a description of an evaluation, hints on writing it, purposes and goals, and a list of criteria by which the completed paper will be graded. [A sample is included in the appendix to this module.]
3. The student reads the assigned items and prepares two copies of the required evaluation in accordance with the instructions on the guide sheet.
4. On the day the evaluation is due, the instructor collects one copy of it. He or she then instructs

the student to retain the other copy, to grade it himself or herself in accordance with the criteria in the guide sheet, and to write a brief essay explaining or justifying the grade assigned.

5. The student assesses his or her own essay and assigns a grade, using the same grading system as the instructor.

6. The student writes a brief essay explaining why the grade he or she assigned is appropriate in light of the criteria in the guide sheet, and turns in the essay and the self-graded evaluation at the appointed time.

7. The instructor collects the second, student-graded evaluation, along with the justification essay. He or she reviews this document and compares the student's assessment with his or her own. The instructor then grades the justification essay, providing feedback about how the justification was or was not appropriate in terms of the criteria in the guide sheet. The student compares his or her grading and justification with those of the instructor.

Criteria

1. The instructor grades the first evaluation in accordance with the criteria in the guide sheet.

2. In grading his or her own paper, the student uses the criteria in the guide sheet. The grade must be in accordance with the same system used by the instructor in grading the turned-in copy. (If this grading system is not explained in the syllabus or otherwise introduced at the beginning of the semester, students must be informed of it at some point prior to grading their own abstracts.)

3. The justification essay should be graded in accordance with how well that essay reveals the student's comprehension of the criteria in the guide sheet and how well he or she demonstrates an awareness of the degree to which his or her evaluation meets or does not meet them.

Self-Assessment

1. Prior to turning in the abstract, the student should assess his or her work against the criteria in the guide sheet.

2. The student learns self-assessment by having to grade his or her own evaluation in accordance with published criteria.

3. In writing the justification essay, the student not only demonstrates self-assessment, but must explain the basis on which the self-assessment was done.

4. In comparing his or her own self-assessment with the feedback from the instructor, the student again performs an act of self-assessment.

Feedback

1. The instructor provides written feedback on the first evaluation, stating how it did or did not meet the criteria in the guide sheet and making recommendations on how to improve performance. The feedback must explain why the evaluation received the grade awarded.

2. In grading and in writing the justification essay, the student provides feedback to himself or herself.

3. The instructor provides written feedback on the justification essay. This feedback should

explain how well that essay reveals the student's comprehension of the criteria in the guide sheet and how well the student demonstrates an awareness of the degree to which his or her evaluation meets or does not meet them. It should also point out how and why the instructor's grade differs from the student's grade. A prepared sample evaluation (see "Hints and Comments") can also serve as a form of feedback.

4. The student compares grade and feedback on the first evaluation with the grade and justification which he or she gave the second. He or she consults the instructor's feedback and reconsiders his or her own assessment. If reasons for the differences are not clear, the student should seek clarification from the instructor.

5. A class discussion, in which the students raise questions about the process of assessment and in which the instructor explains his or her reasons for his or her assessments, would be beneficial and should be considered as an option. Normally, individual papers and cases should not be discussed in depth, except as examples.

6. Grades serve as a form of feedback for this exercise, but it is not necessary to record each grade and/or include it in the final course grade. A composite grade for the entire exercise may be assigned, or grades for each of the two submissions may be recorded, or only one of the grades may be recorded, or any or all portions of the exercise may be unrecorded, at the instructor's discretion. It is important, however, that grades be assigned to the two evaluations -- one by the instructor and one by the student -- even if only for purposes of the exercise.

Materials and Time Required

1. This exercise requires no special materials.
2. Relatively little classroom time is required. A few minutes introducing the exercise should prove beneficial. Post-exercise discussion can be conducted at the discretion of the instructor. If the instructor decides to incorporate a classroom debate into the exercise (see "Hints and Comments"), time for that activity will have to be considered.
3. If the self-grading and justification essay are to be performed during class time rather than out of class, time for these activities must be provided.
4. Instructors should calculate anticipated grading and feedback time based on individual experience in grading and providing feedback to similar papers. Instructors who have not before provided explicit and extensive feedback specifically keyed to published criteria should be aware that grading in this fashion can be quite demanding in terms of time. (See "Hints and Comments.")

Other resources

Of course, the student needs items to read and evaluate. An assigned reading list of journal articles from the library would serve this purpose, as would a printed packet consisting of extracts from relevant material. A computer disk provides an excellent medium for distributing such material to those who have the capability to use it. Selections or extracts from a textbook, reader, or other published material might suffice as well.

If institutional and personal resources permit, the instructor may consider having evaluations and essays submitted, graded, and returned on some electronic medium.

Hints/Comments

1. This exercise may be modified by adding a classroom debate to it. The instructor should word a relevant resolution for debate and sort those papers which fall clearly on one side or the other. From each stack, he or she should select one or more papers which demonstrate that their respective authors have a good grasp of the issue and of their own thinking about it. These authors should participate in the class debate. Other students might serve as questioners, judges, reporters, or play some other role which would permit them a part in the exercise.
2. The instructor may wish to prepare and distribute a sample evaluation which exemplifies high compliance with the criteria in the guide sheet. This is particularly useful if all students have been assigned to evaluate the same set of articles. Depending on the instructor's intent, this could be distributed before (as part of a guide to writing an evaluation) or after the exercise (as a form of feedback and to assist the student in self-assessment).
3. This exercise may be repeated, but after the first time, should be modified.
 - a. Students no longer submit two copies of the evaluation, nor do they retain and formally grade the second.
 - b. When the evaluation is submitted, the student also submits a brief essay recommending, explaining, and justifying a grade for it.
 - c. The instructor grades both the evaluation and the justification.
4. If this exercise reveals that any student has persistent difficulties with any aspect of reading, evaluation, or self-assessment, the instructor should provide individual assistance. If the exercise reveals that a substantial proportion of the class has difficulties, the instructor should consider presenting a class on the appropriate topic.
5. Instructors may wish to consider writing feedback on separate sheets of paper rather than on the student paper itself. This permits the use of a computer and word processor. Since comments are tied to specific criteria, and since many students tend to err in similar fashions, judicious but not extensive use of "boilerplating" can save considerable writing time.

Appendix

Sample Guide to Writing an Evaluation:

NOTE: This guide was designed for a specific class operating under a specific syllabus. (For example, all articles are taken from an assigned reader, so the guide sheet does not require full citations.) It is included here only as a sample. Individual instructors should modify it to suit the specific needs of their own courses.

GUIDE TO THE PREPARATION OF EVALUATIONS

Description, Purposes, Goals

An evaluation, for purposes of this class, is a judgment of your own concerning a topic which is the subject of historiographical dispute.

The purpose of an evaluation is to review some of the major historiographical perspectives on a topic at issue, to draw from that material a perspective/argument of your own, and to present that perspective in clear, coherent, and persuasive written fashion.

The goals of an evaluation assignment are

- 1) to give you an opportunity to exercise your skills at critical reading, identifying major points in an argument, and writing clearly and concisely;
- 2) to test whether you have understood the arguments of articles you have read;
- 3) to help you learn material in articles more effectively;
- 4) to give you an opportunity to exercise your ability at analyzing arguments and drawing conclusions; and,
- 5) to provide you with a tool to make your study for tests and exams easier.

There is no set form for an evaluation, but a good evaluation MUST include the following elements:

- 1) A title, stating clearly the topic under discussion.
- 2) A clear statement of the point or issue which the authors in question are addressing. (What are they arguing about?)
- 3) A set of SUMMARIES of the articles involved. Summaries need not be more than a paragraph long, if that, but each must express the thesis of the author, with particular emphasis on the way it relates to the point at issue. It is not necessary to write three separate paragraphs, one on each article, and have them follow one another in sequence, though that's a perfectly good way to do it. It is possible to summarize one article, then review it; or to include summaries of all in a general analysis. What is important is that I have clear evidence that you understand what the argument is about and what position each author takes in the argument.
- 5) The EVALUATION proper. This is the heart of your paper. The essential thing is that it contain your own thesis on the issue, and that it include your assessment of the work of the authors. You should have a clear thesis, explain it so that the reader knows what you mean, and support it with material from the articles. What do you think of the interpretations you read? What is your own interpretation?

A good evaluation shows that you understand the articles you read AND the issue they're discussing. It shows that you are capable of forming, framing, and supporting your own conclusions on the issue and on the articles. The summaries convey a good sense of what the authors are arguing, and your own conclusion is clearly stated and well supported.

In drawing your conclusion, you may develop a thesis of your own, relatively unrelated to those of the authors you read. If you do, be sure you have good evidence to support your conclusion.

It is also acceptable to adopt one of the interpretations as your own. If you feel that one author is absolutely right on the subject, say so; but in this case, do not use evidence to prove the author's point. By adopting his argument so completely, you've already made a strong argument that his or her evidence does indeed prove the point. Your own conclusion in this case should not be a reiteration of the author's. Instead, you should give evidence WHY you adopted this particular interpretation instead of devising one of your own.

It is also acceptable for you to synthesize two or more interpretations, taking part from one and part from another. Again, show why you think this is appropriate, rather than simply copying evidence which the authors have already presented.

You may use quotes from the articles, but use them sparingly and appropriately, and be sure that, when you quote, you use quotation marks and provide appropriate attribution.

There is no set length to an evaluation, especially given the difficulty of counting individual words and the differences in spacing, writing size, ability to write concisely, etc.; but as a rough guide, your paper should run about 3-5 handwritten pages, or the typed or computer-generated equivalent. The abstract may be done by hand, typed, computer printed, or submitted on appropriate computer disk or electronic mail medium.

Criteria

Here's what I'll be looking for as I grade your evaluations:

- 1) Is it clear from the beginning what topic is being considered?
- 2) Is there an introduction which sets forth the point at issue?
- 3) Are there summaries which show that you have read each article, understood each thesis, and recognized the relationship of each to the topic and to the other interpretations?
- 4) Are the individual interpretations reviewed and assessed?
- 5) Is there a clear, coherent, adequately explained, and properly supported argument of your own about the topic?
- 6) Do the details offered in support actually support the argument? Are they clearly related to the point they are supposed to be supporting?
- 7) Is the paper well-organized, clearly written, and free of egregious errors in spelling, grammar, and structure?
- 8) Is the paper written in your own words, free of excessive reliance on quotations or close paraphrases? (Please note that "excessive reliance" can vary from article to article, depending upon how clearly, concisely, and appropriately the author writes and organizes her/his own work.)
- 9) Does the paper convey a sense that you have read and understood the articles and that you understand the issue being discussed?
- 10) Is the paper of an appropriate length? Do you give yourself enough room to present the summaries and arguments effectively without running on so long as to lose focus and/or belabor the point?

Keep these criteria in mind as you read, as you write, and as you check your work. Keep this sheet handy: in grading, I'll sometimes refer to the numbers of these criteria rather than writing the standard on the paper. (For example, I might mark a "5" next to some of the examples you cite, indicating that I don't see a clear and coherent evaluation of your own; I might mark a "10" at the end of a 15-page paper.) Keeping this list with you as you read your graded paper will let you know what the grade notations mean.

If you have any questions, please let me know.

FINDING THE STRAIGHT SCOOP EXERCISE/ASSESSMENT DEVICE 4

Introduction

Students in introductory history courses --in fact, some students at the upper undergraduate level-- tend to think that all books and articles are the same. If it's in print, one is as good as another. Thus instructors frequently receive citations to some very strange material. This activity is designed to show students that one book is not necessarily as good as another. Equally important, the exercise helps them develop skills which will enable them to make efficient (and enjoyable) use of the library.

Title of Module

Finding the Straight Scoop

Purpose/Goals

1. To familiarize students with the library and some basic bibliographic tools in history;
2. Increase their ability to evaluate historical works critically;
3. Increase their paper-writing skills; and
4. Enlarge their understanding of the historical dimensions of a topic that interests them.

Instruction

Instruction takes the form of a written assignment in which students use appropriate bibliographic tools to locate and compare scholarly and popular, as well as article and book length, treatments of a subject.

Assessment

Students are given the following instructions.

1. Pick a topic that meets the following two criteria:
 - a. it really interests you and
 - b. it has a historical dimension that fits the course in which this activity is being used. Baseball, marriage, childhood, carpentry, nursing, hunting, for example, might be appropriate for a survey course in U.S. History to Reconstruction.

2. Next, using standard bibliographies (see below), select two separate works that deal with the subject during the period covered by this course. One work should be a popular treatment -- that is, one that is addressed to educated laymen, not professionals in the field. The other item should be a more specialized work addressed either to professionals in the field of your interest or to professional historians. (Among ways to tell the difference between "popular" and scholarly treatments of a subject are the formality of the writing, the presence or absence of scholarly notes, and the character of the press or journal that publishes the item. Is it a mass circulation magazine or

a scholarly journal? A university press or a large commercial publishing house, etc.?) One item chosen must be an article, the other a book. The scholarly treatment should be the best discussion of the topic you can locate.

3. Then read the scholarly treatment carefully and scan the popular work. You will now be prepared to write your paper for this assignment.

4. Write a typed, double-spaced paper of approximately three to four pages which includes the following elements:

a. A discussion of how you know this is the best scholarly work on the subject. This discussion should be supported with three or more footnotes in proper scholarly form as prescribed in the most recent edition of the Chicago Manual of Style; these notes should refer to, in the case of a book, appropriate book reviews, or, in the case of an article, citations to it in other articles (or books).

b. A concise summary of about 300 words accurately summarizing the work. This summary should include at least one verbatim quotation, appropriately cited; and

c. a comparison of the scholarly and popular treatments in which you discuss the strengths and weaknesses of each. This section should include at least one footnote, in proper form, that explains how you located the popular treatment of your subject.

Explanatory addenda. If you cannot locate a popular work on the subject, two scholarly treatments will be OK. If you cannot locate a scholarly treatment of the subject, pick another one.

Criteria

1. Familiarity with basic bibliographies
2. Substantiveness and accuracy of the required summaries
3. Accuracy and formal correctness of the required footnotes
4. Critical evaluation of the works read
5. Literateness of the written presentation

Self-Assessment

Students can be asked to grade themselves on the performance of this exercise, justifying the grade in a one-page paper utilizing the stipulated criteria.

Feedback

Feedback can be in the form of written comments that invoke the criteria or a class discussion in which the instructor critiques a few selected examples of students' work.

Materials and Time Required

A portion of one class will be needed to introduce students to the basic bibliographies, and they will probably need a week in which to find, read, and write about their material. They will also profit from a postmortem discussion of the assignment and the problems encountered; this discussion may well take most of another class period.

If library facilities permit, students may be introduced to: The Readers Guide, The Essay and General Literature Index, America: History and Life; Arts and Humanities Citation Index, and Frank Freidel and Richard Showman, eds., The Harvard Guide to American History, 1974, as well as other items that the instructor deems appropriate.

Other Resources

If the library is so equipped, librarians will probably be willing to demonstrate the use of computerized catalogues and on-line services.

Hints/Comments

1. This exercise will frequently yield papers on subjects about which the student knows more than the instructor--often to the former's great delight. As long as the student is forced to justify his/her assessment of the works on the basis of objective criteria, the temporary role-reversal can be beneficial rather than detrimental. In some instances, however, the instructor may need to reexamine some items in question.

2. Unlike almost every other superficially similar assignment, this exercise is primarily intended to increase a student's skills in using the library and only secondarily to augment his or her knowledge of a specific historical subject. Students frequently need to be reminded of this, lest they pursue the knowledge in its mustiest warren.

3. Unless a student is a bibliophile, and few have yet acquired the taste, bibliographic work is inherently dull. Thus varying this exercise so that students present their findings in oral as well as written form is a risky business--unless the class is very small.

HISTORICAL WRITING - BOOK ANALYSIS EXERCISE/ASSESSMENT DEVICE 5

Introduction

Students entering introductory history courses frequently assume that their text is the only repository of historical information either necessary or available to them. A major function of the introductory history course, indeed of any history course, is to assist the student in learning that there are a variety of primary and secondary sources from which information may be drawn, that sources can and do reflect differing points of view, and that information/data can be included/excluded in the creation of "official" histories. The "Historical Writing - Book Analysis" is one vehicle by which this may be accomplished. This exercise requires one written book analysis. Additionally, the exercise relates all readings [text, parallel readings, et al.] each to the other as well each to the themes of the course. An exercise using a Western Civilization I theme follows.

Title

Historical Writing - Book Analysis

Purpose/Goals

The objectives of this exercise are to assist learning by:

1. having the student read and analyze a primary or secondary historical work [prose or literature] pertaining to the introductory history course;
2. having the student demonstrate an understanding of the content of an introductory history course regarding its relevance to common issues and themes in each period and to today; and
3. having the student demonstrate an ability to think critically and to present evidence of that process [defined most simply as analysis, problem solving, and communication].

Instruction

A writing exercise.

Assessment

1. Following the guidelines outlined in the "Historical Writing - Book Analysis" guideline sheet, the student is to write an analysis of one of the parallel readings for the introductory history course. This writing assignment consists of answering a series of questions pertaining to a specific work and to relate that work to the context in which it appeared.
2. The student will base his/her answers upon sound scholarship techniques, using the book itself, the course text(s), and other available sources. These sources are to be cited.
3. The paper should be previewed by the instructor, if requested by the student. This feedback will assist the student in knowing if he/she is (not) heading in the right direction.

4. The student is to submit the "Historical Writing - Book Analysis" guideline sheet, along with the completed work. The work is to be assessed according to the criteria listed on the guideline sheet.

5. Following the return of the corrected work, the instructor and student meet to discuss the work. By discussing the comments written upon the paper, as well as upon the guideline sheet, elements of the criteria that the student needs to improve can be put before the student.

6. The student will benefit from constant reinforcement to the objectives of the exercise: learning how to assimilate data, collate and interpret data, and present findings in a cogent, coherent manner.

Criteria

1. The student answered the required questions, fully and completely. [followed instructions];
2. The student's paper illustrated an awareness of the historical circumstances (political, economic, social, philosophical) demonstrated in the book. [critical/analytical thinking];
3. the student's paper demonstrated an awareness of the messages [points-of-view] that the book was intended to provide. [problem solving];
4. the student's paper used appropriate illustrations, with citations, from the text and/or elsewhere. [connections, critical thinking, communication];
5. the student addressed the particular issues/themes that the book addressed [critical/ analytical thinking];
6. the student made connections between the book, the text, classroom experiences, and his/her own knowledge & experiences. [analysis/ critical thinking; relation of past and present/causality/analysis; relevance of the material];
7. the student's paper is written using good grammatical style, with correct spelling, punctuation, syntax, etc. [writing skills]; and
8. the student's train of thought flowed smoothly and logically from introduction to conclusion in answering each question. [writing skills].

Self-Assessment

The student will be asked to answer the following: How does the student see the development of civilization as witnessed by his/her outside reading.

Feedback

1. The Preview provides pre-grading feedback. Oral and written feedback are provided by the instructor.
2. The instructor writes specific recommendations on the "Historical Writing - Book Analysis" guideline sheet as well as on the analysis itself. This is then discussed in special instructor/student

sessions.

Materials and Time Required

1. No special materials are required other than the text and supplementary readings.
2. Oral instructions and explanations should be included in the first day orientation and prior to the due date.

Other resources

Almost any other work could be utilized.

Hints/Comments

1. It is unfortunate that most students have little or no knowledge of historical relationships of developments within and across cultures. It is also unfortunate that few students understand concepts such as critical thinking, point of view/perspective, relevance to self and others, trends, historical context, and historical antecedents /present developments in the Western world. It is critical for the instructor to remember that the body of knowledge stored within the student is far inferior to that knowledge stored within the instructor and that connections do not come easily to those for whom connections do not exist. The instructor must remember to provide feedback in manageable increments and to demand that the student demonstrate facility in that area on the next installment.
2. The process of preparing students for a successful book analysis begins on the first day of class. The requirements should be gone over, again and again, on a line-by-line basis.
3. The theme topic [power is the topic in the Appendix example] should be changed semester-by-semester to limit student recycling of papers.
4. In the syllabus for the semester, instructions similar to the following might be included:
 - a. In each Western Civilization course the student is to read three parallel works, in addition to their text. The student is responsible for reading all three, focusing upon the specific questions that are provided on the "Historical Writing - Book Analysis" guideline sheet [see Appendix I for sample].
 - b. In addition to reading the works, the student is to answer completely the questions for one of the three readings. The student will be graded according to the criteria which follow and which are listed on the guideline sheet. The student is to type [double-spaced] a 3-5 page segment [computer generated is best], utilizing stylistically & grammatically acceptable form. The student's analysis must demonstrate critical thinking and an awareness of connections. The book analysis must not be a book summary; it is to be a demonstration of the student's understanding of the material as well as of the student's ability to communicate that awareness. Connections made between the text, classroom experiences, and the student's own knowledge & experiences must be used to demonstrate effective usage of these criteria. Required is the extractions of data, discussion of that data, and synthesis of data. A bibliography of sources used in the analysis must be attached.
 - c. The paper should be previewed by the instructor, if requested by the student. This preview will assist the student in knowing if he/she is (not) heading in the right direction. A preview should be a cursory overview if demand is heavy and more detailed if demand is light. Referral to

a writing lab should be suggested, if needed. Rough drafts for preview must be turned in at least ten days in advance (preferably earlier); no preview will be done if requested after the cut-off date. No rewrites are permitted after a grade is assigned.

d. The student must cite any references to specific material from any source utilized. Citations are for direct quotes or for ideas. The student must use direct quotes from the book being analyzed.

Appendix

On the following two pages is a sample Guideline Sheet used in a Western Civilization I class. A similar Guideline Sheet was used in Western Civilization II.

NAME _____ CLASS _____ GRADE _____

Objectives of Parallel Reading Assignment: the student will:

1. read and analyze two major primary works and one important secondary work pertaining to Western Civilization;
2. demonstrate an understanding of the content of the works, as well as of their relevance to common issues and themes;
3. demonstrate an understanding of the theme of power; and
4. demonstrate an ability to think critically [defined most simply as analysis, problem solving, and communication]

BOOK BEING ANALYZED _____
FOR WRITING ASSIGNMENT _____

The following is a list of the skills to be evaluated as well as an explanation of what you should be learning from the exercise. Your grade will be based upon the following evaluation/assessment:

1. Student answered the questions, fully and completely. [followed instructions]
2. Student's paper illustrated an awareness of the historical circumstances (political, economic, social, philosophical) demonstrated in the book. [critical/analytical thinking]
3. Student's paper demonstrated an awareness of the messages [points-of-view] that the book was intended to provide. [problem solving]
4. Student's paper used appropriate illustrations, with citations, from the text and/or elsewhere. [connections, critical thinking, communication]
5. Student addressed the issues of power and demonstrated an understanding of how and why power is used/abused. [critical/ analytical thinking]
6. Student made connections between the book, the text/SGWB/ classroom experiences, and his/her own knowledge & experiences. [analysis/ critical thinking; relation of past and present/ causality/analysis; relevance of the material].
7. Student's paper is written using good grammatical style, with correct spelling, punctuation, syntax, etc. [writing skills]
8. Student's train of thought flowed smoothly and logically from introduction to conclusion in answering each question. [writing skills]

PARALLEL READING ASSIGNMENTS: There are three parallel readings for AHST A101; you are to read all three. Each work deals in some way with the theme of "Power: Who Has It and Why." You are also to answer completely the questions for one of the three readings; these questions are listed below. This written assignment will be worth 100 points and must be turned in by no later than the day the book is to be discussed in class. See "Late Assignments" on your syllabus.

I. Suetonius, THE TWELVE CAESARS: [a primary source]

1. Using Augustus as your example, what characteristics make a leader great? How does Augustus use power wisely? Compare Nero and/or Caligula with Augustus and tell why they were failures as leaders.
2. What lessons could leaders of today learn from reading Suetonius?
3. It has been said that "Power corrupts and absolute power corrupts absolutely." Who in TTC best illustrates that principle? How?
4. TTC is a primary source. What is a primary source? What is the value of a primary source? What are the shortcomings of a primary source [hint: "point of view" and bias]?

II. Gies & Gies, WOMEN IN THE MIDDLE AGES

1. What was the general status of women in the Middle Ages? Were you surprised? Why or why not? What is the significance of their general powerlessness? Has the role of women changed substantially since the Middle Ages? Why or why not?
2. What was the attitude of the Catholic Church towards women? Why?
3. Select one of the women described in WITMA and describe how and why this woman was "special" enough to warrant a biography.
4. WITMA is a secondary source? What is a secondary source? What is the value of a secondary source? What are the shortcomings of a secondary source [hint: "point of view" and bias]?

III. Machiavelli, THE PRINCE [a primary source]

1. Who was Niccolo Machiavelli? For whom did he write The Prince?
2. Regarding the use of power, what is the message of The Prince? 3. How was the work received? Why?
4. Is The Prince a valid text for would-be rulers today? Why or why not? Use illustrations from the non-western world.

Other Book: See Late Assignments and Parallel Reading Assignments

REQUIREMENTS:

1. You are to answer each question sequentially, following the guidelines listed in the syllabus.
2. Your answers must demonstrate critical thinking and an awareness of the messages [points-of-view] that the book is intended to provide. It is not a book summary; it is to be a demonstration of your understanding of the text as well as of your ability to communicate that awareness.

LIBRARY RESOURCES FOR LATIN AMERICAN-U.S. RELATIONS EXERCISE/ASSESSMENT DEVICE 6

Introduction

The development of research and library skills is a critical component of a university education, yet far too many students are not given a systematic introduction to the identification and evaluation of published scholarly materials. This exercise not only exposes students to certain library resources, it also engages them in the process of assessing the relative value of reference works and other materials. This exercise is predicated on the assumption that student engagement and development of a hands-on use of library materials is a preferred way to learn the basic resources than simply listening to a presentation by a reference librarian. This exercise was designed for an upper-level class in U.S.-Latin American relations, but can be adapted to any history course.

Title

Library Resources for Latin American-U.S. Relations

Purpose/Goals

1. Become familiar with basic library resources in inter-American relations;
2. Learn to assess the merits of reference and research materials; and
3. Begin the process of identifying a research topic for this course.

Instruction

1. Written bibliographical citations and annotations
2. Group discussion

Assessment

1. The instructor will ask the students to identify and describe the following library resources, noting strengths and weaknesses of each:
 - a. three bibliographies that list works on U.S.-Latin American relations (or a particular Latin American country);
 - b. one encyclopedia or historical dictionary on U.S.-Latin American relations;
 - c. one periodical on U.S.-Latin American relations;
 - d. three primary sources treating U.S.-Latin American; and relations (i.e. published series or collections, microfilm collections not in Government Documents, collections and publications in Government Documents).
2. The instructor should discuss the process by which major library resources are identified and assessed and the format for the citations and annotations. Examples of acceptable and unacceptable entries might be provided to offer further guidance.
3. The instructor should inform the students of the following publication which will facilitate identification of key library resources: Robert A. McNeil and Barbara G. Valk, eds. Latin

American Studies: A Basic Guide to Sources. 2nd ed. Metuchen: Scarecrow Press, 1990.

4. Students should be informed of the factors to consider in assessing the strengths and weaknesses of research materials, such as: (a) organization of the resource; (b) ease of use; (c) comprehensiveness; and (d) accessibility.

5. The instructor should note the relationship between this exercise and the development of a research topic for the course.

6. The instructor should inform the students that at least one of the reference librarians is familiar with the project and that they should seek his/her assistance, if necessary (see Hints/Comments No. 1).

7. On the due date of the assignment, the instructor should hold a class discussion concerning the identification and assessment of major reference and research materials. The instructor also will distribute a comprehensive bibliography of principal library resources relating to U.S.-Latin American relations, noting major works that have not yet been discussed.

8. On the due date of the assignment, the instructor should ask students to discuss their preliminary ideas concerning a research topic.

Criteria

1. The students must identify major (not lesser) reference and research materials;
2. The students must present full bibliographical citations (authors, title, edition, place of publication, publisher, year of publication or years if a series or periodical, and call number);
3. The students must provide an accurate and thorough assessment for each citation; and
4. The students must display some ideas concerning their research topic.

Self-Assessment

The class discussion and the instructor's comprehensive bibliography will provide a context for students to evaluate the quality and comprehensiveness of their work. After class discussion and reviewing the bibliography, the students should write a brief statement of the value of their work and note ways to improve their search and assessment skills.

Feedback

The instructor will provide feedback through the group discussion and bibliography as well as through written comments of the students' citations and annotations.

Materials and Time Required

This exercise requires no special materials.

The instructor should introduce the assignment in a portion of one class and devote an entire class to a discussion of the identification and evaluation of major library resources.

The instructor also should schedule time to prepare a comprehensive bibliography to his/her satisfaction.

Other resources

Hints/Comments

The instructor should plan this exercise in conjunction with one of the reference librarians in order to familiarize him/her with the assignment so as to better assist the students, if requested.

WRITING AN ABSTRACT EXERCISE/ASSESSMENT DEVICE 7

Introduction

An important skill in any academic course is the ability to read scholarly material, extract its thesis, comprehend its structure and argument, and recognize its use of evidence. Unless the student can do this, he or she will find it difficult to learn ideas from reading. Writing an abstract of an article is a good way to exercise and develop this competency.

Title

Writing an Abstract

Purpose/Goals

In completing this exercise, the student will:

1. develop and exercise skills at critical reading, identifying major points in an argument, and writing clearly and concisely;
2. summarize and organize for restatement the argument of a scholarly article or other item;
3. develop a technique to learn material in an article more effectively; and
4. develop and exercise self-assessment skills.

Instruction

Writing and self-assessing an abstract.

Assessment

1. The instructor assigns a scholarly article or similar document for the student to read, and requires him or her to write an abstract on it.
2. The instructor distributes a guide sheet to the student, containing a description of an abstract, hints on writing it, purposes and goals, and a list of criteria by which the abstract will be graded. [A sample is included in the appendix to this module.]
3. The student prepares two copies of the abstract in accordance with the instructions on the guide sheet.
4. The instructor receives one copy of the abstract and has the student retain the other to use in the self-assessment portion of the exercise. The instructor grades, but does not yet return the abstract.
5. The student grades the retain copy in accordance with the criteria in the guide sheet and according to the same grading system used by the instructor in grading the turned-in copy.
6. The student writes a brief essay explaining why the grade he or she assigned is appropriate in light of the criteria in the guide sheet, and turns in the essay and the self-graded abstract at the appointed time.
7. After the instructor returns both abstracts and the justification essay to the student, the student compares his or her grade and justifications with those of the instructor.

Criteria

1. The instructor grades the first abstract in accordance with the criteria in the guide sheet.
2. In grading his or her own paper, the student uses the criteria in the guide sheet. The grade must be in accordance with the same system used by the instructor in grading the turned-in copy. (If this grading system is not explained in the syllabus or otherwise introduced at the beginning of the semester, students must be informed of it at some point prior to grading their own abstracts.)
3. The justification essay must explain why the assigned grade is appropriate in terms of the criteria in the guide sheet.

Self-Assessment

1. Prior to turning in the first abstract, the student should assess his or her work against the criteria in the guide sheet.
2. The student learns self-assessment by having to grade his or her own abstract in accordance with published criteria.
3. In writing the justification essay, the student not only demonstrates self-assessment, but must explain the basis on which the self-assessment was done. In comparing his or her own self-assessment with the feedback from the instructor, the student again performs an act of self-assessment.

Feedback

1. The instructor provides written feedback on the first abstract, stating how the paper did or did not meet the criteria in the guide sheet and making recommendations on how to improve performance. The feedback must explain why the paper received the grade awarded.
2. In grading and in writing the justification essay, the student provides feedback to himself or herself.
3. The instructor provides written feedback on the justification essay. This feedback should explain how well that essay reveals the student's comprehension of the criteria in the guide sheet and how well the student demonstrates an awareness of the degree to which his or her abstract meets or does not meet them. It should also point out how and why the instructor's grade differs from the student's grade. A prepared sample abstract (see "Hints and Comments") can also serve as a form of feedback.
4. Oral feedback on the exercise as a whole should be provided to the entire class when the abstracts and justification essay are returned to the students.

Materials and Time Required

1. This exercise requires no special materials.
2. Relatively little classroom time is required. A few minutes introducing the exercise should prove beneficial. Post-exercise discussion can be conducted at the discretion of the instructor.
3. If the self-grading and justification essays are to be performed during class time rather than out of class, time for these activities must be provided.
4. Instructors should calculate anticipated time required based on individual experience in grading and providing feedback to similar papers. Instructors who have not before provided explicit and extensive feedback specifically keyed to published criteria should be aware that grading in this

fashion can be quite demanding in terms of time.

Other resources

Of course, the student needs an article or other writing to abstract. This can come from an article in a journal in the library, or from a copy distributed in class, or from an assigned reader or text, or from whatever source the instructor desires.

If institutional and personal resources permit, the instructor may consider having abstracts and essays submitted, graded, and returned on some electronic medium.

Hints/Comments

1. It is important to exercise care in choosing the article to assign. It should be well organized, and the thesis should be reasonably recognizable. Less clear articles may be assigned later, but early in the student's learning process, it is best to avoid these.
2. The instructor may wish to prepare and distribute a sample abstract which exemplifies high compliance with the criteria in the guide sheet. This is particularly useful if all students have been assigned to abstract the same article. Depending on the instructor's intent, this could be distributed before (as part of a guide to writing an abstract) or after the exercise (as a form of feedback and to assist the student in self-assessment).
3. This exercise may be repeated, but after the first time, should be modified.
 - a. Students no longer submit two copies of the abstract, nor do they retain and formally grade the second.
 - b. When the abstract is submitted, the student also submits a brief essay recommending, explaining, and justifying a grade for it.
 - c. The instructor grades both the abstract and the justification.
4. If this exercise reveals that any student has persistent difficulties with any aspect of reading, abstracting, or self-assessment, the instructor should provide individual assistance. If the exercise reveals that a substantial proportion of the class has difficulties, the instructor should consider presenting a class on the appropriate topic.
5. Instructors may wish to consider writing feedback on separate sheets of paper rather than on the student paper itself. This permits the use of a computer and word processor. Since comments are tied to specific criteria, and since many students tend to err in similar fashions, judicious but not extensive use of "boilerplating" can save considerable writing time.
6. A composite grade for the entire exercise may be assigned, or grades for each of the two submissions may be recorded, or only one of the grades may be recorded, or any or all portions of the exercise may be unrecorded, at the instructor's discretion. It is important, however, that grades be assigned to the two abstracts -- one by the instructor and one by the student -- even if only for purposes of the exercise.
7. An end-of class discussion, in which the students raise questions about the process of assessment and in which the instructor explains his or her reasons for his or her assessments,

would be beneficial and should be considered as an option, particularly after the first time the exercise is tried. Normally, individual papers and cases should not be discussed in depth, except as examples when students have consented to such use of their work.

Appendix

Sample Guide to Writing an Abstract. [NOTE: This guide was designed for a specific class operating under a specific syllabus. (For example, all articles are taken from an assigned reader, so the guide sheet does not require full citations.) It is included here only as a sample. Individual instructors should modify it to suit the specific needs of their own courses.]

WRITING AN ABSTRACT

Description, Purposes and Goals:

An abstract, for purposes of this class, is a summary of the argument of a scholarly article. The purpose of an abstract is to present in clear and coherent fashion the point and/or perspective which an author is trying to convey.

The goals of an abstract assignment are

- 1) to give you an opportunity to exercise your skills at critical reading, identifying major points in an argument, and writing clearly and concisely;
- 2) to test whether you have understood the argument of an article you have read;
- 3) to help you learn material in an article more effectively; and
- 4) to provide you with a tool to make your study for tests and exams easier.

There is no set form for an abstract, but a good abstract **MUST** include the following elements:

- 1) A citation, showing the name and title of the article.
- 2) A clear statement of the author's thesis. (What is the author trying to prove?) This usually can be condensed into one or two sentences.
- 3) An **EXPLANATION** of the thesis. (What does the author mean by that?) If there are sub-points to the thesis, here is the place to show them.
- 4) A description, with plenty of examples, of the kind of **SUPPORT** the author offers for his/her thesis.

A good abstract not only includes these elements, but ties them together, so that every specific example cited is clearly tied to a point or sub-point, and every sub-point clearly relates to and supports the thesis.

The abstract should be in your own words, but should not contain your assessment of the article. An abstract is not a review or an evaluation. Use your words, but present the author's argument, as though someone asked you to explain verbally what an article is about. You may use quotes from the article, but use them sparingly and appropriately, and be sure that, when you quote, you use quotation marks.

There is no set length to an abstract, especially given the difficulty of counting individual words and the differences in spacing, writing size, ability to write concisely, etc.; but as a rough guide, your abstract should run about 3-5 handwritten pages, or the typed or computer-generated equivalent. Please don't go much over five pages. The abstract may be done by hand, typed, computer printed, or submitted on appropriate computer disk or electronic mail medium.

Criteria

Here's what I'll be looking for as I grade your abstracts:

- 1) Is it clear from the beginning which article is the subject of this abstract? (Insuring that the citation is in place can help this a GREAT deal!)
- 2) Does the abstract make the author's thesis clear?
- 3) Is the thesis clearly explained, with any relevant sub-points clearly mapped and explained?
- 4) Does the abstract show enough examples of the support the author uses to give a good sense of how convincingly the author makes his/her case?
- 5) Do the items offered in support actually support the argument? Are they clearly related to the point they are supposed to be supporting?
- 6) Is the abstract well-organized, clearly written, and free of egregious errors in spelling, grammar, and structure?
- 7) Is the abstract written in the student's own words, free of excessive reliance on quotations or close paraphrases? (Please note that "excessive reliance" can vary from article to article, depending upon how clearly, concisely, and appropriately the author writes and organizes her/his own work.)
- 8) Does the abstract convey a sense that the student has read and understood the article?
- 9) Could someone read this abstract and get a good understanding of what the article is about, without having to read the article itself?
- 10) Is the abstract of an appropriate length? Does the student give herself or himself enough room to present the argument effectively without running on so long as to lose focus and/or belabor the point?

Keep these criteria in mind as you read, as you write, and as you check your work. Keep this sheet handy: in grading, I'll sometimes refer to the numbers of these criteria rather than writing the standard on the paper. (For example, I might mark a "5" next to some of the examples you cite, indicating that I don't see how you show the connection between the examples and the point; I might mark a "10" at the end of a 15-page abstract.) Keeping this list with you as you read your graded abstract will let you know what the grade notations mean.

If you have any questions, please let me know.

THE CATAWBA INDIANS - - LOSING PAST, WINNING FUTURE? EXERCISE/ASSESSMENT DEVICE 8

Introduction

This role-playing activity, which focuses on recent and current events involving the Catawba Indians of South Carolina--but which can easily be adapted to fit the circumstances of other Native Americans -- is designed to combat the prevailing cast of mind that regards the present as sufficient unto itself.

Title

The Catawba Indians--losing past, winning future?

Purpose/Goals

This exercise is intended to help students:

1. appreciate the relevance of the past to the present;
2. analyze and evaluate evidence in both primary and secondary sources;
3. Improve communication skills; and
4. Acquire knowledge of issues related to Native Americans.

Instruction

This exercise involves reading, research, group work, and writing.

Assessment

The Catawba Indians of South Carolina have recently been in the news a good deal. Maintaining that they had a legitimate claim to ancestral lands consisting of approximately 144,000 acres on the border of North and South Carolina (an area encompassing much of the urban area between Rock Hill, S.C. and Charlotte, N.C.), the Catawbas threatened to sue some 67,000 individuals who currently claimed title. The impending suit clouded titles to these lands and at one time blocked the sale of numerous parcels, including the religious theme park, Heritage U.S.A. Had a compromise not been worked out, the case would undoubtedly have come before the U.S. Supreme Court. But in 1992 the Catawbas reached an agreement with state and Federal officials whereby the Indians dropped their suit in return for a number of concessions, including restoration of some of their lands and payment of \$50,000,000--much of it to come from taxpayers in other parts of the United States.

Since then, controversy has arisen within both the Catawba Nation and the S.C. state legislature over plans for the economic development of the newly reconstituted Catawba reservation. Gambling is the issue. Indians enjoy a special legal status that has enabled some groups to conduct lucrative gaming operations. But complicating factors make such an approach controversial in the case of the Catawbas, many of whom are Mormons whose religious tenets condemn gambling.

Furthermore, the state of South Carolina now restricts gambling where it has jurisdiction. Can and should the Catawbas run casinos and other gambling operations on their lands? In this exercise, students debate the question.

1. Divide the class into two groups. One will act as the Catawbas; the other, the state legislature. The former debates the morality and advisability of using games of chance for economic development; the latter considers the morality and the jurisdictional authority of the legislature in regard to the matter. After both groups have reached decisions, representatives from each negotiate an agreement over the Catawbas' plans for development of their reservation.

2. Students are given access to important documents involving the history of the Catawbas, most of which are relevant to these issues and a few of which are not. After the students have been divided into teams, the following directions are given to them.

a. Study and assess the documents. You are to identify reinforcing items as well as contradictions and inconsistencies. Based on this analysis, you should develop your position with explicit reference to the ascertainable points, debatable matters, and incorrect assertions.

b. Each student should write a two to three-page position paper presenting your arguments, either as a Catawba Indian or as a state legislator. You should consider the morality, legality, and advisability of gambling as a device for economic development.

c. After you have turned in one copy of your paper, you will meet as separate teams to decide what course the state and the Indians should take. Debate the issues and reach a decision by majority vote.

d. Last, choose a few members of your group to meet with representatives of the other group to compromise whatever differences appear in the positions taken by each.

Criteria

1. Knowledge of the basic issues.
2. Accurate identification and description of the key points of each document.
3. Critical evaluation of the information in each document.
4. Critical evaluation of opposing arguments.
5. Logical persuasiveness of the student's own argument.

Self-Assessment

Students can write a one-page assessment of the exercise in which they evaluate both their own performance and that of their group in analyzing the documents and constructing effective arguments based on the available evidence.

Feedback

The group discussions provide a kind of instant feedback on each student's performance, but the instructor should also make explicit reference to the criteria in written comments on the students' papers. A few minutes' discussion of the entire exercise immediately after it has been completed can also be useful.

Materials and Time Required.

Both the materials and time required for this activity can be varied at the discretion of the instructor. If it is done early in the semester when students are new to both primary documents and this kind of exercise, the number of documents and related items should be kept limited. (See the appendix below for suggested items that are relatively short.) Students will probably need a day or two to read and digest them before writing their short papers. One class period should be sufficient for the two groups to debate their positions. The first part of the next period ought to enable them to resolve their differences; the latter part can be used for the postmortem discussion.

Hints and Comments.

1. Because part of the purpose of this exercise is to familiarize students with primary sources--sophisticated use of which involves distinguishing relevant from irrelevant information -- some of the documents suggested for this assessment are only marginally relevant to the questions that they must answer. Some students, in fact, will probably believe the question of state jurisdiction over gambling on Indian reservations to be a non-issue since the Federal Indian Gaming Regulation Act of 1988 forbids casinos, horse and dog tracks, and slot machines unless the state in which the reservation is located permits such activities. It is worth noting, however, that many tribal leaders consider these provisions to be an infringement of Indian sovereignty.

2. Various size classes can use this exercise with almost equal ease in as much as larger groups can choose as many committees and subcommittees as are necessary to facilitate discussion.

3. Variants of this exercise sometimes produce surprisingly animated discussions among students. Some vigilance on the part of the instructor may be necessary to keep the discussions focused, moving along, and civil.

Appendix

Suggested documents in chronological order.

1. Treaty of Augusta, 1763, "granting" the Catawbas 144,000 acres. Colonial Records of North Carolina, edited by William L. Saunders (Raleigh: State of N.C., 10 vols., 1886-1890), IX, 198-203.
2. Governor Charles Montagu of South Carolina, 1769, on the services of the Catawba Indians, in Charles Hudson, The Catawba Nation (1970), 58.
3. U.S. Constitution, Article 1, Sec. 8, the powers of Congress.
4. Worcester v. Georgia, decision of the U.S. Supreme Court, 1832, in Francis Paul Prucha, ed., Documents of United States Indian Policy (2nd. ed., Univ. of Nebraska Press, Lincoln, 1990), 60-61.
5. Treaty of 1840 by which the Catawbas surrendered their lands, in Douglas Summers Brown, The Catawba Indians (Columbia, SC: Univ. of South Carolina Press, 1966), 306.
6. "Memorandum of Understanding" between the Catawbas, the State of South Carolina, and the U.S. Department of the Interior, 1943, in W.R. Bradford, "The Catawba Indians of South Carolina," Bulletin of the University of South Carolina, New Ser. XXXIV (Feb. 1946), 22-25. [This item, though interesting, is only marginally relevant.]

7. "Indian Gaming Regulation" Act, 1988, United States Code, IX (U.S. Govt. Printing Office, 1989), 1751 ff.
8. "S. Carolina's Catawba Indians Lay Claim to New Prosperity," Atlanta Constitution, Nov. 26, 1989.
9. "More Indian Tribes Hit the Jackpot with Casinos," Chicago Tribune, Jul. 15, 1991
10. "Video Poker Bill Ties Up Indian Pact," The State, Apr. 22, 1993.
11. "\$50 Million Richer, Catawbas Look to Future," Atlanta Constitution, Oct. 6, 1993
12. "Catawba Tribe Still Divided About Reservation Gambling," The State, (Columbia, SC), Apr. 25, 1994.

CONTEMPORARY ISSUES EXERCISE/ASSESSMENT DEVICE 9

Introduction

Students frequently do not understand that events that they read about in their daily newspaper or weekly news magazine have historical roots. This exercise encourages the student to survey the media and select items that relate to topics and themes discussed in the class.

Title

Contemporary Issues

Purpose/Goals

In this exercise students will

1. read and analyze current events articles;
2. compare and contrast current events in various parts of the world, making connections between the past and present as well as between different places in the present;
3. demonstrate an understanding and awareness of historical perspective and connections;
4. develop analytical and communication skills; and
5. learn the relevance of history, the historical method, and the history class.

Instruction

1. Research and analysis.
2. Classroom instruction (discussion, small groups, and debate).

Assessment

1. During the course of the semester the student becomes acquainted with various themes pertinent to the course (nationalism, tolerance/intolerance, power, etc.). The student is asked to read a daily newspaper and a weekly news magazine, bearing in mind that he/she is looking for specific events that pertain to the themes discussed in the course.
2. On a selected day, students are asked to bring several articles that they have found relevant to class. Students then:
 - a. get together in small groups;
 - b. each person discusses at least one article brought with him/her;
 - c. the group is to determine:
 - 1) what the events share in common;
 - 2) how the events are different; and
 - 3) what was from comparing and contrasting the events.
3. The individuals then write the following:

- a. a synopsis of a specific article that he/she brought and discussed;
 - b. a list of the other group members, the title of their article, and a sentence of description of those articles; and
 - c. an itemization of the conclusions reached regarding the lessons learned from the exercise.
4. The written assignment is assessed according to the criteria below and a grade is assigned.

Criteria

1. the quality/validity of the current events articles;
2. the quality of the connections made between the past and present as well as between different places in the present;
3. how well the ideas are communicated [writing skills]; and
4. how well the student presents the relevance of history and the historical method to the history class.

Self-Assessment

Students evaluate their participation and their written work.

Feedback

Teacher comments on the written assignment as well as offers input during the group exercise.

Materials and Time Required

One class period utilizing materials found by students.

Other resources

Teacher can provide specific articles for discussion.

Hints/Comments

This exercise requires constant reminding of the students of the need to read daily and weekly.

DOCUMENTS INTERPRETATION I EXERCISE/ASSESSMENT DEVICE 10

Introduction

In an introductory level survey class, the student should be exposed to some primary works from the time periods examined. After all, these often provide something of the "feel" of the era better than a text or secondary work of literature can. This exercise is designed to familiarize the student with three important documents from revolutionary experiences in Western Civilization. The student will study the historical circumstances in which each document appeared, understand the purpose of each document, and make comparisons, deducing what they imply about the evolution of liberal thought in 17th and 18th century Europe. They will also demonstrate how this thought has affected the idea of human rights in modern society.

Title

Documents Interpretation I

Purpose/Goals

In this exercise, students will

1. learn to read carefully and analyze three major historical documents from Western Civilization;
2. demonstrate an understanding of the content of the documents, and how they reflect issues and themes in each period;
3. demonstrate an understanding of the evolution of the theme of liberalism (with its emphasis on the individual and individual human rights) vis-a-vis the theme of absolutism;
4. demonstrate an understanding of how each revolution examined borrowed from and built upon the ideas of previous ones; and
5. demonstrate an understanding of the impact of 17th and 18th century liberal thought concerning human rights on today's life and society.

Instruction

This exercise involves reading and research, group work, and writing.

Assessment

By the completion of the study of the French Revolution, students will have received copies of three major documents which were outcomes of three different revolutions: The English Bill of Rights (The Glorious Revolution, 1688), The Declaration of Independence (The American Revolution, 1776), and The Declaration of the Rights of Man and of the Citizen (The French Revolution, 1789).

1. Each student will be required to read and study the background of one of these documents, keeping the following questions in mind:

- a. Why and under what historical circumstances was the document written?
- b. What does the document's content reveal about the causes, goals, and hopes of its authors/supporters?

2. On assigned day, students will be divided into groups. Group size will depend on size of class, but each group should ideally contain an equal number of students, and each document must be represented within the group.

a. Keeping with historical chronology, students who researched the Glorious Revolution and The English Bill of Rights will present their research to the group. It will basically be their goal to "teach" their fellow students about the document and its place in history. Their presentations should include comment concerning historical circumstances under which document appeared and the document's content. Remaining group members should take notes during the presentation.

b. Next, the students who researched the American Revolution and The Declaration of Independence will present their research to the group. Their goal should also be to "teach" their fellow students by relating historical circumstances and document content. In addition, they should note any themes or ideas which seem to be borrowed or "handed down" from the earlier document. Again, remaining members of the group should take notes during the presentation.

c. Finally, the students who researched the French Revolution and The Declaration of the Rights of Man and of the Citizen will present their research. They will essentially follow the same format as the other presentations, but will note the themes and ideas which seem to be borrowed or "handed down" from both of the earlier documents. Remaining members of the group are again to take notes.

3. After completing group discussions, each group will go before the class and make a presentation regarding their discussions. The presentations should deal with (but are by no means limited to) the following issues: (See Hints & Comments)

- a. Against what perception of absolutism was each document aimed?
 - b. Why did the participants in each revolution decide to write the document?
 - c. Upon what common themes did the documents touch?
 - d. How did the later documents borrow from the one(s) which preceded?
- Students should be encouraged to illustrate these points in their presentations, either verbally or graphically on classroom blackboard.

4. After all groups have completed their presentations, the students will be required to write a short (2-3 pages) paper on the following questions:

After having examined three major examples of documents dealing with the issue of "the rights of man," how did this theme evolve and change in the period from 1688 to 1789? Do you see these ideas having an impact anywhere in the world today? On you personally? How so? Use specific examples to illustrate your case.

Criteria

1. Students must read and study the background of the assigned documents in order to be able to answer questions sufficiently.
2. Students will divide into groups and follow directions as listed.

3. Group presentations will deal with relevant questions/issues raised in the assessment.
4. In their papers, the students must:
 - a. answer the questions fully and completely, dealing with all points raised;
 - b. demonstrate an understanding of the rights of man and other relevant issues, not only by utilizing information from their own research but from that of their peers as well; and
 - c. use correct spelling, grammar, and syntax, and write so that ideas flow smoothly and logically from introduction to conclusion.

Self Assessment

Students should review their work at each stage to determine if criteria have been met. They will complete Self- and Peer Assessment Forms regarding research and presentations made within individual groups. (See appendix for form. Also see "Hints and Comments" for possible additional self assessment.)

Feedback

Instructor will monitor group discussions to ensure that students are not straying from topic, and will provide verbal feedback during group discussions and presentations. Written feedback will be provided to students on their papers.

Materials and Time Required

1. This exercise requires that students be given copies of the three documents in advance. This is best done as the individual revolutions are being examined within the context of the course.
2. Preparation for the exercise should be no less than one week after completion of study of the most recent revolution (in this case, the French Revolution). The students should be told what will be expected of them, and use the week to research their individual documents.
3. Group discussions and class presentations will take at least one full day of class time. (This will vary, depending on the number of students in the class.) It is anticipated that the presentations will consume the majority of class time. [For example, in an 80 minute class, with four groups, the students should probably spend the first twenty or thirty minutes in groups, discussing their research and preparing their presentations. The remaining fifty or sixty minutes should be evenly divided to allow each group to present and deal with comments or questions. The instructor should make time restraints clear to the students before presentations begin.]
4. The short essay should be written within a week, allowing students time to ponder and reflect upon that which they have learned.

Other Resources

If necessary, instructor should be prepared to direct students to secondary sources which will assist them in understanding historical background, purposes, goals, and effects of each revolution and document. Students are generally uninformed about materials of this nature.

Learning about these may prove to be most helpful.

Hints/Comments

1. This exercise has undergone considerable change within two years. It began as two written essays and has continually evolved. The important thing during this exercise is that the students realize what is expected of them at each phase, and that they keep to the task at hand and do not go off into irrelevant areas. (For instance, in trying this earlier, I had a student basically re-hash the entire French Revolution without really dealing with the document involved. My only advice to him was to look at the criteria again and make him realize that he had not accomplished what was needed.)

2. Regarding the group presentations, I have generally found that it is best to let each group decide for itself how the presentation would be made. Some groups elected or assigned a spokesman; others chose to allow each member to contribute to the presentation. This is left to the instructor's discretion.

3. If the instructor requires that students be aware of current events (as any good history course should), one might allow the students to write a short in-class essay based on a question like "How has the idea of the 'rights of man' continued to evolve and change in the past two centuries?" or "How did the 'rights of man' become the 'rights of humankind' today?" This would allow students to demonstrate an understanding of connections between the past and the present, and might even be made part of the assessment.

Appendices

On the following pages are excerpts from the documents used in this exercise.

A sample self- and peer-assessment is included at the end of the documents.

Excerpts from John Locke, "Treatises on Civil Government" (1690). [Expounds upon themes contained in the English Bill of Rights--I could not get my hands on a copy of the actual Bill.]

...To understand political power right, and derive it from its original, we must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions and dispose of their possessions and persons, as they think fit, within the bounds of the law of nature....

No one ought to harm another in his life, health, liberty, or possessions....

The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule. The liberty of man, in society, is to be under no other legislative power, but that established, by consent, in the commonwealth; nor under the dominion of any will, or restraint of any law, but what that legislative shall enact, according to the trust put in it....

God, who hath given the world to men in common, hath also given them reason to make use of it to the best advantage of life and convenience....

Though the earth, and all inferior creatures, be common to all men, yet every man has a property in his own person: this nobody has any right to but himself....

God, when he gave the world in common to all mankind, commanded man also to labour...god and his reason commanded him to subdue the earth, i.e., improve it for the benefit of life, and therein lay our something upon it that was his own, his labour. he that, in obedience to this command of God, subdued, tilled, and sowed any part of it, thereby annexed to it something that was his property, which another had no title to, nor could without injury take from him....

The great and chief end, therefore, of men's uniting into commonwealths, and putting themselves under government, is the preservation of their property....

Whenever the legislators endeavour to take away and destroy the property of the people, or reduce them to slavery under arbitrary power, they put themselves into a state of war with the people, who are thereupon absolved from any farther obedience...whensoever therefore the legislative shall transgress this fundamental rule of society...by this breach of trust they forfeit the power the people had put into their hands for quite contrary ends, and it devolves to the people, who have a right to resume their original liberty....

Excerpts from The Declaration of Independence (July 4, 1776).

When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established, should not be changed for light and transient causes; and accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. but, when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government and to provide new guards for their future security. Such has been the patient sufferance of these colonies, and such is now the necessity which constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.

[Here follows a list of 27 paragraphs stating the colonies' grievances against King George III and American attempts to work within the established system.]

In every stage of these oppressions, we have petitioned for redress in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince, whose character is thus marked by every act which may define a tyrant, is unfit to be the ruler of a free people....

Nor have we been wanting in attention to our British brethren. We have warned them from time to time, of attempts made by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them, by the ties of our common kindred to disavow these usurpations, which would inevitably interrupt our connections and correspondence. They, too, have been deaf to the voice of justice and consanguinity. We must therefore, acquiesce in the necessity which denounces our separation, and hold them, as we hold the rest of mankind, enemies in war, in peace, friends.

We therefore, the representatives of the United States of America, in general Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions do, in the name, and by the authority of the good people of these colonies, solemnly publish and declare that these united colonies are, and of right ought to be, free and independent states; that they are absolved from any allegiance to the British Crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to levy war, conclude peace, contract alliances, establish commerce, and do all other acts and things which independent states may of right do. And, for the support of this

declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

[Signed]
JOHN HANCOCK, PRESIDENT

Charles Thompson, Recording Secretary

Excerpts from The Declaration of the Rights of Man and of the Citizen (August 27, 1789).

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, inalienable and sacred rights of man in order that this declaration being constantly before all the members of the social body shall remind them continually of their rights and duties; in order that the acts of the legislative power, may be compared at any moment with the ends of all political institutions and may thus be more respected; and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen.

1. Men are born and remain free and equal in rights.
2. The aim of all political association in the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
4. Liberty consists in the freedom to do everything which injures no one else . . . these limits can only be determined by law.
5. Law can only prohibit such actions as are hurtful to society.
6. Law is the expression of the general will . . . All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.
7. No person shall be accused, arrested or imprisoned except in the cases and according to the forms prescribed by law.

8. The law shall provide for such punishments only as are strictly and obviously necessary.
9. As all persons are held innocent until they shall have been declared guilty.
10. No one shall be disquieted on account of his opinions, including his religious views.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may accordingly, speak, write, and print with freedom.
12. The security of the rights of man and of the citizen requires public military force.
13. A common contribution is essential for the maintenance of the public forces and for the cost of administration. This should be equally distributed.
14. All the citizens have a right to decide, either personally or by their representatives, as to the necessity of the public contribution.
15. Society has the right to require of every public agent an account of his administration.
16. Since property is an inviolable and sacred right, no one shall be deprived thereof except where public necessity, legally determined, shall clearly demand it.

[excerpts from Translations and Reprints from the Original Sources of European History, edited by the Department of History of the University of Pennsylvania (Philadelphia, 1897).]

SELF- AND PEER ASSESSMENT FORM (MODEL)

Name: _____

Date: _____

Directions: Assess the performance of yourself and your peers based on your experiences working in small groups.

NAME	OVERALL	
	PREPARATION	PARTICIPATION CONTRIBUTION
#1 (Yourself)	_____	_____
#2	_____	_____
#3	_____	_____
#4	_____	_____

Assessment Scale:	0 - none at all	3 - fair
	1 - very little	4 - good
	2 - little	5 - outstanding

In the space below, make comments about your self- and peer assessments. Why did you give the assessments that you did. (Be specific.) These comments will be kept confidential.

DOCUMENTS INTERPRETATION II EXERCISE/ASSESSMENT DEVICE 11

Introduction

One of the goals in an introductory history class, indeed, in any history class, is to get the students to see the continuity of history. That is, to get them to realize that history is a continuing process of connected and interrelated events, and not simply people, facts, dates, and circumstances arising in a vacuum. This exercise is designed with two purposes in mind. First, it exposes students to at least one primary document from the US Civil Rights Movement of the 1960s, giving them the opportunity to sample something of the movement's flavor. Secondly, it is designed to show students that the ideas which motivated the Civil Rights Movement were continuations and/or modifications of ideas which they already examined in their study of the liberal revolutions of the 17th and 18th centuries.

Title

Documents Interpretation II

Purpose/Goals

In this exercise, students will

1. learn to read carefully and analyze a major historical document from the US Civil Rights Movement within the context of Western civilization and its concern with human rights, perceiving something of the "flavor" of the movement; (the example used here is Dr. Martin Luther King, Jr.'s "Letter from Birmingham Jail");
2. demonstrate an understanding of the historical background in which the letter was written and how it fits into the "bigger picture" of social and cultural change in the post-World War II world; and
3. demonstrate an understanding of the theme of human rights as it has continued to evolve since the 17th and 18th centuries into the modern age.

Instruction

This exercise involves reading, analysis, writing, and group work.

Assessment

By the completion of the study of the US Civil Rights Movement, students will have examined many themes in the post-WW II world which deal with human rights (e.g. civil rights, women's rights, decolonization & self-determination of nations).

1. Students are instructed to read and/or research the background of Dr. King's "Letter from Birmingham Jail," taking notes as they read, in preparation for writing a paper, and keeping the following questions in mind:

a. What themes does Dr. King raise in his letter which were also raised by John Locke and those men who wrote The English Bill of Rights? The Declaration of Independence? The Declaration of the Rights of Man and of the Citizen?

b. What issues does the letter raise which were not touched upon in the earlier documents?

c. How does Dr. King's letter show a continuing evolution in thought concerning human rights?

d. Dr. King's letter includes a stinging response to those of his critics who describe the civil rights demonstrations in Birmingham as "extreme." What is this response? Would the authors of the earlier documents agree with him? Why or why not?

e. What does Dr. King mean when he refers to "what is best in the American dream"? What are these "most sacred values"? Do you believe he is correct? Why or why not?

2. After having read "Letter from Birmingham Jail," students will write a short paper explaining the Civil Rights Movement in the United States within the historical context of liberalism and its emphasis on human rights. [A sample question is included in the appendix.]

3. On assigned day, students will be divided into groups. Group size will depend on size of class, but all groups should ideally contain the same number of students. Students will discuss their papers, their individual analyses and interpretations, focusing primarily on the themes and ideas they see as continuations or modifications of ideas and themes in earlier documents [e.g. The English Bill of Rights, The Declaration of Independence, and The Declaration of the Rights of Man and of the Citizen].

4. After completing group discussions, each group will go before the class and make a presentation regarding their discussions. The presentations should deal with (but are by no means limited to) the issues listed in the criteria, and audience should be allowed to ask questions.

Criteria

1. Students must read and study the background of the assigned document(s) in order to be able to answer questions sufficiently.

2. Students' papers must meet criteria by answering all parts of the question, examining and/or explaining the Civil Rights Movement within the proper historical context and demonstrating the evolution of the theme of civil rights/human rights.

3. Group discussions must follow directions as listed.

4. Group presentations must deal with relevant questions/issues raised in the assessment.

Self Assessment

Students should review their work at each stage to determine if criteria have been met. They will complete Self- and Peer Assessment Forms regarding research and presentations made within individual groups. (See appendix for form.) Questions from audience following group presentations should also allow students to self-assess their conclusions and interpretations.

Feedback

Instructor will monitor group discussions to ensure that students are not straying from the topic, and will provide verbal feedback during group discussions and presentations. Written feedback will be provided to students on their papers.

Materials and Time Required

1. This exercise requires that students be given (or obtain on their own) a copy of a primary document from the US Civil Rights Movement (e.g. "Letter from Birmingham Jail").
2. Preparation for the written paper should be no less than one week after completion of study of the Civil Rights Movement. By this point in the course, students also will have examined decolonization and the movement toward national self-determination in the developing world.
3. Group discussions and presentations should take the majority of one class period. (This will vary, depending on the number of students in the class).

Other Resources

If necessary, instructor should be prepared to direct students to secondary sources which will assist them in understanding historical background, purposes, goals, and effects of the document in question.

Hints and Comments

1. It has been my experience that by the time we reach the Civil Rights Movement, the semester is drawing to a close and we are in a mad dash to cover the material which needs to be covered before final exams. Therefore, it may be difficult to devote an entire class period to this exercise. It is your call as the instructor about how to handle this question of content vs. time restraints.

2. If this exercise is used in a modern American history class, it might be modified so that students be required to draw connections between ideas raised by Dr. King and those raised by earlier American writers, e.g. Thoreau and "Civil Disobedience," etc.

3. It has also been suggested that in order for students to demonstrate that they understand how the Civil Rights Movement relates to the world-wide movement since 1945 towards decolonization and national self-determination, that they be given a final exam question similar to the following:

"How did the US Civil Rights Movement fit in with the world-wide movement towards decolonization and self-determination of nations since 1945? Use specific examples (e.g. India and Mohandas Gandhi) to make your case."

Appendices

On the following pages appear some sample questions for the student paper, excerpts from Dr. Martin Luther King, Jr.'s, "Letter from Birmingham Jail" (1963), and a self- and peer assessment sample form.

Sample questions for student paper:

Answer the following fully and completely. Your response should be 3-5 pages in length, and may draw upon any written sources (textbooks, secondary works, biographies, etc.) for background and factual information. Your response, however, must also be balanced with your own analysis.

In this course, we have studied many different themes and trends in Western Civilization, but one which seems to keep popping up is that of liberalism and its emphasis on human rights. Certainly our recent study of the Civil Rights movement in the U. S. in the 1960s is a continuation of this theme.

You are a student at a major U. S. university in 1963. You have just read Dr. King's "Letter From Birmingham Jail" and have decided to write a guest editorial for your school newspaper. Write your editorial, explaining the present Civil Rights Movement within the context of liberalism and its emphasis on human rights, along with some suggestions on what course of action you feel should now be taken. (Your suggestions for a course of action may be addressed to supporters or opponents of the movement.)

You will be graded on the following criteria:

1. Your paper must address the relevant issues and themes raised by Dr. King's "Letter from Birmingham Jail";
2. Your paper must demonstrate how the issues raised in "Letter from Birmingham Jail" fit in with and reflect a continuation of themes and ideas raised in earlier documents and movements in history which concerned human rights;
3. Your paper must include personal suggestions for reasonable actions which now should be taken, either by supporters or opponents of the movement;
4. Your paper must be written from the perspective of a student in 1963, not today; and
5. Your paper must be written in clear, concise style with correct grammar, punctuation and spelling, and provide a clear, coherent train of thought from introduction to conclusion.

Excerpts from Dr. Martin Luther King, Jr., "Letter from Birmingham Jail" (1963)

My Dear Fellow Clergymen:

While confined here in the Birmingham City Jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas . . . But since I feel that you are men of genuine goodwill and that your criticisms are sincerely set forth, I want to try to answer your statement in what I hope will be patient and reasonable terms . . . I am in Birmingham because injustice exists here . . . I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere.

You may well ask, "Why direct action . . . You are quite right in calling for negotiation. Indeed, this is the very purpose of direct action. Nonviolent direct action seeks to foster such a tension that a community which has constantly refused to negotiate is forced to confront the issue . . . The purpose of our direct-action program is to create a situation so crisis-packed that it will inevitably open the door to negotiation . . . Too long has our beloved Southland been bogged down in a tragic effort to live in monologue rather than dialogue.

[A listing of the grievances resulting from segregation follows.]

There comes a time when the cup of endurance runs over, and men are no longer willing to be plunged into an abyss of injustice where they experience the bleakness of corroding despair. One may well ask, "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust . . . In no sense do I advocate evading the law, as would the rabid segregationist. That would lead to anarchy. One who breaks an unjust law must do so openly, lovingly, and with a willingness to accept the penalty . . . Actually, we who engage in nonviolent direct action are not the creators of tension. We merely bring to the surface the hidden tension that is already alive.

You speak of our activity in Birmingham as extreme. At first I was rather disappointed that fellow clergymen would see my nonviolent efforts as those of an extremist . . . I have heard numerous Southern religious leaders admonish their worshipers to comply with a desegregation decision because it is the law, but I have longed to hear white ministers declare, "Follow this decree because integration is morally right and because the Negro is your brother."

You warmly commended the Birmingham police force for keeping "order" and "preventing violence." I doubt that you would have so warmly commended the police if you had seen.

[Here follow numerous examples of police brutality.]

I wish you had commended the Negro sit-inners and demonstrators of Birmingham for their sublime courage, their willingness to suffer and their amazing discipline in the midst of great provocation. One day the South will know that when these disinherited children of God sat down at lunch counters they were in reality standing up for what is best in the American dream and for the most sacred values in our Judeo-Christian heritage thereby bringing our nation back to those great wells of democracy which were dug deep by the founding fathers in their formulation of the Constitution and the Declaration of Independence.

(C) SELF- AND PEER ASSESSMENT FORM (MODEL)

Name: _____

Date: _____

Directions: Assess the performance of yourself and your peers based on your experiences working in small groups.

OVERALL

NAME	PREPARATION	PARTICIPATION	CONTRIBUTION
------	-------------	---------------	--------------

#1 (Yourself)

#2

#3

#4

Assessment Scale:	0 - none at all	3 - fair
	1 - very little	4 - good
	2 - little	5 - outstanding

In the space below, make comments about your self- and peer assessments. Why did you give the assessments that you did. (Be specific.) These comments will be kept confidential.

JEFFERSON: A THIRD TERM EXERCISE/ASSESSMENT DEVICE 12

Introduction

This role-playing exercise, which involves written preparation, is designed to help students understand the politics and personalities of the Early Republic. It works equally well in introductory and upper level courses.

Title of the Module

Jefferson. A Third Term?

Purpose/Goals

This activity is intended to help students:

1. gain information about Thomas Jefferson and the politics of the Early Republic;
2. recognize the attributes of an effective leader and administrator;
3. increase their ability to read, understand, and summarize primary sources;
4. draw conclusions from these sources; and
5. communicate the results of their investigations in both written and oral form.

Instruction

Students stage an imaginary gathering of Thomas Jefferson's neighbors in which they debate the pros and cons of requesting that he run for president a third time.

Assessment

Each student should be given the following instructions.

1. Imagine that you are living near Charlottesville, Virginia in late 1811. You are therefore a neighbor of Thomas Jefferson, age 68, who retired about three years ago after having served two terms as president of the United States. Some of your acquaintances are thinking about trying to dump James Madison, who they believe to be an ineffective president, and draft Jefferson for a third term. A meeting, to be held in front of the courthouse, has been called to consider the matter. You have decided to go. You have also been reading as much as you could to prepare yourself and, having done all that work, you are determined not to waste it. You'll speak your piece.
2. Read the material in the textbook on the administrations of John Adams, Jefferson, and Madison so you will understand the issues raised in the documents.
3. Read the documents.
4. Make a two to three page list (preferably typed) of what you can learn from these primary sources

(not the textbook, which is a secondary source) about the following:

- a. the beliefs and principles of the Republican Party
- b. the beliefs and principles of the Federalist Party
- c. Jefferson's values
- d. Jefferson's ability as an executive
- e. his character
- f. his reputation with the American people.

5. Write a two to three-page essay (again, preferably typed) in which you use the most important of your findings listed under #3 above to argue for or against trying to convince Jefferson to run again.

6. Argue your position orally at the meeting.

Criteria for Evaluation of the Exercise

1. The care and thoroughness with which students have read the documents and extracted relevant information, as evidenced by the accuracy and completeness of their lists of significant items from each source.

2. Students' ability to categorize information in appropriate ways (subject, relative importance, etc.)

3. Their ability in the written paper to deploy selected information to develop a logical and coherent argument that makes an effective case for what they believe to be the proper course of action based on the available evidence.

4. The effectiveness of the written and oral presentation of this argument. Elements to be considered include a student's ability to empathize with Americans living in the early nineteenth century as well as his or her ability to use the English language properly and precisely.

Self-Assessment

After the "meeting" is over, students should be asked to assess their own performances, both written and oral. Encourage them to concentrate on tangible items, such as the omission of relevant information and important considerations, as well as the inclusion of trivial and irrelevant detail (which is something that beginning students frequently do).

Materials and Time Required

1. Documents may be drawn from Jack McLaughlin, ed., To His Excellency Thomas Jefferson, (New York: W.W. Norton & Co., 1991), a collection of letters from the American people to Jefferson while he was president, plus a few of his replies; and from Arthur Schlesinger, Jr., and others, History of American Presidential Elections, 1789-1984, which includes platforms of the various political parties; and from other sources, such as the newspapers.

2. The amount of time required for the activity depends on the number of students and documents involved. Normally, however, the assignment can be given one week ahead of a single class meeting devoted to the exercise.

Feedback

The instructor should provide an oral critique of the meeting and written evaluations of the students' papers. Particular attention to the way in which each paper does/does not meet the criteria is necessary to maximize learning.

Other Resources

The papers of both Thomas Jefferson and James Madison, as well as those of numerous other figures from the period, are readily available in several editions in large libraries.

Hints/Comments.

1. This exercise works especially well during presidential election campaigns.
2. Students may need to be encouraged to look specifically for Jefferson's qualities as an administrator. Policies and character are question to which they are usually more attuned.
3. The complexity of this exercise can be varied according to the instructor's needs and desires. But, as outlined above, it is simple enough to work well in a class composed mainly of freshmen and sophomores.

MEDIA IN THE CLASSROOM EXERCISE/ASSESSMENT DEVICE 13

Introduction

The traditional post-secondary student of today does not have a strong background in history. The written word often does not evoke in the student a mental image which is essential either in remembering the material/data or in making connections. To the visually oriented student [this being the majority of university students today], a visual image--be it photograph, film, or television--can provide a hook upon which other thoughts/ideas/ concepts can be hung. "Media in the Classroom" is one technique by which this might be accomplished. For the purpose of example, an exercise on nationalism from a Western Civilization, Part II, class will be used.

Title

Media in the Classroom

Purpose/Goals

In completing this exercise, the student will:

1. develop listening and recall skills;
2. develop critical thinking;
3. develop group skills; and
4. make an oral presentation.

Instruction

1. Group Presentation.
2. Written Analysis.

Assessment

At the point in the semester where this specific exercise is used, students will have studied not only definitions of nationalism but also the evolution of nationalism in the west from its origins in the 18th Century, through its development as a militant force in the 19th Century, into its racist stages in the post-World War I era. This exercise could be adapted for a number of other periods [see Hints]. Incorporated into the Assessment description are specific skills that are being developed.

Activity I:

1. Students are to have read text material pertaining to World War II before class. Students are also to have reviewed definitions of nationalism as well as developments in nationalism since the French Revolution (from class activities during study of French Revolution; see Appendix for definitions). Each student is to bring a paragraph of data pertaining to historical German/French antipathy and a paragraph of data pertaining to the German/French situation in September 1942, with particular

emphasis on Vichy France and the city of Casablanca in North Africa.

2. In class, on the assigned day, students are instructed that they will be required to describe and analyze a film clip which elucidates the theme of nationalism. A segment from CASABLANCA is then shown to the class [the clip used begins with Laszlo asking Rick for the exit papers and being refused, continues with the German "Die Wacht am Rhein"/French "Marseillaise" singing duel (see Appendix for words and translations), and ends with the closing of Rick's Cafe]. No explanation or discussion of the movie itself is offered at this time.

3. Students are instructed to form groups of three and, in ten minutes to write, as a team, develop answers to the following questions/instructions:

- a. Reconstruct the story and outline it.
- b. Describe the manner in which the "Marseillaise" is sung by the participants in the scene. In particular, note any emotions witnessed.
- c. Compare the anger of the Germans with the joy of the French. Why did this occur?
- d. From the students knowledge of the period, describe how and why this film clip illustrates the themes of nationalism and its impact.

4. The instructor will then reconstruct the story in a "story line" on the board, with each group adding an item in sequence. Items may be filled in.

5. The instructor then provides an overview of the film, with particular emphasis placed upon the significance of the film at the time [the actors/actresses singing the "Marseillaise" were primarily French expatriots suffering through their defeat in 1940 and the embarrassment of Vichy France; the movie was released shortly before the allied invasion of Vichy North Africa in 1942].

6. The film clip is reviewed again, followed by class discussion during which any other questions which have arisen are answered and listed.

7. The group then assesses all members of the group (including themselves), the exercise, and themselves [See Appendix for sample assessment]. This is turned in with the group report for a grade.

Activity II:

1. This exercise requires fifteen minutes of class time.
2. The students are then given fifteen minutes to write individual/personal answers to the following questions:
 - a. Do you now better understand the emotionalism of nationalism? Why?
 - b. Give an example of nationalism that you have personally experienced or read about [which personally affected you emotionally] within the last year.
 - c. "Why is it so important for me to understand nationalism?"
3. The papers are then collected and assessed according to the stated criteria.

Criteria

1. The student must demonstrate a functional knowledge of historical vocabulary, specifically the definition, meanings, and interpretations of nationalism.
2. The student must be able to apply the concepts by demonstrating familiarity and

- comprehension by listing and explaining appropriate examples. thinking/causality/connections]
3. The student must be able to analyze the materials and to relate them to other materials they have studied, as evidenced by the appropriateness of examples cited.
 4. The student must have participated in small group sessions as evidenced by the peer assessment.
 5. The student must have analyzed the emotional appeal/aspects of nationalism and explored the values inherent in the idea.
 6. The student must have exhibited writing skills as evidenced by the use of clear, concise, and cogent prose with the use of proper style.

Self-Assessment

1. The group exercise has a self-assessment component.
2. The student might also be asked:
I see this exercise helping me to connect to larger world issues
[choose one]: **more than** **the same as** **less than**
material I have seen/heard/read in the past. Why do I believe this to be true.

Feedback

1. Oral feedback and continual clarification of the definition of nationalism are essential.
2. Comments on written work is essential.
3. Other exercises used in introductory history reinforce "point of view."

Materials and Time Required

1. Using only a film clip is essential. This can be done either through using a video of the film set at a specific point, or it can be done by editing a series of film clips for use within a course. Using a lengthy film or documentary without comment allows students to treat the exercise as if they were watching television.
2. The first exercise requires fifty minutes of class time. The second exercise requires at least fifteen minutes at the end of the first exercise. This can be adjusted, depending upon the amount of time allotted.

Other Resources

Other film clips that are useful and the themes illustrated include:

1. ZULU: the final assault by the Zulus on the Welsh unit at Roarke's Drift (1879) [singing duel; technological superiority; imperialism].
2. ALL QUIET ON THE WESTERN FRONT: Baumer is home on leave (1917) and visits the school where he describes the horrors of war and counters the nationalism of his former schoolmaster. [anti-nationalism, anti-militarism; propaganda].
3. APOCALYPSE NOW: from the beginning of the helicopter attack on the Vietnamese village (1967) to "I love the smell of napalm in the morning" [technological superiority; imperialism; racism; militarism; nationalism].
4. BREAKER MORANT: summation for the defense (1902) [ethics in wartime; ethics in general];

imperialism; nationalism].

5. World War II cartoon [propaganda].

Hints

1. The film clip is not an end in and of itself. It is merely a point of departure for reflection and discussion. What did you see?
2. This film clip can be used during nationalism discussions from the time of the French Revolution until today.
3. Familiarity with content is essential for the student to make connections, especially the historical relationship between Germans and French.
4. It might be useful for students to map out their answer first. That is, students might outline on a chronological framework the sequence of events. They might also use a spider-web technique to show connections.

Appendix

"Die Wacht am Rhein" ("The Watch on the Rhine") was written in 1840 when it seemed as if France was about to extend its borders across the Rhine. This after the wars of Louis XIV, XV, the French Revolution, and Napoleon had attempted the same for over two centuries. The song became a symbol through which the masses could share their enthusiasm for das Vaterland. An even more significant song was penned in 1841 which became the German national anthem at a later time. Note also that Germany was not united until 1871 under the leadership of Prussia and Otto von Bismarck.

"Das Lied der Deutschen"

Deutschland, Deutschland u(")ber alles
U(")ber alles in der Welt.
Wenn es stets zu Schutz und Trutze
Bru(")derlich zusammenha(")lt
Von der Maas bis an die Memel,
Von der Etsch bis an den Belt--
Deutschland, Deutschland u(")ber alles
U(")ber alles in der Welt.

Deutsche Frauen, deutsche Treue,
Deutscher Wein und deutscher Sang
Sollen in der Welt behalten
Ihren alten scho(")nen Klang,
Uns zu edler Tat begeistern
Unser ganzes Leben lang--
Deutsche Frauen, deutsche Treue,
Deutscher Wein und deutscher Sang!

Einigkeit und Recht und Freiheit
Fu(")r das deutsche Vaterland!
Danach lasst uns alle streben
Bru(")derlich mit Herz und Hand!
Einigkeit und Recht und Freiheit
Sind des Glu(")ckes Unterpand--
Blu(")h im Glanze dieses Glu(")ckes,
Blu(")he, deutsches Vaterland!

(translation)

Germany, Germany over all,
Over all in the world,
If it is thus in defense and in offense,
holding us together brotherlike.
From the Maas to the Memel, [rivers on the west and east]
from the Etsch to the Belt, [river in the south & Baltic straits] Germany, Germany over all,
Over all in the world.

"La Marseillaise" (1792) [anon.]

Allons enfants de la patrie
Le jour de gloire est arrivé.
Contre nous de la tyrannie
L'étendard sanglant est levé.
L'étendard sanglant est levé.
Entendez-vous dans les campagnes
Mugir ces féroces soldats!
Ils viennent jusque dans nos bras
Égorger vos fils, vos compagnons.

Aux armes, citoyens!
Formez vos bataillons!
Marchon! Marchon,
Qu'un sang impur
Aille remplir nos sillons.

"La Marseillaise" [literal translation]

Come children of the homeland
The day of glory has arrived.
We stand against the tyranny
The bloody banner is raised.
The bloody banner is raised.
Hear in the countryside
The screams of the ferocious soldiers
They come within our arms
To slaughter your brothers, your countrymen.

To arms, citizens!
Form your battalions!
We march! We march,
What impure blood
Will fill our fields!

"Marseillaise" [P. B. Shelley, trans., 1795]

Ye sons of France, awake to glory!
Hark! Hark! what myriads bid you rise!
Your children, wives, and grandsires hoary,
See their tears and hear their cries!
Shall hateful tyrants, mischief breeding,
With hireling hosts, a ruffian band,
Affright and desolate the land
While peace and liberty lie bleeding?

To arms! To arms! ye Brave!
Th'avenging sword unsheathe!
March on! March on! All hearts resolved

On victory or death!

Now, now, the dangerous storm is rolling,
Which treacherous kings confederate raise!
The dogs of war, let loose, are howling,
And, lo! our fields and cities blaze.
And shall we basely view the ruin,
While lawless force, with guilty stride,
Spreads desolation far and wide,
With crimes and blood his hands imbruing?

To arms! To arms! ye Brave!
Th'avenging sword unsheathe!
March on! March on! All hearts resolved
On victory or death!

O Liberty, can man resign thee,
Once having felt thy generous flame?
Can dungeons, bolts, or bars confine thee,
Or whips thy noble spirit tame?
Too long the world has wept, bewailing,
That Falsehood's dagger tyrants wield;
But Freedom is our sword and shield,
And all their arts are unavailing.

To arms! To arms! ye Brave!
Th'avenging sword unsheathe!
March on! March on! All hearts resolved
On victory or death!

DEFINITIONS:

A. Nationalism is the spirit of belonging together, or corporate will, that seeks to preserve the identity of the group by institutionalizing it in the form of a Nation-State. Nationalism can be intensified by common racial, linguistic, historical, and religious ties. It is usually associated with a particular territory. The concept may also be thought of as a function of the ability of a particular group to communicate among themselves more effectively than with outsiders. However the phenomenon of nationalism may be explained, its essential characteristic is an active sense of the uniqueness of the group vis-a-vis the rest of the world. Nationalism developed first in western Europe through the consolidation of individual feudal units into kingdoms. It was not until the American Revolution and later the French Revolution and the wars of Napoleon that nationalism came to be identified with the common man. Over the course of the 19th and 20th centuries nationalism came to be the most dynamic, yet dangerous force in international relations. As a mass emotion it is the most powerful political force operative in the world. Nationalism makes the State the ultimate focus of the individual's loyalty. This loyalty is exercised and kept alive by the manipulation of a variety of symbols - national heroes, national uniforms, national pledges of allegiance, and national holidays (holy days). As a mass social phenomenon, nationalism can promote solidarity and a sense of belonging. It can also engender hostility, divisiveness, tension, and war between rival nationalist groups or states. Nationalism has come to be the single most important cause of war in the 19th & 20th Centuries. Examples would include every group in those centuries.

B. Self Determination is the belief that a nation of people has the right to determine its own destiny. This destiny can occur only when the nation is embodied in a State. Therefore, a nation-state is the ultimate goal of a group of nationalists.

C. Imperialism is influence exerted by one people over the polity, economy, and/or society of another people which compels the subordinate people to accept changes and engage in activities which they themselves might not have chosen without coercion from the dominant group. The idea of imperialism is as old as the human race, but the applications of those ideas in the 16th through the 20th centuries have revolutionized the world. Imperialism became national policy in practically every major county of the world. Imperialism is spurred on by nationalism and is reinforced by national military needs. Examples of imperialism would include any overt (military attack) or covert (secret operation such as the overthrow of Allende in Chile in the early 1970s) action by one group against another group. Successful imperialistic ventures result in formal annexation (the Americas by Europeans) or informal control (much of India). Unsuccessful imperialistic ventures result in international repercussions (American Revolution/Suez) and/or political repercussions (17th Century Wars to the Gulf War).

HISTORY

TWO-PAGE RESPONSE PAPER EXERCISE/ASSESSMENT DEVICE 14

Introduction

One of the most challenging (and most frustrating) aspects of teaching is making certain that students complete the required readings in a timely manner, i.e. before the subject matter is introduced in class. Many of us prepare for any given class under the assumption that the students have done the readings, but many of us know (instinctively and otherwise) that often is not the case. This exercise is designed to facilitate comprehension and analysis of the textbook and other reading materials prior to their presentation in class. This can be a non-graded assessment, but can be used as part of a "class participation" grade or assessment.

Title

"Two-page response paper"

Purpose/Goals

1. Ensure that students have a general understanding of the subject matter and issues to be discussed in class;
2. Assist students in relating required course readings to a specific theme or issue;
3. Provide a means to gauge whether students are able to grasp basic course concepts and subject matter; and
4. Enhance analytical and communication skills.

Instruction

1. Written paper
2. Classroom instruction (discussion, small groups, debate, and/or lecture)

Assessment

1. On the class prior to the introduction of a particular topic or subject, ask the students to respond to a question or issue that is addressed in the textbook or other outside reading materials. Such questions might be:
 - a. why was a plantation system introduced in the southern but not the northern colonies?;
 - b. to what extent was slavery the primary cause of the Civil War?; what impact did the French Revolution have on the rest on Europe during the late 18th and early 19th centuries?;
 - c. how did the industrial revolution change the nature of English society?; was the U.S. justified in declaring war on Mexico in the 1840s?; or
 - d. was the Mexican Revolution a "revolution"?
2. The instructor asks the students to write a two-page response to the question based solely on the textbook and/or other outside reading. The next class is structured around the question posed, and might assume a variety and combination of formats at the discretion of the instructor (discussion, small groups, debate, lecture).

3. At the end of class, the papers are submitted to the instructor who quickly reviews them to ensure that students have incorporated the readings and directly addressed the question. Through in-class discussion and the written paper, the instructor is able to determine the degree to which the objectives have been met.

Criteria

1. Students must demonstrate a general understanding of the subject matter and issues;
2. The written report must be submitted on the day specified;
3. Students must be able to relate reading materials to the question posed; and
4. Students must be able to summarize and analyze key information in a concise manner.

Self-Assessment

Students will be able to compare and evaluate their written and verbal responses to those of other students and the instructor.

Feedback

The instructor and other students provide feedback to one another through class discussions, small groups, debates, and/or lecture. The feedback on this exercise will largely be verbal and done in class, although the instructor may wish to make brief comments on the paper.

Materials and Time Required

1. This exercise requires no special materials.
2. Several minutes of classroom time are necessary to provide the students with the question and to elaborate and explain, if necessary. Depending on overall course objectives, the instructor will determine the extent to which their responses shape the subsequent class meeting.
3. The time required for feedback will depend on whether the instructor intends to make written comments on the papers.

Other resources

Textbook and other outside readings.

Hints/Comments

1. It is important to define questions in ways that will elicit responses which combine both synthesis and analysis.
2. To ensure the relevancy of this exercise, the instructor must incorporate the question into the next class meeting.
3. The optimal use of this exercise will depend on a variety of factors, including course level, overall course workload, and performance/abilities of the students.

THE WESTWARD MOVEMENT: ANOTHER PERSPECTIVE EXERCISE/ASSESSMENT DEVICE 15

Introduction

An issue of concern to many historians is that history is often written not only from the perspective of, but only about white males. This module is designed to make students aware of the role of females in the westward movement of Americans in the nineteenth century, and of important differences in historical perspective. It may also serve to enhance group and writing skills. The activity can be adapted to fit any course.

Title

The Westward Movement: Another Perspective

Purpose/Goals

By the conclusion of the exercise students will

1. learn more about the factors associated with U.S. Westward expansion;
2. recognize that both women and men played an important role in U.S. history;
3. understand that the same experience can have different interpretations and meanings, depending on the perspective; and
4. have reading and communication skills enhanced.

Instruction

This activity involves critical reading, group discussion, and writing

Assessment

1. The class is divided into groups, the size of which depends on class size. Optimal is three or four students per group.
2. Members of each group read documents written about the westward movement in the nineteenth century. These documents must represent both the male and female experience. Some may be written from the male perspective, some from the female perspective. The important issue is that each student should get a sense of the experiences of both genders.
3. Students should be given several questions to consider as they read, including:
 - a. Why did Americans migrate westward?
 - b. What did they hope to find there?
 - c. What were their experiences on the trail?
 - d. What were their experiences after they arrived?

4. During the next class period have students meet with their groups and share the information they learned.
5. Students may discuss issues such as the following:
 - a. Did perceptions of the environment differ by gender? How?
 - b. Did perceived roles differ by gender? How?
 - c. Did gender roles change on the frontier? How?
 - d. How did the match between the environment and the perceived gender roles affect the degree of pleasure or pain in the experience?
6. The professor may circulate among groups to listen in on various discussions.
7. At the next class students turn in a two-page essay on the topic of how experiences and perceptions of the trek west varied depending on gender.

Criteria

1. Students must carefully read the documents, keeping the assigned questions in mind as they read.
2. In group setting, students must contribute to a discussion of the issues under 5., above.
3. Students must write a two-page essay which incorporates their ideas on how experiences and perceptions of the westward movement in America varied depending on gender.

Self Assessment

Students may engage in a two-minute writing assignment the day the essays are turned in which assesses any changes in their thinking regarding the role of women in American history. These may be discussed in class, or may be given to the professor for evaluation and/or for a "pass/fail" designation.

Feedback

Students should be given feedback on their contribution to group discussions, based on the professor's observations and on anonymous evaluations of same by other students in the group, based on students' critical reading, analytical, and communication skills. Either written comments and/or a grade on the essay will assess students on their thinking and writing abilities.

Materials and Time Required

1. It is important to present documents to the class that present both the male and female perspective. See Appendix for suggested readings.
2. Students should prepare for the group discussions outside of class. The group discussions can be completed in one class day. You may want to allow students a few days to write the essay.

Hints/Comments

The professor may find that male students express surprise that females played any significant role in history, and female students often are also surprised that females had any semblance of power.

Appendix

The following materials may be used to provide a feminine perspective on the movement westward in America.

Armitage, Susan H. et al., The Women's West, 1987

Duby, Georges et al., eds., A History of Women in the West, 1992

Faragher, John Mack, Women and Men on the Overland Trail, 1979

Fischer, Christian, Let Them Speak for Themselves: Women in the American West, 1849-1900, 1977

Gray, Dorothy, Women of the West, 1979

Herr, Pamela, Jessie Benton Fremont: A Biography, 1987

Kaufman, Pollie Wells, Women Teachers on the Frontier, 1984

Kolodny, Annette, The Land Before Her: Fantasy and Experience of the American Frontiers, 1630-1860, 1984

Luchetti, Cathy, Women of the West, 1982

Moynihan, Ruth Barnes, So Much to be Done: Women Settlers on the Mining and Ranching Frontier, 1990

Myers, Sandra, Ho for California! Women's Overland Diaries, 1980

_____, Westering Women and the Frontier Experience, 1800-1915, 1982

Peavy, Linda, Women in Waiting in the Westward Movement, 1994

Riley, Glenda, The Female Frontier, 1988

Schlissel, Lillian, Womens Diaries of the Westward Journey, 1982

Stewart, Elinore, Letters of a Woman Homesteader, 1989

THE AZTECS AND THE SPANIARDS: TWO PERSPECTIVES EXERCISE/ASSESSMENT DEVICE 16

Introduction

Students need reminding that the record of the past often differs depending upon point of view. This module makes use of primary documents to examine the same events as seen through different eyes: those of the conquered and those of the conqueror. This exercise should help students see varying perspectives, think critically, synthesize information, and improve writing skills. While it was devised for a course in Mexican history, this exercise may be modified for any course.

Title

The Aztecs and the Spaniards: Two Perspectives on the Taking of Tenochtitlan

Purpose/Goals

This module was devised with the objectives that students

1. learn to read primary documents in a critical manner;
2. learn to see differences in historical perspective, both blatant and subtle;
3. enhance ability to synthesize information;
4. improve analytical skills; and
5. improve writing skills.

Instruction

This activity involves careful reading of primary documents, class discussion, and writing a short essay.

Assessment

1. Students will read two versions of the conquest of Tenochtitlan, the Aztec capital (what is now Mexico City). One of the documents was written by Bernal Diaz del Castillo, a member of the group of conquistadores that accompanied Hernan Cortes in the conquest. The other document is an excerpt from Robert Padden's The Hummingbird and the Hawk. Padden's book, particularly chapter five, recounts the conquest from the perspective of the Aztecs through their own pictographic accounts and their voices as recorded in interviews with the Dominican friars who later interviewed them.

2. After students read both accounts of the conquest of the capital city, they are to write a short (three page maximum) essay enumerating the key differences between the two accounts. The students will also attempt to explain why, in their opinion, the accounts differ, and will go on to draw conclusions about the importance of perspective in historical writing.

3. On the day the essays are turned in, class time will be devoted to a discussion regarding the

two versions of the same event. Questions that the professor may raise during the discussion include the following: How are the two accounts different? What are the possible reasons for the differences? Is the Aztec perspective important? Which account do students feel is more "accurate"? Does it matter that the accounts vary? Why or why not?

Criteria

1. Students must carefully read and take notes on the two versions of the fall of Tenochtitlan to the Spaniards.
2. In the essay, students should:
 - a. List the key differences in the Aztec and Spaniard versions;
 - b. Explain, from their own perspective, why the accounts differ;
 - c. Use this case study to draw conclusions about why perspective makes a difference in history.
3. The essay must be written in accordance with stylistic and grammatical standards.
4. Students must come prepared to discuss the two accounts the day the essays are due, and contribute to the group discussion. They must also bring with them a question for group discussion.

Self Assessment

The class discussion and feedback on the essay can be an excellent means by which students can determine what they have learned about the importance of historical perspective.

Feedback

Students should receive written feedback on their essay which should relate specifically to the criteria. They should also receive feedback, either written or oral, on their contribution to the group discussion. If the class is relatively small, the feedback may be based on the existence and quality of the question the student brings to the discussion as well as their participation in that discussion.

Materials and Time Required

1. The two documents necessary for this exercise are Bernal Diaz del Castillo's memoir The Conquest of New Spain, and Robert Padden's The Hummingbird and the Hawk.
2. The students should have sufficient time outside of class to read appropriate chapters of Padden and, preferably, the entire abridged volume of The Conquest of New Spain. The class discussion will take only one day.

HINTS/COMMENTS

1. The most critical aspect of this module is that students very carefully read the two accounts to pinpoint differences. You may wish to suggest that when reading whichever version they first read that they outline it in order to have a ready list of the series of events. They can then easily

compare the two versions in terms of the key events.

2. It is also important that students very clearly understand the importance of the analytical segment of their essay, that is the segment that draws conclusions regarding the value of recognizing historical perspective. Students will tend to write only a couple of sentences rather than thinking critically and attempting to say something meaningful about this important topic. Professors may wish to consider making that analysis a weighty component of the feedback (after having informed students that this will be the case).

COMING TO AMERICA EXERCISE/ASSESSMENT DEVICE 17

Introduction

Students are often surprised to discover that historians disagree. They will be even more surprised to discover that basing interpretations on supposedly objective original documents produces no more agreement. This exercise allows students to discover the pleasures and pitfalls of learning from original documents. It also allows for the use of interpretive material. In the process, it helps them learn about the process of settlement of early colonial America and the motivations of those who settled. Finally, it addresses the use of history for contemporary purposes.

Title

Coming to America

Purpose

In completing this exercise, students will

1. learn to analyze and evaluate documentary evidence;
2. develop an understanding of the relationship between interpretation and evidence;
3. acquire knowledge of the settlement process as well as the motivations of early settlers in British North American colonies;
4. recognize historical diversity over time as well as the enduring nature of the American experience;
5. recognize the relationship/relevancy of the past to the present;
6. enhance communication skills; and
7. exercise collaborative learning and group activity skills.

Instruction

1. Reading, interpreting, and applying documents. Writing a persuasive letter.
2. Directed discussion.
3. Re-evaluating, editing, and re-writing.

Assessment

*** Activity I: Researching and Writing

1. Students are provided with a copy of a "letter to the editor" of a local newspaper. The letter addresses some contemporary issue, and as part of its argument, asserts that this country was founded on Christian principles, and insists that America today needs to return to those roots.
2. The class is divided into groups. [See "Hints and Comments," #1]
3. Each group is assigned a set of documents regarding immigrants and settlers to various colonies. [See "Hints and Comments," #2-3.] The documents will explain why people came to the colonies and will describe their experiences after they arrived.

4. Using these materials, each group will compose and submit a rough draft of a letter responding to the original "letter to the editor."

Criteria

1. The letter should be no more than three typed, double-spaced pages in length, or the equivalent. (Individual instructors may set such alternative limits as they desire.)
2. The letter must address the question of whether this country was indeed founded on "Christian principles."
 - a. It must have a clear position on that question.
 - b. The position must be clearly based on and supported by the material in the document set.
 - c. The letter must cite appropriate supporting evidence, and show clearly that the evidence does indeed support the position.

Self Assessment

Students are to be furnished with the criteria, and should check their product against the criteria before turning it in.

Feedback

Feedback may be provided in writing for each group's rough draft. (The letter is not intended to be a finished product, and so should not be assessed on fine points of structure, style, grammar, etc.) Feedback, if offered here, will be specific to published criteria, and will contain recommendations for improvement as well as indications of failings.

It is expected that most feedback will come in the following discussion phase of the exercise.

*** Activity II: Directed Discussion

Assessment

1. On the day that the rough drafts are turned in, a representative of each group will present that group's position on the question of whether the United States was founded on Christian principles. (Unless time constraints are not a problem, instructors should establish time limits for these presentations, and enforce them. As envisioned here, individual presentations need take no longer than five or ten minutes each.)
2. It is anticipated that there will be varying positions on the question, if all positions accurately reflect the documents provided.
3. In explaining their groups' positions, students will use evidence from their document sets, and share their findings about the motives and experiences they encountered there.
4. The instructor will guide the discussion toward the question of why there are such diverse positions on this question. After this has been investigated, he or she may ask what "history proves" on the subject. He or she may also ask how the experiences of the immigrants and settlers studied compare with the experiences of immigrants to the United States today.

Criteria

Instructors should insist that students making assertions or advancing theories in the discussion be able to support them with appropriate reference to relevant documents. Instructors should insure that all groups be able to contribute to the discussion and that all perspectives be presented and defended.

Self Assessment

In hearing other conclusions, students will be able to assess their own. The discussion should assist them in evaluating their own use of documents.

Feedback

There is no formal feedback in this phase of the exercise.

*** Activity III: Re-evaluating

Assessment

After the discussion, students will be assigned to write a final draft of the letter. This time, each student will write an individual draft.

Criteria

1. Revisions must reflect an awareness of the diversity of the colonial experience as presented during class discussion.
2. The final letter must be of the quality expected for newspaper publication.
3. The letter should be no more than three typed, double-spaced pages in length, or the equivalent. (Again, individual instructors may establish their own limits.)
4. As with the rough draft, the letter must present a clear position on the question "Was this country founded on Christian principles?"
 - a. The position must be clearly based on and supported by the material in the document set, though it may draw from any such evidence presented in the class discussions.
 - b. The letter must cite appropriate supporting evidence, and show clearly that the evidence does indeed support the position.

Self Assessment

1. The student will be practicing self-assessment in finding his or her groups's conclusions challenged by those of other groups, and being forced to defend them. In re-writing the letter, the individual student will have an opportunity to rethink his or her group's conclusion, and reach his or her own.
2. The student also should be furnished with a copy of the criteria, and should be able to judge his or her work against the criteria before turning it in.

Feedback

The instructor may provide written or oral feedback based on the published criteria. Feedback at the end of the exercise should address the entire idea of "founding on Christian principles," and ways of getting information about that idea. If the optional post-exercise discussion is held, oral feedback of an interactive nature should be provided there. [See "Hints and Comments," #4]

Materials and Time Required

1. This exercise requires a copy of the original "letter to the editor." Each student should have a copy. The letter should address some contemporary issue, find the solution to it in "traditional Christian values" or "Christian principles," and assert that reverting to such principles would solve the problem and not conflict with any important national values, since the nation was "founded on Christian principles." Perhaps an actual letter to the editor can be found and used legally; in most cases, the instructor will have to concoct one.
2. Obviously, the exercise requires a document set for each group examined. On no account should John Winthrop's sermon, "A Model of Christian Charity," be ignored, as it expresses the idea of the Puritan "errand," and the vision of America as the "city on a hill" to which subsequent generations of teachers and politicians have referred. Other documents should be selected with an eye to illustrating the diversity of the early American experience. A few suggested sources are included in the appendix to this module.
3. The exercise will require approximately one and one-half class periods, plus preparation time.
 - a. At least one class period should be allocated to the directed discussion.
 - b. If the optional follow-up discussion is used, at least one-half of another class period should be set aside. [See "Hints and Comments," #3.]
 - c. Groups should be formed and the first assignment given at least one week before the date of the directed discussion.
 - d. Individual letters should be due at the class meeting following the directed discussion.
4. If ready-made document sets which suit the instructor's purposes are not available, they will have to be constructed. Instructors should estimate time required to do this on the basis on their own particular circumstances.

Other Resources

None are required, though the instructor should feel free to utilize such audio-visual, electronic communications, or other resources as he or she might imagine.

Hints/Comments

1. The number of groups into which the class is to be divided for purposes of this exercise will be influenced by the size of the class, the amount of time available for interaction and discussion, logistical and environmental constraints, and perhaps the level at which the class is taught.
2. In a small class, especially an upper-level one, instructors may wish to have each student examine a separate set of evidence and make an individual presentation. This, of course, would alter the "collaborative learning and group activity skills" purpose of the exercise.

3. It is not necessary that every colony be represented, but for best results, it is recommended that special effort be taken to insure that Massachusetts Bay be one of the colonies, and that South Carolina (or another colony whose early settlers appear to have been motivated more by economic than religious considerations) be another. Colonies should be selected with an eye to diversity.

4. An interesting alternative would base the document sets, not on separate colonies, but on separate demographic groups, such as religious refugees, indentured servants, convicts, African slaves, seekers of an economically better life, etc. Such documents, as well as those related to individual colonies, may be found in the works suggested in the appendix.

5. It is recommended that a second discussion be held when the final drafts are turned in. The following are suggested as questions/topics for this discussion:

- a. What did you change in making your revision? Why?
- b. Why do the document sets provide such diverse evidence?
- c. Why does proving that this nation was "founded on Christian principles" have anything to do with resolving contemporary issues?
- d. What do we mean by "Christian principles" in this context anyway?
- e. Is studying the motives of immigrants and settlers the same as investigating the reasons for the "founding" of a country? What is meant by a country's "founding?"

6. This last question, about whether "founding" is appropriately associated with immigrants, raises the possibility of repeating this exercise later for another topic. For example, if it should be argued that the "founding" of the United States should be associated with the Declaration of Independence and the American Revolution, a similar exercise might focus on the members of the Second Continental Congress, or on petitions and memorials submitted by mass meetings or community groups. If "founding" should be associated with the writing of the Constitution, than an exercise examining the "Christian principles" which motivated individual delegates to the Philadelphia Convention of 1787 or one of the state ratifying conventions could be used. Repeating the exercise in this fashion permits an in-depth examination of the very question of a nation's "founding," as well as the "original intent" of the "Founders." Remember that an important part of this exercise is examination and interpretation of original documents, and that another is to illustrate the diversity of the American experience. Instructors should feel free to use their imaginations.

7. Instructors should consider having students do a brief "free write" essay in class after receiving the "letter to the editor" but before beginning their investigation. This essay, like the draft they are to prepare, should respond to the "letter to the editor." The advantage of this additional project is that instructors would be able to see what misconceptions and resistances students might bring to the exercise. Returning them to the students after the exercise, permitting comparison with the individual final draft, would provide students with a tool to assess their own learning.

Appendix

Instructors in search of documents from which to compose the document sets should find ample resources in the following:

Billings, Warren, ed., The Old Dominion in the Seventeenth Century: A Documentary History of Virginia, 1606-1689 Chapel Hill: University of North Carolina Press, 1975.

Bontemps, Arna Wendell, comp. Great Slave Narratives. Boston: Beacon Press, 1969.

Bradford, William. Of Plymouth Plantation, 1620-1647 Ed. by Samuel Eliot Morison. New York: A.E. Knopf, 1952. (Pay particular attention to the end of the book, in which Bradford analyzes reasons for the failure of the enterprise, and adverts to the migration of so many persons without a religious motive.)

Curtin, Phillip D., ed. Africa Remembered: Narratives by West Africans from the Era of the Slave Trade. Madison: University of Wisconsin Press, 1967.

Edwards, Paul, ed. The Life of Olauda Equiano: or Gustavus Vassa the African, 1789. 2 vols. London: Dawson's, 1969.

Emerson, Everett, ed. Letters from New England: The Massachusetts Bay Colony, 1629-1638 Amherst: University of Massachusetts Press, 1976.

Force, Peter, ed., American Archives: Consisting of a Collection of Authentic Records... 4th - 5th Series. Washington DC: St. Clair Clarke and Peter Force, 1837-1853.

Force, Peter, ed., Tracts and Other Papers Relating Principally to the Origin, Settlement, and Progress of the Colonies in North America, from the Discovery of the Country to the Year 1776. 4 vols. Washington, DC: Peter Force, 1836-1847.

Greene, Jack, ed. 1607-1763: A Documentary History of Colonial America. New York: McGraw-Hill, 1966.

Greene, Jack, ed., Selling a New World: Two Colonial South Carolina Promotional Pamphlets Columbia, SC: University of South Carolina Press, 1989.

Hall, Clayton Coleman, ed. Narratives of Early Maryland, 1633-1684. NY: Charles Scribner's Sons, 1910.

Jameson, J. Franklin, ed. Narratives of New Netherland, 1609-1664. NY: Charles Scribner's Sons, 1909.

Jensen, Merrill, ed. English Historical Documents: American Colonial Documents to 1776 NY: Oxford University Press, 1955.

[Johnson, Edward.] Johnson's Wonder-Working Providence, 1628-1651. Ed. by J. Franklin Jameson. New York: Charles Scribner's Sons, 1910.

Kavanaugh, W. Keith, ed. Foundations of Colonial America: A Documentary History. 3 vols. NY: Chelsea House, 1973.

Mittleberger, Gottlieb. Journey to Pennsylvania Ed. and Trans. by Oscar Handlin and John Clive. Cambridge, MA: Harvard University Press, 1960.

Myers, Albert Cook, ed. Narratives of Early Pennsylvania, West New Jersey, and Delaware, 160-1707. NY: Charles Scribner's Sons, 1912.

Oglethorpe, James, Some Account of the Design of the Trustees for establishing Colonys in America ed. by Rodney Blaine and Phinizy Spalding. Athens: University of Georgia Press, 1990.

Reese, Trevor, ed. Our First Visit in America: Early Reports From the Colony of Georgia, 1732-1740. Savannah, Ga. :The Beehive Press, 1974.

Salley, Alexander S., ed. Narratives of Early Carolina, 1650-1708. NY: Charles Scribner's Sons, 1911.

Soderlund, Jean R., et al., eds. William Penn and the Founding of Pennsylvania, 1680-1684: A Documentary History. Philadelphia: University of Pennsylvania Press, 1983.

Tyler, Lyon Gardiner, ed. Narratives of Early Virginia, 1606-1625, NY: Charles Scribner's Sons, 1907.

Winthrop, John. "A Model of Christian Charity." (Reprinted in an infinity of collections.)

A FRAGILE CONNECTION? GREAT BRITAIN AND THE AMERICAN COLONIES EXERCISE/ASSESSMENT DEVICE 18

Introduction.

The purpose of this exercise is to help students understand the diversity of peoples in the British North American colonies, their living conditions, and their sense of identity, both as members of the British Empire and residents of their own localities. The exercise also helps to familiarize students with the use of primary documents.

Title

A Fragile Connection? Great Britain and the American Colonies.

Purpose/Goals

This exercise is intended to help the student:

1. gain knowledge about the diversity of peoples and conditions in America;
2. gain insight into the process whereby Europeans became Americans;
3. increase skill in analyzing and synthesizing information; and
4. improve communication skills.

Instruction

This imaginary role-playing exercise involves a paper in which each student analyzes primary documents, draws conclusions, and makes a formal intelligence report, thereby honing skills that he or she can see as being potentially useful in the "real world."

Assessment

Students are given the following instructions.

1. Imagine that you are a French spy traveling through British North America sometime during the middle third of the eighteenth century. The French monarchy (your employer) hopes that the economic and military power of Great Britain can be undermined by detaching the American colonies from the British Empire. Your job is to assess the situation in North America, decide how realistic such a hope might be, and make a report to your employer which will guide French policy makers. (Obviously, hindsight tells you that this hope was well founded, but for purposes of this exercise avoid anachronistic hindsight. Your task is to try to predict the future on the basis of information available to someone before the American Revolution.) It may help if, in reading each of the documents, you imagine that you are listening to the writer --most of whom are travelers--tell about his or her experiences in the British North American colonies.

2. Read each of the documents carefully.

3. Make a written summary of what you have learned from them, devoting two to three paragraphs to each document.

4. Then write a report of three to five pages in which you evaluate the strength of the ties between Great Britain and its American colonies as well as the ties among the colonies themselves. Your concluding remarks should clearly state whether you think the hope of detaching the British colonies is realistic and, if so, whether accomplishing this is apt to weaken Great Britain as much as the French hope it will.

5. Discuss and defend your conclusions during an ensuing discussion.

Criteria

Papers will be assessed on the basis of their authors' demonstrated ability:

1. to extract information about the economic activities, governmental institutions, allegiances, and identities

of the peoples of North America during the mid-eighteenth century;

2. to subsume the evidence available in the selected documents;

3. to use this evidence to construct and present a clearly thought-out, logical argument which could be of real help to policy-makers. N.B. to students. Predicting the eventual independence of the colonies without basing that prediction on the evidence available in these documents will only cause the French king to smile as he fires you.

4. to present this argument in a well written, grammatically correct form.

Self Assessment

After completing their reports, students should go back through the documents looking for information that they have not taken into account. Each then writes a one page critique of his or her report, indicating its strengths and weaknesses.

Feedback

1. Feedback to the students collectively involves having one or more present his or her report to the class, which acts sequentially as the French Court and as a group of peers who have been engaged in the same activity. Both the instructor and the students can then critique the report on the basis of the stipulated criteria.
2. The instructor should also provide individual feedback in written form, using the same criteria.

Materials and Time Required

1. Selected travelers' accounts, such as those published in Newton Mereness, ed., Travels in the American Colonies (New York: Antiquarian Press, 1961) and Peter Kalm, Travels in North America (New York: Dover Publications, 1966) are the most convenient sources for this exercise. Time required varies by the number of accounts used. It may be advisable, however, to spend one class period walking students through one or two documents. A subsequent period can then be used for the presentation of a report and its critique.
2. Other materials may be substituted for travelers' accounts. Collected letters, visual representations, poetry, songs, and colonial newspapers all work well.

Hints

1. If this is the first time that students have been introduced to primary source material, they will need help initially in extracting relevant information.
2. Students generally recognize evidence of colonial prosperity and local autonomy, but they may need to be prodded into connecting these elements with the possibility of a successful war for independence.

GUNBOAT AND DOLLAR DIPLOMACY: U.S. ATTITUDES EXERCISE/ASSESSMENT DEVICE 19

Introduction

Historical documents come in all shapes, sizes, and formats. Yet, students (and sometimes even their professors) often define the nature of historical documents in a fairly narrow fashion, disregarding the existence of a wide variety of historical sources. This exercise is meant to expand students' notions of historical evidence by having them analyze one type of visual source: political cartoons. While this exercise focuses on political cartoons dealing with U.S. relations with Latin America in the early 20th century, it would be easy to adapt this exercise to many topics or issues in U.S., European, and non-Western history or to substitute other forms of visual evidence.

Title

Gunboat and Dollar Diplomacy: U.S. Attitudes towards Latin America

Purpose/goals

1. Examine United States perceptions of Latin America in the early 20th century;
2. Understand how such perceptions and impressions shaped and influenced public opinion and public policy toward Latin America;
3. Expand notions of historical evidence by analyzing political cartoons as an expression of government and popular opinion;
4. Summarize, analyze, and clearly present information; and
5. Practice writing skills.

Instruction

1. Written paper
2. Group discussions

Assessment

1. The instructor may introduce the students to this exercise in the following manner:

Political cartoons from an era provide compelling insight into public opinion and government policies at that time. As such, these cartoons comprise an interesting (and even entertaining) form of historical evidence. An assessment of these types of documents can yield considerable information on how a society felt about a particular issue or about a specific government policy. While a reading of one such document may be anecdotal in its insight, analysis of a collection of cartoons may provide a more complete understanding of broader patterns of popular and governmental attitudes and perceptions.

One of the most significant aspects of U.S. Latin American policy in the three decades after the Spanish American War is that certain perceptions about the region, formed to justify such policies

as "Gunboat Diplomacy" and "Dollar Diplomacy," became widely accepted in most North American circles and laid the basis for many Latin American policies and actions during the rest of the 20th century. As most historians acknowledge, what people "believe" is just as important as what they "know" or as important as what actually "happened."

We can explore the roots of some of these attitudes by examining political cartoons about U.S.-Latin American relations that were published in North American newspapers between 1901 and 1928. Review and analyze the attached cartoons and write a three-page typewritten paper on at least three themes that can be identified in these cartoons. You should be looking for what these cartoons represent and say about Latin American-U.S. relations and about the peoples of Latin America, not what they note about a particular event. In other words, what different types of attitudes and perceptions can you identify in the cartoon collection? To what extent are factors of race, ethnicity, and gender reflected in these materials? To support your conclusions, you must provide evidence by citing and discussing the supporting documents (i.e. the cartoons). Each document is numbered in the caption to facilitate its citation.

You need to read your textbook (Lester D. Langley, America and the Americans: The United States in the Western Hemisphere, pp. 104-132) to have a better understanding of U.S. policy in Latin America in the early 20th century. This will provide a context to better comprehend and analyze the political cartoons.

2. On the due date of the paper, the instructor will lead a discussion of the subject matter (U.S. attitudes and perceptions) and process (nature of historical evidence). Another possible format is to have students make presentations using the supporting visuals (cartoons) as evidence to support their arguments. Also, students could be divided into small groups to discuss and summarize their findings before asking a representative of each group to make a formal presentation to the class. As part of any presentation or discussion, students must demonstrate that they understand the value of using visual documents as a form of historical evidence. Regardless of format chosen, the instructor should reserve time to ensure that students understand how U.S. attitudes and perceptions shaped public policy toward Latin America (see self-assessment).

3. As part of the class discussion, the instructor may wish to ask the students to make any connections between such attitudes and contemporary U.S. policies toward Latin America.

4. See Hints/Comments No. 1 for an abbreviated version of this assessment.

Criteria

1. Students must identify and explain at least three themes reflecting United States perceptions of Latin America in the early 20th century;
2. For each theme, one or more cartoons must be cited;
3. Students must reflect understanding of the validity of visual documents as a form of historical evidence; and
4. The paper must be well-organized and clearly written.

Self-Assessment

Before the next class, students will prepare a two-page typewritten paper exploring the relationship

between popular attitudes toward Latin America and a specific case of U.S. intervention in the circum-Caribbean in the early 20th century. The discussion of these papers in class will reinforce the self-assessment. This can be a non-graded assessment. (see Hints/Comments No. 2).

Feedback

The instructor will provide feedback through class discussion and written comments on the first paper.

Materials and Time Required

1. A readily available source book of political cartoons would facilitate the compilation of such visuals for this exercise. The cartoons used in this assessment were taken from John J. Johnson, Latin America in Caricature (Austin, 1980).
2. The instructor will need a portion of one class to introduce and explain the exercise and another class to discuss the issues. A segment of the following class should be allocated to a discussion of the self-assessment papers.

Other resources

Hints/Comments

1. The instructor may adapt this assignment in a variety of ways, including showing a representative number of cartoons to the class on an overhead projector as a means of facilitating discussion (e.g. class, group) of the issues.
2. Another possible approach for self-assessment is to ask students to exchange the two-page papers in class, break into groups, and discuss the issues raised therein.
3. Any number of political cartoons can be used to meet the objectives of this assignment as long as they broadly reflect the themes of the period.

THE ISSUE OF GENOCIDE EXERCISE/ASSESSMENT DEVICE 20

Introduction

In an introductory level survey history class, the student is often exposed to large quantities of material in a short period of time, and thus is given little opportunity to examine and appreciate a particular topic in depth. In a survey course of Modern European History, one topic which is often slighted (or even ignored entirely) is the Holocaust. This exercise is designed to familiarize the student with the background, events, and results of the Holocaust, as well as provide some insight into different methods of historical writing about a particular subject. It could easily be adapted, however, to any course where genocide is examined, e.g. U.S. History and the experience of Native Americans.

Title

The Issue of Genocide

Purpose/Goals

In this exercise, students will:

1. become familiar with at least two different accounts of a historical example of genocide;
2. exercise skills in reading, comprehension, interpretation, listening, and organization in speaking and writing;
3. compare and contrast a narrative presentation of a historical event with a personal memoir of the same event; and
4. demonstrate an understanding and appreciation of the relationship between the past and the present.

Instruction

This exercise involves reading, writing, and class discussion.

Assessment

1. Students are assigned two works dealing with genocide. One of the works should be a narrative history; the other should be a memoir or personal account. Students are instructed to take notes as they read, keeping the following questions in mind:
 - a. How do the two works compare with each other in areas of scope, style, and content? What does this suggest to you about each author's purpose in writing his work?
 - b. Where does the personal account fit into the story presented by the narrative account?
 - c. Which account is the more moving or frightening? Which is the more effective presentation? What makes it that way? Why do you think so?
2. Students are to write a paper comparing the two works, based on questions asked in #1. (See Appendix I for sample.)

3. Students will participate in an instructor-driven class discussion of their papers, with each having an opportunity to express his/her analysis and interpretations.

4. Following class discussion, students will self-assess their analyses and interpretations by writing a brief in-class essay. (See Appendix II for sample.)

Criteria

1. Students must read carefully and critically the assigned works.
2. Students' papers must answer the question(s) posed fully and completely, dealing with all points raised.
3. Students' in-class essays demonstrate a self-assessment of original analyses and interpretations by showing how they would change them following the class discussion.

Self Assessment

Students in-class essay will demonstrate self assessment, asking them how what they have heard in the class discussion has changed their analyses and interpretations as they were presented in their original papers.

Feedback

Instructor will provide verbal feedback during class discussion and written feedback on individual papers and written self assessments.

Materials and Time Required

1. This exercise requires no special materials. Students should have access to copies of both works, but this may be handled easily by requiring them to purchase both at the beginning of the semester.
2. Preparation for the written paper should require no less than two weeks. This is to provide the students time to read (and if necessary re-read) the assigned works. Once papers are completed, the class discussions and in-class essays should take one class period.

Other Resources

Instructor should make it clear to students that they may utilize other sources to enhance their understanding of genocide, but that the papers and presentations they make must be based primarily on the two assigned works.

Hints and Comments

1. In my class, when examining the issue of genocide, I used the Holocaust, and assigned for reading Otto Friedrich's "The Kingdom of Auschwitz," a historical article from Atlantic Monthly

which examines in narrative form the Holocaust from its conception to the liberation of the death camp in 1945, and Elie Wiesel's Night, a survivor's memoir of life in the Auschwitz concentration camp. The assigned paper was designed to get students to deal with the issues raised in these two works. (See Appendix I for example.)

2. In the class discussion, instructor should encourage students to express their thoughts and ideas about the issue of genocide, but should steer them towards the causes of it, i.e. "How and why did this happen?"

3. It might also be a good idea to have several articles about ethnic violence (from a periodical such as Time or Newsweek) in Bosnia, Rwanda, Russia, Armenia, or any of several other hot spots, depending on current events. In this case, instructors might get students to compare the Holocaust with the modern episode. (I have not tried this, but it might be a good way for students to see that the Holocaust was not an isolated event, that ethnic hatred and violence continues.)

Appendix

I: Sample question for student paper

Answer the following fully and completely. Your paper should be 3-5 pages in length. As always, how you write will count, so be careful with spelling, grammar, syntax, etc.

Compare and contrast the accounts of the Holocaust as given in Elie Wiesel's Night and Otto Friedrich's "The Kingdom of Auschwitz." How are the two accounts similar in scope, style, content, and purpose? How are they different? Which account is more effective in conveying the horrors of the Holocaust to its readers? Why do you think this is so? Use specific examples from each work to illustrate your points.

You will be graded on the following criteria:

1. Your paper must be written in compare-and-contrast format, and not simply provide summaries of each work, relying on your reader/instructor to make comparisons;
2. Your paper must demonstrate careful reading and comprehension of works by citing specific examples from each in making comparisons between them;
3. Your paper must answer the entire question, providing insight on each point raised; and
4. Your paper must have correct spelling, grammar, and syntax, and be written so that ideas flow smoothly and logically from introduction to conclusion.

II: Sample of In-Class Essay/Self Assessment Question

In the time remaining, answer the following:

Based on what you have heard and discussed today, how would you change the interpretations and analysis you made about the Holocaust in the paper you just handed in? Why would you make these changes? Defend your answer with specifics.

**MEXICAN AND NORTH AMERICAN INTERPRETATIONS OF THE
U.S.-MEXICAN WAR
EXERCISE/ASSESSMENT DEVICE 21**

Introduction

Contrary to popular belief, history is not simply a compilation of "facts," but rather an interpretation of past human behavior. Moreover, recognizing differing interpretations of an event enables one to comprehend the viewpoint of the "other," a particularly noteworthy objective in a world that is composed of multiple perspectives. This exercise is designed to permit students to see a variety of perspectives of an important historical issue in United States and Mexican history.

Title

Mexican and North American Interpretations of the U.S.-Mexican War

Purpose/Goals

1. Gain knowledge of issues surrounding the war between Mexico and the United States in the mid-19th century;
2. Develop an understanding of North American and Mexican interpretations of the event;
3. Analyze, evaluate, interpret, and present evidence; and
4. Improve communication skills.

Instruction

1. Debate
2. Written papers

Assessment

1. Pre-exercise assessment: the instructor will ask students to write a one-page response to the following questions: (a) were the Texans justified in seceding from Mexico in the 1830s?; and (b) was the U.S. justified in declaring war on Mexico in the 1840s? This paper should not be graded, but is designed to encourage students to think about the issues and to gauge their prior knowledge and misconceptions of U.S.-Mexican relations in the mid-19th century.

2. The class will debate the issues and interpretations surrounding the U.S.-Mexican War. The class will be divided into three groups: two will act as debate teams and one will serve as the debate judges. The issue to be considered is: "The United States was justified in declaring war on Mexico in the mid-1840s."

3. The discussion will follow standard rules of debate, which are provided in the Appendix. These rules will be reviewed in class as well. The debate teams will work together to develop their strategy and assign specific roles. Each team is responsible for finding evidence for their

arguments in the library. Key materials will be placed in the reserve reading room at the university/college library to make certain that both teams have access to essential resources. Students should be informed that there are many other publications which will provide relevant information for their arguments. Although the instructor should provide time in class to discuss strategy and role assignments, the students should be informed that they will likely need to meet outside of class as well. Students should be given at least one and preferably two weeks to prepare for the debate. The instructor also should notify the judges that they, too, will have to meet as a group outside of class to discuss their reactions to the debate and to formally vote on the debate itself.

4. In addition, students will submit on the day of the debate a 2-3 page typewritten position paper which describes how they plan to argue the case. The paper must cite evidence (properly footnoted) used in the argument. Copies of the paper will be given to the instructor and the judges.

5. The instructor will serve as the moderator of the debate. He also will lead a discussion after the debate.

6. The third group of students, i.e. those not part of the debate teams, will act as judges and will determine and announce by the following class session which team "won." The judges should meet as a group (or groups in larger classes) outside of class to discuss their views of the debate and to justify their decision. Based on the debate and the positions papers submitted, each judge will prepare in a 2-3 page typewritten paper the reasons for his/her decision. The victor of the debate will be determined by a majority vote of the judges.

7. An alternative format for the judicial decision is to have the judges discuss and vote at the next class session. This approach will provide more intensive feedback to the debaters, but time limitations may preclude reserving an additional class period for such an approach.

8. Moreover, the instructor can lead a discussion during the class period after the debate to underscore the key issues and divergent views emerging from the war between the neighboring countries.

Criteria

For students on the debate teams:

1. Oral and written materials reflect an understanding of the key issues and divergent views surrounding the war;
2. Oral and written arguments are persuasive and supported with valid evidence; and
3. Oral and written presentations are well-organized and clearly stated.

For students serving as judges:

1. Written judgement reflects understanding of the key issues and divergent views surrounding the war;
2. Written judgement is persuasive and supported with valid evidence; and
3. Written judgement is well-organized and clearly stated.

Self-Assessment

The instructor will ask all students to write a one-page response to the questions asked as part of the pre-exercise assessment, with the specific charge of noting how, if at all, their views of the issues were changed by the debate.

Feedback

Feedback will be given in two ways: (1) the instructor will provide a written assessment of each student's presentation/position paper and each judge's written statement; (2) the judges' position paper, based on the debate and the position papers, will serve as a peer assessment of individual and group performance. The discussion of the judges in front of the debaters would provide even more direct feedback.

Materials and Time Required

1. The following list of books, by no means comprehensive, suggests key resources for this exercise:

- Gene E. Brack, Mexico Views Manifest Destiny, 1821-1846. Albuquerque, 1975.
Michael P. Costeloe, The Central Republic in Mexico, 1835-1846. Cambridge, 1993.
Odie B. Faulk, The Mexican War: Changing Interpretations. Chicago, 1973.
Robert W. Johannsen, To the Halls of Montezumas: The Mexican War in the American Imagination. New York, 1985.
Frederick Merk, Manifest Destiny and Mission in American History. New York, 1963.
Ruth R. Olivera, Life in Mexico under Santa Anna, 1822-1855. Norman, 1991.
David M. Pletcher, The Diplomacy of Annexation. Columbia, MO, 1973.
Norman E. Tutorow, The Mexican-American War: An Annotated Bibliography. Westport, 1981.
David J. Weber, The Mexican Frontier, 1821-1846. Albuquerque, 1982.
_____, The Spanish Frontier in North America. New Haven, 1992.
John Weems, To Conquer a Peace: The War between the United States and Mexico. College Station, 1988.

For other sources, see:

- Origins of the Mexican War: A Documentary Source Book. Salisbury, NC, 1982.
The View from Chapultepec: Mexican Writers on the Mexican-American War. Tucson, 1989.

At a minimum, at least two to three full class periods are required for this exercise: one to introduce the exercise and start the planning and one or two for the debate. The debate can be conducted in one class period if the time block is of a longer duration. A third or fourth class would be necessary if the judges publicly deliberate and/or if the instructor wishes to conduct a follow-up discussion of the issues.

Other Resources

Hints/Comments

1. This exercise works best in classes of no more than 20 students, but can be used in larger classes if the size of the judiciary is expanded to include all non-debaters.
2. This exercise works best in class periods of longer duration (i.e. 75-120 minutes).
3. The objectives of this assignment also can be met through the use of a "Two-page Response Paper" and resulting class discussion.

Appendix

Debate format and guidelines are attached.

DEBATE FORMAT AND GUIDELINES

NOTE: The following suggested format and guidelines are designed for debate teams of 5 students each. Please note that suggested time elements and number of students should be modified to fit the objectives of the instructor and size and composition of the class.

This appendix offers guidelines for the debate that will take place on the U.S.-Mexican War. The "Affirmative" team argues that the U.S. was justified in declaring war on Mexico in 1846. The "Negative" team argues that the U.S. was not justified in declaring war on Mexico in 1846.

As you will note, each team member has a well-defined role. Team members must adhere to that role clearly, or the judge will take that fact into consideration and penalize the team.

Remember that the whole point of public debate is to provide an opportunity for rational consideration of alternatives. That means the speakers must try not to confuse themselves and the audience, and therefore must budget his/her time, think in outline terms, identify the main issues, and ignore the minor ones, and support arguments with evidence and sound reasoning. Try to persuade the judge to accept statements that you make, which means you must think intelligently about the problem of "proof."

Constructive speeches give the speakers an opportunity to make the strongest argument possible for their side. In this speech, speakers use proof (evidence and reasoning) to create belief in their respective case. Rebuttal speeches are an additional speech allowed each speaker following the constructive speech. The purpose of rebuttal speeches is to attack the opponents' arguments and defend your own. You are not allowed to introduce new constructive arguments during rebuttal time.

I. CONSTRUCTIVE SPEECHES (55 minutes)

Team #1: First Affirmative

First speaker must outline the main argument, develop their main point, then summarize. Maximum time allowed: 10 minutes

Team #2: First Negative

First speaker must outline their case, develop their main point, summarize. Maximum time: 10 minutes

Team #1: Second Affirmative

Second speaker must develop their main point, then summarize. Total time: 5 minutes

Team #2: Second Negative

Second speaker must develop their main point, then summarize. Total time: 5 minutes

Team #1: Third Affirmative

Third speaker must develop their main point, then summarize. Total time: 5 minutes.

Team #2: Third Negative

Third speaker must develop their main point, then summarize. Total time: 5 minutes.

Team #1: Fourth Affirmative

Fourth speaker must develop their main point, then summarize. Total time allowed: 5 minutes

Team #2: Fourth Negative

Fourth speaker must develop their main point, then summarize. Total time: 5 minutes

Team #1: Fifth Affirmative

Fifth speaker must develop their main point, then summarize. Total time: 5 minutes.

II. REBUTTAL SPEECHES (50 minutes)

Team #2: First Negative

Speaker must outline affirmative case and refute major point(s). They must then show conflict w/affirmative case and mention point(s) unrefuted. Total time allowed: 5 minutes.

Team #1: First Affirmative

Speaker must outline negative case and refute main point(s). Repeat case for affirmative, showing points negative ignored or failed to refute. Total time: 5 minutes.

Team #2: Second Negative

Speaker must mention and refute another point of conflict, or must bring up a negative point unrefuted by affirmative side. Total time: 5 minutes.

Team #1: Second Affirmative

Speaker must mention and refute another point of conflict, or must bring up a negative point unrefuted by negative side. Total time: 5 minutes.

Team #2: Third Negative

Speaker must mention and refute another point of conflict, or must bring up a negative point unrefuted by affirmative side. Total time: 5 minutes.

Team #1: Third Affirmative

Speaker must mention and refute another point of conflict, or must bring up a negative point unrefuted by negative side. Total time: 5 minutes.

Team #2: Final Negative

Speaker must summarize entire case and compare w/affirmative. Maximum time allowed: 10 minutes.

Team #1: Final Affirmative

Speaker must summarize entire case and compare w/negative. Maximum time allowed: 10 minutes.

PRE-COLUMBIAN DIVERSITY EXERCISE/ASSESSMENT DEVICE 22

Introduction

Students in lower level (and sometimes upper level) history courses tend to view pre-Columbian indigenous groups as homogenous. Further, they often fail to recognize the fact that groups differed in terms of their political, cultural and economic development at a given point in time. This exercise can help acquaint students with the diversity of indigenous peoples of Latin America, and can help them at the same time develop speaking, listening, analytical, and writing skills. While the exercise was devised for a course in the history of colonial Latin America, it can be adapted to suit virtually any course.

Title:

Pre-Columbian Diversity

Purpose

This module was devised so that students would

1. gain knowledge of the political, economic, and social features of pre-Columbian indigenous groups in the Americas;
2. recognize the diversity of pre-Columbian indigenous societies;
3. recognize indigenous cultural traits that would subsequently shape the development of Latin American society after the conquest; and
4. develop research, speaking, listening, analytical, and writing skills.

Instruction

Oral and Visual Presentation and Paper

Assessment

1. Assign to either one or more students (depending upon class size) a pre-Columbian indigenous group. Students may wish to select their own group from among a list which could include Aztec, Maya, Inca, Olmec, Guarani, Araucanian, and many others.
2. Student(s) will prepare a 10-minute oral presentation describing the major political, economic and social (including religious) features of their assigned indigenous group to the class, using some type of visual aid to convey information.
3. In addition, student(s) will prepare a short (1-2 page) fact sheet for fellow students that provides information about the indigenous society and includes a bibliography of sources cited.
4. After all students have presented their reports and visuals, they must write a paper which

Feedback may also be provided on the research paper, and should address the criteria for the paper as well.

Materials and Time Required

1. Students will need access to a library to gather information about pre-Columbian indigenous groups. They can be provided with a suggested reading list (see bibliography in the Appendix).
2. Students will probably require two weeks to complete their research on the assigned indigenous group. The amount of class time necessary to complete the reports/poster sessions will depend on the number of groups.

Hints/Comments

1. The benefits of this module include the fact that the student tends to become quite well-informed about his/her assigned indigenous group, and may wish to continue to explore their fate after Spanish/Portuguese conquest, independence, and/or into the modern period. Further, it provides an excellent opportunity for students to learn from other students.
2. The exercise also provides training in listening skills. Students should be encouraged to listen carefully and perhaps even take notes as other students give their reports, and to ask questions of other students in order to gather data for their final papers.
3. The final paper is a good vehicle in training students to synthesize information from a variety of sources.

Appendix

The following bibliography can be distributed to students to aid them in their pursuit of information on preColumbian groups.

I. Reference Materials:

- Bethell, Leslie, ed. The Cambridge History of Latin America. Vols. 1-3, Cambridge, 1984.
Coe, M.D. Atlas of Ancient America. New York, 1986.
Library of Congress. Handbook of Latin American Studies, Washington, D.C., 1936-
Steward, J.H., ed. The Handbook of South American Indians. 7 vols. Washington, D.C., 1946-1959 and supplements.
Wauchope, Robert, ed. Handbook of Middle American Indians. 15 vols. Austin, 1964-1975 and supplements.

II. Journals:

- Hispanic American Historical Review (1918-1922, 1926-)
Journal of Latin American Studies (1969-)
Latin American Research Review (1965-)
The Americas: A Quarterly Review of Inter-American Cultural History (1944-)

III. Books:

- Bankes, George. Peru Before Pizarro. Oxford, 1977.
Berdan, Frances. The Aztecs of Central Mexico: An Imperial Society. New York, 1982.
Bernal, Ignacio. Mexico Before Cortez: Art, History, and Legend. Garden City, NY, 1975.
Borah, Woodrow, and S. F. Cook. The Aboriginal Population of Central Mexico on the Eve of the Spanish Conquest. Berkeley, 1963.
_____. Essays in Population History, Mexico and the Caribbean. 3 vols. Berkeley, 1971-1979.
Carrasco, David. Quetzalcoatl and the Irony of Empire: Myths and Prophecies in the Aztec Tradition. Chicago, 1982.
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THE PRESS CONFERENCE EXERCISE/ASSESSMENT DEVICE 23

Introduction

This module works well in either an introductory or an upper level course. While it was designed for a course in Mexican history, it may be adapted. The Mexican Revolution and civil war that took place between 1910 and 1920 began and continued to a large extent because of the diverse aims and objectives of the numerous factions involved. In the module presented below, the main objective is for students to understand the complexity of the Mexican Revolution and civil war, and to gain insight into the aims of the various factions engaged in the conflict. At the same time, however, it will hopefully increase research, speaking and listening skills.

Title

The Press Conference

Purpose

This module was devised

1. to increase students' knowledge and understanding of the nature and course of the Mexican Revolution and civil war of 1910-1920;
2. to enhance understanding of the diversity of the major factions' aims and objectives in the conflict;
3. to enhance skills of gathering and evaluating information;
4. to learn to recognize differences in historical perspective;
5. to improve analytical skills;
6. to enhance speaking skills; and
7. to enhance listening skills.

Instruction

In this exercise, students will engage in role playing as participants in a "press conference." Depending on class size, this may be a group or individual project.

Assessment

1. Students are assigned the identity of one of the major players in the Mexican Revolution and civil war. If the class is small enough, individual students may be assigned an identity; if the class is much larger, up to four students may be assigned one character, and only one will participate in the press conference as that character.

2. Examples of personalities that may be selected include Ricardo Flores Magon, Francisco Madero, Victoriano Huerta, Venustiano Carranza, "Pancho" Villa, Emiliano Zapata, Alvaro Obregon, Felix Diaz, General Bernardo Reyes, the U.S. Ambassador Henry Lane Wilson, any woman soldier or follower of the revolutionary armies, a representative of the Yaqui Indians,

Eulalio Gutierrez, Pascual Orozco, and U.S. Presidents Taft and Wilson.

3. Students will research their character's role in the origins of the Revolution/civil war, their activities during the wars, and the outcome for that person.

4. After students have completed the research on their assigned character, those characters miraculously return from the past and appear, one by one, at a press conference.

5. Each of the returning "guests" will go to the "microphone" at the front of the class and will make a general statement that will indicate their feelings about the wars and their outcome.

6. The members of the press (class members) will ask the character questions relating to the conflict. These questions may include, but should not be limited to, the following:

- a. How were you involved in the origins of the Revolution?
- b. What did you hope to gain?
- c. What were your objectives for Mexico during the wars?
- d. What do you think the Revolution was all about?
- e. Who was your greatest enemy during the fighting?
- f. Were you better off or worse off as result of the wars?

7. In a follow-up class discussion, the professor may emphasize certain points he or she hopes students will take away from the exercise. For example, the class may review and discuss the diverse objectives of the participants in the Mexican conflict, the range of experiences of the characters during the wars, and the varied outcomes for each. The professor may want to lead the students into an issue of historiographical debate among Mexican scholars, that is, was the "Mexican Revolution" a revolution at all? If so, in what sense?

Criteria

1. Students must demonstrate that they have carefully researched the assigned personality's role in the outbreak of the Mexican Revolution, their activities during the conflict, and the outcome for that person. Students must be able to answer all reasonable questions posed by the "representatives of the media."

2. Related to the above, the student must understand the aims and objectives of his/hier character vis-a-vis the Revolution.

3. The student must prepare a general statement that the character would have/could have made regarding their perception of the Revolution and their role in it. This entails not only knowledge regarding the character but interpretation of the facts.

4. In acting as representatives of the media, students must demonstrate broad knowledge regarding each of the characters and their relationship to the Revolution/civil war. They must ask reasonable and hopefully insightful questions that relate only to the Mexican conflict.

5. Members of the "media" must listen critically to the "guest" in order to formulate interesting or challenging questions, just as often occurs in actual press conferences.

6. All students should note the diversity of experiences/outcomes for the various players in the

Mexican conflict, therefore calling on analytical skills.

Self Assessment

After the exercise, students will assess, by writing a short (two page) essay, the extent to which the exercise enhanced their research, analytical, speaking and listening skills. Further, they will gauge the extent to which the exercise increased their knowledge and understanding of the important players and their objectives during the war. The professor may choose to grade this exercise, or at least provide a "pass/fail" designation.

Feedback

1. Each student receives written feedback from the professor regarding their performance both in terms of their role playing of the assigned character and as a member of the press corps. The feedback should address each of the published criteria.
2. A mid-term or final essay exam or other final assessment will help the professor to determine how much the student has learned about the complexities of the Mexican Revolution/civil war and about the participants and their various aims.

Materials and Time Required

1. This exercise requires access to library resources. Students should first peruse a general history of Mexico, a monograph relating to the Mexican Revolution, and biography/ies of the major players.
2. Students should be given at least one week and perhaps two weeks to complete research on their characters and the Mexican conflict in general. The time required for the press conference itself depends on the number of students participating. Each character should take roughly 5 minutes to make a general statement, and 10 minutes to answer questions from the "media." Written feedback should be given students by the class period following the exercise.

Hints/Comments

1. More enthusiastic students may wish to dress the part of those they portray, an activity that adds an element of drama to the exercise.
2. Students portraying members of the press should be reminded ahead of time that their questions should relate specifically to the Revolution and civil war. While they may represent a newspaper, magazine, or television news program, the particular medium should be a serious vehicle for dispensing news rather than a paper like the National Enquirer.
3. It must be made very clear to students that their questions as members of the press will be an important part of the assessment. If grades are to be distributed for the exercise, it may be worthwhile to count their role as members of the media at least one-third of the final grade.
4. The professor may wish to introduce the press conference and each of the "guests," staying in role throughout the exercise.
5. Students seem to become very much engaged in this activity. Exams, papers, and other methods of evaluation have demonstrated that this exercise works well in helping students gain understanding of this complex event.

SHIFTING VIEWS OF SLAVERY EXERCISE/ASSESSMENT DEVICE 24

Introduction

No study of American History which omits mention of slavery, its meaning, and its effects could hope to be complete. At the same time, no discussion of slavery and its meaning can avoid addressing the issue of historical interpretation. The topic of slavery in the United States has been interpreted in various ways in different eras depending on a variety of factors, including social change. This exercise is designed to familiarize the student with the way historical interpretations change over time. It also permits an examination of the importance of the perspective of an individual historian in creating an interpretation.

Title

Shifting Views of Slavery

Purpose/Goals

In completing this exercise, the student will

1. become familiar with at least one major interpretation of slavery;
2. become aware of the variety of historiographical approaches to the study of slavery;
3. demonstrate connections between a work of history and the historian or historical figure who wrote it;
4. recognize the changing interpretations and cumulative nature of history;
5. practice skills in reading, comprehending, summarizing, and organizing historical writing;
6. analyze, evaluate, and interpret evidence;
7. practice and develop skills in oral communication;
8. practice and develop self-assessment skills; and
9. recognize the relationship/relevancy of the present to the past.

Instruction

1. Oral Presentation.
2. Directed Discussion.
3. Written essay.

Assessment

*** Activity I: Oral Presentation

1. The instructor assigns each student to read a different work of historical interpretation on slavery. It is important that the instructor assign the specific works or approve student choices, in order to insure that a suitable variety of interpretations. [For some suggested works, see "Materials and Time Required."]

2. Each student reads the assigned work AND researches the life and career of the author of the work, discovering personal information on him or her. Students should be provided with a guide sheet explaining the assignment and announcing the criteria by which the product will be judged. [For a sample guide sheet, see the appendix to this module.]

3. Each student writes a lecture about the work and the author, and presents the lecture to the class on a day to be assigned. A written copy of the lecture should be given to the instructor on or before the day of presentation. The student MAY present an extemporaneous version of the lecture to the class, so long as the relevant major points are covered and the formal written product is submitted as indicated. The student is instructed to prepare to respond to questions from the instructor or from other students. Time limits for each lecture should be predetermined to accommodate to class meeting and term schedule constraints.

Criteria

The lecture must

1. provide an adequate summary of the assigned item, both as to content material and as to thesis or perspective, so that listeners might be considered reasonably familiar with the work after having heard it;
2. integrate treatment of the item with an analysis of the author's life and work;
3. include the student's personal evaluation of the item,
 - a. making the student's own thesis clear,
 - b. explaining it so that listeners know what the speaker is trying to prove, and,
 - c. providing evidence for the thesis;
4. include the student's own judgment about slavery;
 - a. clearly based on what the student has learned in the readings;
 - b. clearly presented, expressed, and supported;
 - c. making a significant statement adding to an understanding of slavery (something beyond "it was bad," or "it wasn't as bad as it has been portrayed on TV;")
5. be presented in a coherent and organized manner;
6. fit within the allocated time limit (for the oral presentation);
7. be presented in a style appropriate to a lecture (for the oral presentation);
8. be free of significant or egregious errors in grammar, form, style, or spelling (for the written copy); and,
9. otherwise meet the criteria published in the guide sheet.

Self Assessment

The guide sheet accompanying the assignment should contain criteria for the exercise. Students

should assess their product against those criteria before presentation.

Feedback

The instructor should provide feedback on the degree to which the written and orally-presented lectures do or do not meet the published criteria. This feedback may be presented in individual consultation, orally in class, or in writing. It is essential that the feedback, in whatever form it might take, directly address the criteria.

***** Activity II: Directed Discussion**

After all lectures have been presented, the instructor will lead a discussion on the lectures. It is presumed, given the diversity of sources, that the lectures will produce differing interpretations of slavery. The instructor should steer discussion toward the question of how these different interpretations were influenced by the particular source upon which each presenter relied. The instructor should then ask how those sources might have been influenced by their respective authors' life experiences, values, and social and historical context. It is important that each student participate in this discussion so that each historian might be considered. Finally, the instructor should direct the discussion toward an exploration of how the students' own ideas might be similarly influenced. The student should be able to view himself or herself in the role of historian, and to see himself or herself subjected to the same kinds of influences.

Criteria

Each participant must participate in the discussion. Either in discussion or in the prior presentation, each student must demonstrate awareness of the relationship between an interpretation, the interpretation's author, and the author's own historical context. Each participant also must demonstrate awareness of ways in which his or her own conclusions might be affected by sources, personal perspectives, and social environment.

Self-Assessment

In participating in the discussion and meeting the criteria there, the students will be participating in self-assessment.

Feedback

Formal feedback from the instructor is impracticable. Informal feedback in the form of responses, guiding questions, and the like should be included as a normal part of any directed discussion. In guiding the discussion, the instructor should be providing feedback and assisting students to meet the criteria by pointing dialogue toward an awareness of the factors which influence historical perspectives, and encouraging each student to consider how such factors may have been operating in his or her own effort.

***** Activity III: Written Essay**

Each student is now required to write a brief essay explaining what he or she now believes was inaccurate or inappropriate about his or her lecture, and showing how and why he or she would like to amend it. Implicit in such an exercise will be a critical judgment of the source on which the original lecture was based. Criteria for this paper should be provided to the student in advance.

Criteria

The follow-up paper must

1. address directly at least one thing about the original lecture which the student now considers inappropriate or inaccurate;
2. show why the student now considers it inappropriate or inaccurate;
3. show why the student originally considered it appropriate or accurate;
4. show how knowledge and understanding gained subsequent to the lecture brought about the conviction of inaccuracy and inappropriateness;
5. provide some indication, to the satisfaction of the professional judgment of the instructor, that the student understands
 - a. how an individual's experiences, values, and available evidence influence the history which that individual writes;
 - b. how forces and factors external to the individual writer may shape historical interpretation; and,
 - c. how changing contexts produce differences in interpretation.

Self-Assessment

The criteria will provide the standards against which the student can assess his or her paper. The entire exercise provides the student with an opportunity to assess his or her own learning and thinking process, as well as his or her original work.

Feedback

1. Instructor feedback to this portion of the module is optional. It would facilitate things for the instructor to see that each student has met the criteria, but the very act of doing it should provide the student with his or her own feedback.
2. The instructor should provide summary feedback at the end of the exercise, integrating the separate components and "closing the loop." Feedback might take the form of a response to the follow-up essay. General feedback might be presented orally to the entire class. Feedback specific to each individual's work may be presented in orally or in writing in group or individual consultation.

Materials and Time Required

1. This exercise requires considerable reading material, though the level of the class will determine just how much. Each person should have his or her own book, article, extract, packet, etc. Most of this can be obtained from the library, or be placed on reserve, or be duplicated and distributed.

2. The time required for this exercise depends largely upon the number of individuals scheduled to give in-class lectures. An additional class period should be provided for discussion and follow-up. Instructors should plan carefully their use of time, as both lectures and discussions tend to run past their allotted times if not carefully controlled.

3. The number of interpretations utilized will depend on constraints of time and class size, but it is important that the basic and most common understandings of slavery be included. The following works, or similar ones, or excerpts from them, are particularly recommended:

- a. A slave narrative, such as that by Frederick Douglas.
- b. Ulrich B. Phillips, American Negro Slavery
- c. Kenneth Stampp, The Peculiar Institution
- d. Stanley Elkins, Slavery
- e. John Blassingame, The Slave Community
- f. Robert William Fogel and Stanley Engermann, Time on the Cross: The Economics of American Negro Slavery
- g. Eugene Genovese, Roll Jordan Roll
- h. Herbert Gutman, Slavery and the Numbers Game

4. Background information on authors is available from a wide range of sources, including biographies and journal articles. The following are among the reference materials which should be available in most libraries, and which might be consulted:

- a. Dictionary of American Biography
- b. Dictionary of Literary Biography
- c. Twentieth Century Authors
- d. Who's Who
- e. Directory of American Scholars

Other Resources

If institutional resources permit, consider making materials available on electronic media. Consider also videotaping lectures and providing tapes to students as a form of feedback.

Hints/Comments

The exercise is adaptable to several levels of work. Students in advanced classes should read an entire book or article. Students in introductory classes should read articles or extracts, or summaries, or selections in anthologies or texts. (There are several very good published anthologies containing varied interpretations of slavery, which might suit some classes.) Students in advanced classes should do their own research into the lives of their authors, while students in introductory courses might be provided (individually, through library reserve, on electronic media) with a prepared packet of information. Instructors should feel free to adapt the exercise to their own class conditions and environments.

2. In a small class, each student should carry out this exercise somewhat as it is described above. In larger classes, it will be impossible and impracticable to permit every student to deliver a lecture, or to let every student study a separate work. In such cases, consider the following alternative system:

- a. Divide the class into groups.
- b. Have every group read the same selection of materials, but assign each separate group to study one particular work and author.
- c. Have each group meet in class and generate a group explanation for why their own author chose his or her particular interpretation of slavery.
- d. Hold a general class discussion on the topic of how changing contexts produce shifts in interpretation over time, and how yesterday's interpretations generate today's revisions.

3. It is particularly important that the loop be closed, and that students see the point of the entire exercise. A final review and discussion of the project, with student feedback encouraged, is strongly recommended.

4. This module, or any portion of it, may be graded at the instructor's discretion.

5. This exercise was designed and tested in a relatively small class. Students were given nearly half a semester to prepare, and were allowed 20 minutes each for their lectures. This meant that the lecture-and-discussion portion of the exercise stretched over several days. Instructors considering using this in larger classes may need to make modifications, particularly as to time limitations and length of lectures.

6. Instructors wishing to stress the "practice and develop skills in oral communication" purpose of this module should encourage, even require, that students deliver their lectures extemporaneously or from an outline rather than reading them. Reading lectures really does little to enhance these skills. Besides, other students in class tend to be more alert and involved when a lecture is truly "orally presented" rather than read.

7. Where local resources permit, instructors should encourage students to utilize audio-visual or other media aids in their lectures. If such resources are not generally made available to students, instructors should coordinate with local media centers to arrange for use, training, etc.

Appendix

On the next page is a guide sheet which was utilized for a small, upper-level course utilizing a specific syllabus and calendar. Instructors should modify it to suit their circumstances, or compose their own.

SAMPLE GUIDE SHEET

Your assignment is to write and present a lecture/review on a major work on American slavery. Your work must include not only a presentation on the work itself, but a survey of the life and work of the author as well. Here's what you must do:

- 1) Select a book to read. See me for approvals and/or suggestions.
- 2) Read the book.
- 3) Research the author of the book, discovering personal information on him or her. When did he or she live and write? How, where, and when was he or she educated? What other works did the author write? What have other historians said about this person, either in reviews or in articles about the author? With what other issues did the author concern himself or herself? What other relevant and interesting personal information do you find?
- 4) Write a lecture about the book and the author. Present the lecture to the class on a day to be assigned. Be prepared to respond to questions from me or from your classmates. Turn in to me a written copy of your lecture. You MAY present an extemporaneous version of your lecture to the class, so long as you cover the relevant major points and submit the formal written product to me as indicated.

I will consider the following factors in grading your work:

- 1) Does your lecture provide an adequate summary of the book, both as to content material and as to thesis or perspective, so that listeners might be considered reasonable familiar with the work after having heard it?
- 2) Does your lecture include your personal evaluation of the work? Do you make your own thesis clear, do you explain it so that listeners know what you're trying to prove, and do you provide adequate evidence for your contention?
- 3) Does your lecture integrate your treatment of the book with an analysis of the author's life and work?
- 4) Is your lecture, in written and in oral form, presented in proper style, form, grammar, spelling (for the written lecture), etc.?
- 5) Does your lecture include a judgment of your own about slavery? Is your judgment based on what you have learned in this exercise? Is that judgment clearly presented and well supported?

**A TAKE-HOME EXAMINATION AS ASSESSMENT: MEXICO
IN THE 20th CENTURY
EXERCISE/ASSESSMENT DEVICE 25**

Introduction

A systematic approach to assessment can be applied not only to innovative activities which engage the students in the learning process, but also to the more "traditional" forms of learning such as the take-home exam or the research paper. The problem with these so-called traditional approaches is that the criteria or expectations are far too often implied and are not specifically defined or even consistently observed by the instructor. As a result, students often do not fully understand their grade nor realize that organizational and composition skills matter in history courses. This exercise is designed to provide students with an opportunity to synthesize and analyze a myriad of course materials, to offer them specific criteria to guide their effort, and to assist in the development of their writing skills. Also, the specific exercise illustrates how one assessment can be part of a series of assessments performed in a larger course module.

Title

A Take-home Examination as Assessment: Mexico in the 20th Century

Purpose/Goals

The student should

1. understand factors leading to Mexico's acceptance of the North American Free Trade Agreement;
2. gain insight into the historical origins of current issues;
3. integrate all course materials (lectures, textbook, discussions, outside reading);
4. analyze, evaluate, interpret, and present evidence; and
5. improve writing skills.

Instruction

1. Written paper

Assessment

1. To fully understand this exercise, it must be understood that the take-home examination (in this instance a final exam) is just one assessment in a course module that deals with Mexico from 1940 to the present, the period of "Growth and Crisis." Other assessments in this module include a group research project and oral presentation and a quiz on the outside reading (Alan Riding, Distant Neighbors: A Portrait of the Mexicans)

2. To introduce the module as a whole, the instructor may inform the students of the following:

This section of the course deals with the changing fortunes of the Mexican Revolution in the mid- and late 20th century, a period including several decades of unprecedented economic growth (the so-called "Mexican Miracle") and several succeeding decades of economic crisis and mounting political tensions. The lectures are designed to provide a framework to understand the broad patterns of political and economic developments, and the group presentations are intended to show deteriorating social conditions in the late 20th century. The group assignment and take-home final examination are devised in large part to provide insight into the reasons why Mexico embraced the North American Free Trade Agreement.

3. The instructor should provide the students with handouts detailing the objectives and criteria for each assessment (i.e. group assignment and take-home exam).
4. On the next page is an abbreviated version of the handout for the take-home final examination:

ASSESSMENT: Take-home final exam for module "Growth and Crisis, 1940-1994"

OBJECTIVES:

1. Understand factors leading to Mexico's acceptance of the North American Free Trade Agreement;
2. Gain insight into the historical origins of current issues;
3. Integrate all course materials (lectures, textbook, discussions, outside reading);
4. Analyze, evaluate, interpret, and present evidence; and
5. Improve writing skills.

(Note to instructors: the more general goals of this exercise are related to overall course objectives as well)

TOPIC: This topic should enable you to relate much of 20th century Mexican history covered in this course to one theme:

Explain why Mexico reversed its historic policies concerning the United States and embraced the North American Free Trade Agreement, an accord that in many respects is antithetical to developments in Mexico over much of the last century.

CRITERIA:

1. The paper must be at least 5 but no more than 7 typed (double-spaced) pages, not including footnotes. Please remember to include your name at the top of the first page. Endnotes will follow the customary format (discussed earlier in course).

2. Your paper must demonstrate synthesis and analysis of all relevant information presented in this and previous modules (text, lectures, group presentations, and supplemental readings). Outside research is not required nor necessary.

3. Your grade will be based on the following:

75 percent

- a. good synthesis and analysis of information
- b. overall good understanding of the topic

25 percent

- a. good organization
- b. well-defined focus
- c. good introduction and conclusion
- d. effective arguments
- e. good use of examples
- f. clear and effective writing style
- g. proper endnote citation

4. Submission date: note deadline. Late papers will not be accepted. No exceptions.

SELF-ASSESSMENT:

Write a one-page statement on the following: how did the question on the take-home exam changed your prior views and conceptions of Mexico? Refer to your comments made at the beginning of the semester to facilitate your reflection of the question. Attach your response to your paper.

See Hints/Comments Nos. 2 and 3 for another form of self-assessment.

Criteria

See item 3 in above section.

Self-Assessment

At the beginning of the semester, students were asked to respond to a series of questions pertaining to their knowledge and understanding of Mexico. For the final, the instructor will ask the students to submit a one-page statement about how the question on the take-home changed their prior views and conceptions of Mexico.

Feedback

Feedback on a final paper or exam is rare since most students never pick up their work, but for take-home exams used earlier in the semester, the instructor should provide written comments that match the criteria specified on the handout. In addition, the instructor can use a portion of the class period when the exams are returned to review the objectives of the assignment and to discuss issues of subject matter and process.

Materials and Time Required

1. No special materials are required for this exercise.
2. The instructor should allocate a portion of one class to introduce the exercise and a portion of another to reinforce guidelines and answer questions. After mid-semester take-home exams are returned, the instructor should set aside time to review their positive and negative aspects.

Other resources

Hints/Comments

1. This exercise is not that different from any take-home exam, but it does encourage the instructor to be more explicit in his/her expectations and to offer more structured written and verbal feedback to the students.
2. Another form of self-assessment that can be used on take-home exams required earlier in the semester is to give the students an opportunity to re-write their papers after reviewing the paper and written comments with the instructor. Students should be advised that a re-written paper would not necessarily guarantee a higher grade, especially if they make only cosmetic changes and do not address the substantive problems. The grade for the revised paper could replace the original grade or could be combined with the first paper to provide an averaged grade. This form of self-assessment requires students to read and comprehend the instructor's comments, not just glance at the grade and say "bummer."
3. Experience in grading re-writes suggest that the instructor must be willing to make a commitment of additional time for both further grading and especially for the time allotted to review and discuss the students' papers during office hours.

THE COMPREHENSIVE ESSAY EXERCISE/ASSESSMENT DEVICE 26

Introduction

Students entering introductory history courses frequently have not yet acquired either specific writing skills or familiarity with the historical method. A major function of the introductory history course, indeed of any history course, is to assist the student in learning how to assimilate data, collate and interpret data, and present findings in a cogent, coherent manner. "The Comprehensive Essay" is one vehicle by which this may be accomplished. To illustrate this technique, an exercise using a Western Civilization theme follows.

Title

The Comprehensive Essay

Purpose

The objectives of this exercise are to assist learning by:

1. having the student read and analyze a substantial body of material pertaining to Western Civilization;
2. have the student demonstrate an understanding of the content of a Western Civilization history course as to its relevance to common issues and themes in each period and to today;
3. have the student demonstrate an understanding of the evolution of Western Civilization; and
4. have the student demonstrate an ability to think critically [defined most simply as analysis, problem solving, and communication].

Instruction

a writing exercise

Assessment

1. On the syllabus for the course, the student is assigned a general, yet encompassing question, the answer to which he/she must write outside class in essay form [see Hints/Comments for sample syllabus format for Western Civilization, Parts I and II].
2. The essay questions are designed to force the student to look for relevance and connections. For examples of questions used in Western Civilization, Parts I and II, see the Appendix.
3. The essay can be a semester long project, divided into several parts or it can be a block of time project [see Appendix for samples of each type].
4. The work should be turned in incrementally so as to maximize feedback for the students.
5. Assigned papers should be previewed by the instructor [see Hints].

6. The student is to submit "The Comprehensive Essay" guideline sheet with the completed work and the work is graded according to the stated criteria [See Appendix for sample criteria sheet]

7. Following the return of the corrected work, the instructor and student meet to assess the completed product and to review elements of the criteria that the student needs to improve his/her facility.

8. Potentially, depending upon the number of segments utilized for the exercise, a student could receive three preview and three post work feedback sessions. The student would benefit from constant reinforcement to the objectives of the exercise: learning how to assimilate data, collate and interpret data, and present findings in a cogent, coherent manner.

Criteria

1. The student must demonstrate an awareness of the historical background and its interaction with their topic.
2. The student must use appropriate illustrations, with citations, from the text and/or elsewhere.
3. the student must answer the specific question(s) required.
4. the student must make connections between the text, classroom experiences, and his/her own knowledge & experiences.
5. the student's paper must be written using good grammatical style, with correct spelling, punctuation, syntax, etc.; and
6. the student's style of writing must flow smoothly and logically from introduction to conclusion. [writing skills]

Self-Assessment

This exercise does not have a specific student self-assessment component, although this could be done during the preview portion of the exercise. The student and instructor could discuss the exercise with the student being required to critique his/her work.

Feedback

1. The Preview provides pre-grading feedback. Oral and written feedback are provided by the instructor.
2. Each segment of the Comprehensive Essay is assessed via the assessment sheet which is to be attached by the student to the completed work. The instructor writes specific recommendations on the assessment sheet as well as on the paper. This is then discussed in special instructor/student sessions.

Materials and Time Required

1. No special materials are required, other than the text and supplementary readings. For Western Civilization, Part II, newspapers and weekly periodicals would be required.
2. The exercise could cover the entire semester or any portion thereof.

Other Resources

Almost any other work could be incorporated into the exercise.

Hints

1. In the syllabus, the following instructions might be used:

a. "The Comprehensive Essay" constitutes a percentage of the student's final grade. The student will be graded according to the criteria listed below and which are listed in the guideline sheet included in the course syllabus [see Appendix]. The student is to type [double-spaced] a 5-7 page segment [computer generated is best], utilizing stylistically & grammatically acceptable form. The student's answer must demonstrate critical thinking and an awareness of connections. The essay must not become a historical summary; it must be a demonstration of the student's understanding of the material as well as of the student's ability to communicate that awareness. Connections made between the text, classroom experiences, and the student's own knowledge & experiences must be used to demonstrate effective usage of these criteria.

b. The student is to identify [who, what, where, when] each item/event/person/place that is listed/used [e.g. Greek political contribution: democracy (Athens, @500BC) and the concept of the citizen's responsibility in everyday governmental affairs or the Frankfurt Assembly, Revolutions of 1848, grossdeutsch/kleindeutsch debate].

c. Over the course of the semester the student should follow various themes and develop them as part of a consistent entity [e.g. the theme of government and law should be described by the student beginning with its evolution from Hammurabi and the Torah to constitutional monarchy/absolutism and its impact (from orderly society to political justice) on western civilization or volkish thought from the origins in Napoleonic occupied German states to German unification to Naziism/Holocaust].

d. Assigned papers should be previewed by the instructor, if requested by the student. This will assist the student in knowing if he/she is (not) heading in the right direction. A preview should be a cursory overview if demand is heavy and more detailed if demand is light. Referral to a writing center should be suggested, if needed. Rough drafts for preview must be turned in at least ten days in advance (preferably earlier); no preview will be done if requested after the cut-off date. No rewrites should be permitted after a grade is assigned.

2. It is unfortunate that most students have little or no knowledge of historical relationships of developments within and across cultures. It is also unfortunate that few students understand concepts such as critical thinking, point of view/perspective, relevance to self and others, trends, historical context, and historical antecedents /present developments in the Western world. It is critical for the instructor to remember that the body of knowledge stored within the student is far inferior to that knowledge stored within the instructor and that connections do not come easily to those for whom connections do not exist. The instructor must remember to provide feedback in manageable increments and to demand that the student demonstrate facility in that area on the next installment.

Appendix

On the following pages appear guideline sheets used in Comprehensive Essays in Western Civilization I & II. Also appended are some definitions given to students in Western Civilization II.

NAME _____ CLASS _____ GRADE _____
COMPREHENSIVE ESSAY:

For this class you are to write out an answer for one stage of Western Civ. Refer to page 8 for suggestions for maximizing your point total.

The Classical Period

1. General Definition of Western Civilization - 15 points
2. Classical Stages and Contributions from each Stage - 50 points
 - a) Ancient Fluvial (15)
 - b) Greek (15) [Hellenic (8) & Hellenistic (7)]
 - c) Roman (15)
 - d) Christian (5)
3. Specific Contributions: Government and Law - 25 points
4. Significance of the Medieval Age [Summation] - 10 points

Total _____ (100 points maximum)

The Medieval Period

1. East [Byzantine & Moslem] - 15 points each (identify and discuss)
 - a) Byzantine: protection, preservation, civilizing, religion
 - b) Moslem: religion, Empire, civilization
2. European [fusion of Classical, German, & Christian] - 35 points
 - a) political [see below] (5)
 - b) economic (6)
 - c) social (6)
 - d) intellectual (6)
 - e) religion (6)
 - f) synthesis (6)
3. Specific Contributions: Government and Law - 25 points
4. Significance of the Medieval Age [Summation] - 10 points

Total _____ (100 points maximum)

The Early Modern Period

1. Early Modern Intellectual/Economic/Social Contributions - 35 points
 - a) Renaissance (10)
 - b) Scientific Revolution (5)
 - c) Age of Exploration (10)
 - d) Reformation (10)
2. Political - 30 points
 - a) Dynastic, Territorial States (10)
 - b) Con-Mon (10)
 - c) Absolutism (10)
3. Specific Contributions: Government, Law & State-building - 25 pts
4. Significance of the Early Modern Age [Summation] - 10 points

Total _____ (100 points maximum)

Essay Requirements:

1. Each 5-7 page segment is to be typed [computer generated is best], double-spaced, and written in stylistically & grammatically acceptable form.

2. Your answers must demonstrate critical thinking and an awareness of the contributions that mark each stage of western civilization. The essay is not a historical summary; it is a demonstration of your understanding of the material as well as of your ability to communicate that awareness through the connections you make between the book, your text/SGWB/classroom experiences, and your own knowledge & experiences.

3. You are to identify [who, what, where, when] each contribution that you list [e.g. Greek political contribution: democracy (Athens, @500BC) and the concept of the citizen's responsibility in everyday governmental affairs]. Regarding the primary theme, that of government and law, you are to describe its evolution [from Hammurabi and the Torah to ConMon] and its impact [from orderly society to political justice] on western civilization.

4. You must cite any references to specific material from any book which you utilize (direct quotes or for ideas. Quotations are required. Attach a bibliography of works cited.

Objectives: By completion of the project, the student will have:

1. read and analyzed a substantial body of material pertaining to Western Civilization;
2. demonstrated an understanding of the content of AHST A101, as well as its relevance to common issues and themes in each period and to today;
3. demonstrated an understanding of the evolution of civilization; and
4. demonstrated an ability to think critically [defined most simply as analysis, problem solving, and communication].

Skill Criteria: The following is a list of the skills to be evaluated as well as an explanation of what you should be learning. Your grade will depend meeting these criteria:

1. student's paper illustrated an awareness of the historical circumstances resulting in the contributions of the period. [critical/analytical thinking]
2. student's paper used appropriate illustrations, with citations, from the text and/or elsewhere. [connections, critical thinking, communication]
3. student addressed the issue of the significance of writing and demonstrated an understanding of how and why writing and communication was critical in the evolution of western civilization. [critical/ analytical thinking]
4. student made connections between the book, the text/SGWB/classroom experiences, and his/her own knowledge & experiences. [analysis/ critical thinking; relation of past and present/causality/analysis; relevance of the material].
5. student's paper is written using good grammatical style, with correct spelling, punctuation, syntax, et etc. [writing skills]
6. student's train of thought flowed smoothly and logically from introduction to conclusion. [writing skills]

DEFINITIONS

A. Nationalism is the spirit of belonging together, or corporate will, that seeks to preserve the identity of the group by institutionalizing it in the form of a Nation-State. Nationalism can be intensified by common racial, linguistic, historical, and religious ties. It is usually associated with a particular territory. The concept may also be thought of as a function of the ability of a particular group to communicate among themselves more effectively than with outsiders. However the phenomenon of nationalism may be explained, its essential characteristic is an active sense of the uniqueness of the group vis-a-vis the rest of the world. Nationalism developed first in western Europe through the consolidation of individual feudal units into kingdoms. It was not until the American Revolution and later the French Revolution and the wars of Napoleon that nationalism came to be identified with the common man. Over the course of the 19th and 20th centuries nationalism came to be the most dynamic, yet dangerous force in international relations. As a mass emotion it is the most powerful political force operative in the world. Nationalism makes the State the ultimate focus of the individual's loyalty. This loyalty is exercised and kept alive by the manipulation of a variety of symbols - national heroes, national uniforms, national pledges of allegiance, and national holidays (holy days). As a mass social phenomenon, nationalism can promote solidarity and a sense of belonging. It can also engender hostility, divisiveness, tension, and war between rival nationalist groups or states. Nationalism has come to be the single most important cause of war in the 19th & 20th Centuries. Examples would include every group in those centuries.

B. Self Determination is the belief that a nation of people has the right to determine its own destiny. This destiny can occur only when the nation is embodied in a State. Therefore, a nation-state is the ultimate goal of a group of nationalists.

C. Imperialism is influence exerted by one people over the polity, economy, and/or society of another people which compels the subordinate people to accept changes and engage in activities which they themselves might not have chosen without coercion from the dominant group. The idea of imperialism is as old as the human race, but the applications of those ideas in the 16th through the 20th centuries have revolutionized the world. Imperialism became national policy in practically every major county of the world. Imperialism is spurred on by nationalism and is reinforced by national military needs. Examples of imperialism would include any overt (military attack) or covert (secret operation such as the overthrow of Allende in Chile in the early 1970s) action by one group against another group. Successful imperialistic ventures result in formal annexation (the Americas by Europeans) or informal control (much of India). Unsuccessful imperialistic ventures result in international repercussions (American Revolution or Suez) and/or political repercussions (world wars of 17th Century to the Gulf War).

HISTORY

A CONSPIRACY TO ENSLAVE US EXERCISE/ASSESSMENT DEVICE 27

Introduction

Newspapers, books, whisperings, and especially television and movies frequently present history in terms of conspiracy. The Russian Revolution, the bombing of Pearl Harbor, the assassination of President Kennedy, and many, many more historical events are often explained as the result of the machinations of huge and secret conspiracies dedicated to some hidden agenda. Often, the events are not only shown as the result of a conspiracy, they are offered as proofs of that same cabal. Because the historical facts behind such arguments are themselves seldom in doubt, such arguments often carry conviction, particularly to those whose knowledge of history is somewhat superficial.

The following exercise permits students to explore historical conspiracy theories by letting them construct one themselves or witness one under construction. In the process, it should, by implication or by direct indication, suggest alternative ways of looking at contemporary conspiracy theories.

The exercise also seeks to explore a very troubling question in American History: how could so many people get so worked up over an issue like slavery that they let themselves be led into civil war? Since only a minority of Southern white individuals were themselves slaveholders, and since most Northern whites never came into any direct contact with slavery at all, how could slavery have been even remotely a genuine factor in the coming of the Civil War?

Finally, this exercise, in its present form, relies entirely on an ordinary textbook. No additional outside reading or research is required. The intent is not to supplement a textbook, but to show students that such a device is useful for more than simply transmitting information to be memorized.

Title

A Conspiracy to Enslave Us!

Purpose/Goals

In completing this assignment, the student will

1. gain familiarity with the antebellum controversy over slavery, its expansion, and its abolition;
2. learn some specific events and developments which helped precipitate the United States toward Civil War;
3. learn how reasonable evidence can be utilized to construct "conspiracy theories," and therefore to recognize such constructions in other contexts;
4. recognize the way many people in antebellum America felt threatened by the implications of the slavery issue, and therefore why the issue had such emotional impact among people not directly involved in it;
5. enhance his or her ability to discuss the origins of the American Civil War;
6. exercise skills in critical and creative reading of a history textbook; and,
7. exercise skills in group dynamics and (for selected students) oral presentation.

Instruction

Construct a persuasive oral argument from historical material.

Assessment

1. Students are assigned to read material about the sectional crisis in America. An ordinary college textbook is preferred for this exercise.
2. Students are divided into three groups:
 - a. One group is instructed to prepare a speech proving through historical evidence that a "Slave-Power Conspiracy" is attempting to take over the United States and abolish the liberties of its people by spreading slavery into every corner of it. Students in this group should be given a guide sheet explaining the assignment in detail and providing criteria for assessment. [A sample guide sheet is attached in the appendix to this module.]
 - b. One group is instructed to prepare a speech proving through historical evidence that a "Republican/Abolitionist Conspiracy" is attempting to take over the United States and abolish the liberties of its people by ending slavery, thereby destroying the only force capable of thwarting its schemes. Students in this group should be given a guide sheet explaining the assignment in detail and providing criteria for assessment. [A sample guide sheet is attached in the appendix to this module.]
 - c. The third group is instructed to prepare a speech proving that historical evidence does not support either conspiracy theory. Students in this group should be given a guide sheet explaining the assignment in detail and providing criteria for assessment. [A sample guide sheet is attached in the appendix to this module.]
3. Each group prepares its speech in accordance with criteria in its respective guide sheet.
4. One student from each group is selected to deliver the speech. A question-and-answer period is allowed after the speeches.
5. An end-of-exercise discussion is held.

Criteria

Speeches must be constructed and delivered in accordance with the criteria in each respective guide sheet. Questions and responses to questions must be appropriate to the way evidence was used in the original speech. The more plausible a side can make its case appear, the more credit it should be given.

Self Assessment

In constructing their group's argument, students will be assessing their own knowledge and understanding of the material under study. In anticipating questions, preparing responses, and responding to unanticipated questions, students will be forced to evaluate their own conclusions. If the instructor chooses to utilize the "Self- and Peer Assessment Form" included in the Appendix, or a variation of it, the student will be assessing his or her own performance, as well as that of

peers, in completing the form. [See "Hints and Comments" # 10.]

Feedback

Feedback may be provided in writing to each participant, orally to the entire class or group as part of an end-of-exercise discussion, or both. If it is desired that grades be assigned, each student could be required to bring to class a prepared rough draft of the argument and turn it in for the grade and for individual feedback based on the criteria in the appropriate guide sheet.

Materials and Time Required

1. This class requires no special materials or resources. Its intent is that students rely upon an ordinary textbook, and learn how to use it more creatively.
2. The size of the class or discussion section will influence the amount of time necessary to the completion of this exercise. Speeches need take no longer than ten minutes each. At least as long, or nearly, should be allowed for question-and-answer. The end-of-exercise discussion should take around thirty minutes, again depending on the size and nature of the class.

Other Resources

None required.

Hints and Comments

1. If the instructor is not using an ordinary textbook, it will be necessary to provide something analogous. It is important that the reading not lend itself too strongly to any one side in the argument.
2. It is anticipated that the specific historical events which will be cited as evidence will be determined by what is in the textbook utilized. If some important things are missing, the instructor may wish to make mention of them in lecture or some other context before this exercise. A multitude of events might be used here. A suggested list is included in the appendix.
3. Since only three students will be delivering speeches, it is inadvisable to grade them, unless the course is structured so that every student will present at least one similar activity by the end of the term.
4. During the question-and-answer period, questions should be asked and responses should be given by students other than those making the speeches. The instructor may control the question-and-answer process, or may establish in advance ground rules which facilitate this.
5. The end-of-exercise discussion should include questions like the following:
 - a. What made arguments like the two conspiracy theories believable in the antebellum period?
 - b. What historically-based conspiracy theories have been popular in recent times? What analogies do you see between or among them and the two we studied? Why do some people find such theories believable?

c. How could slavery have been so important as to cause a war, even though relatively few Americans owned slaves or were active abolitionists? (If another grade-able item is desired, this question could be asked as the topic of an essay which each student would have to write after the exercise.)

d. How did the issue of slavery per se differ from the issue of the expansion of slavery?

6. The guide sheets offered in the appendix essentially make the argument for the conspiracy theories. This is because the point of this exercise, as it is designed, is not to force the students to invent conspiracy theories, but to teach them how history can be used in support of such theories. Instructors who wish to give this exercise a different focus may wish to make their guidance less explicit, and expect students to construct more of the details and explanations behind these theories themselves. This might be particularly useful if the exercise is used in an upper-level class.

7. Instructors who wish to use this exercise in a bit more depth may choose to require their groups not only to prove the existence of the respective conspiracies, but to recommend legislation or other action which would thwart them. In such case, the argument should show just how the recommended amelioration would work to accomplish that objective. This would have the advantage of helping students understand how and why certain policies, perhaps appearing a little strange in hindsight, were, in all seriousness, offered as remedies to the crisis which beset the nation in 1860.

8. The date 1860 is chosen arbitrarily, and no specific time within that year is meant to be implied, other than that the exercise should take place before the secession of South Carolina in December of that year. Most of the major events treated by ordinary textbooks, except the Presidential campaign and election, had occurred before 1860, but instructors who wish to include that development should feel free to set the date more specifically as would suit their purposes.

9. The guide sheets do NOT tell the students that one of the objectives of the exercise is to explore how reasonable evidence can be utilized to construct "conspiracy theories," and therefore to recognize such constructions in other contexts. This will be brought out when in the third group's presentation and in the end-of-exercise discussion. For balance, this information is not even included in the guide sheet for the third group. Instructors whose intention is somewhat different should feel free to modify accordingly.

10. Grading and grading standards should be at the option of the instructor. At the end of the exercise, instructors may ask or require students to assess their own overall performance and/or that of their peers, either through writing a brief essay or through completing a form like the "Self- and Peer Assessment Form" (or a variation thereof) included in the appendix to this module.

11. This exercise is adaptable to other classes and topics. Instructors might adapt it, with suitable modifications, to explore the "International Jewish Conspiracy," the "Communist Conspiracy" (of multiple varieties), the "White Conspiracy Against Black Males," the "Trilateral Commission Conspiracy," the conspiracy theories associated with American Populism, and so forth.

Appendix

1. Items to be considered

It is expected that textbooks will differ about what events they include and what relative importance they give them. It is also expected that different instructors will give different weights to different items. Still, there are some events which should be included, one way or another, in ANY discussion of conspiracy theories. Reactions to the events in each section are as important as the events themselves. Among these are some of the following:

The Raid on Harpers Ferry

The Ostend Manifesto

The "Gag Rule"

The Mexican War

The Treaty of Guadalupe Hidalgo

William Lloyd Garrison

The Kansas-Nebraska Act

"Bleeding Kansas"

The Republican Party

The Abolitionist Movement and its Arguments

Various Versions of the "Pro-Slavery Argument"

The Dred Scott Case

William Walker

The Compromise of 1850

The Annexation of Texas

D. Walker's "Appeal"

The Lecompton Constitution

The Buchanan-Pakenham Treaty

Antebellum Secession Movements

2. See following pages for sample guide sheets used in previous classes.

Guide Sheet for Students in the Group Proving a "Slave Power Conspiracy"

I. OBJECTIVES

This exercise is designed to help you learn more about the events of the antebellum period which contributed to the sectional crisis. It's also designed to help you understand how and why the question of slavery, its expansion, and its abolition seemed so threatening, even to people who themselves had little or nothing to do with it.

II. REQUIREMENTS

A. Read the assigned material in your textbook and lecture notes.

B. As a group, construct an argument proving through historical evidence that a "Slave-Power Conspiracy" is attempting to take over the United States and abolish the liberties of its people by spreading slavery into every corner of it.

1. The "Slave-Power Conspiracy" refers both to a secret plan and to the people who are part of it.

a. The people are slaveholders, the Southern non-slaveholding whites whom they control, the Democratic Party (under the control of its powerful slaveholding minority), Northern business interests who depend upon Southern cotton, and other Northern sympathizers.

b. The plan goes like this:

1) Make slavery legal in every part of the United States and its territories.

2) Spread slavery throughout the United States and its territories.

3) Impose a slave-based economy on the entire United States and its territories, so that free white labor will be unable to compete, and will be reduced to the level of serf or peon.

4) Use the resulting economic power to seize political power in every state and territory.

5) Use political control of every state and territory to elect representatives of the "Slave Power" to national office, thereby taking control of it.

6) Use national political power to advance the interests of the "Slave Power" and reduce the ordinary American to a status close to that of slave, destroying democracy and installing the members of the "Slave Power" as a new American aristocracy.

7) Use control of American foreign policy to grab new territories, spread slavery within them, and continue the rest of the plan indefinitely.

2. Your argument must prove that such a conspiracy exists, both as to the people and as to the plan. Specific historical events from the period before 1860 must provide your evidence. Your argument must show not only that these events prove the case, but exactly HOW these events and their effects advance the cause of the "Slave Power" and prove the existence of the conspiracy.

C. If you are the one member of the group selected to do so, deliver the argument in the form of a public speech to an 1860 audience.

D. As a member of the group other than the speaker, prepare and ask questions of other groups, seeking not only to elaborate their argument, but to discredit it and advance your own.

- E. As a member of the group other than the speaker, answer questions from other groups in such a way as to discredit their arguments, advance your own, and defuse the hostile intent and effects of their questions.
- F. Participate in the follow-up discussions.

III. CRITERIA

- A. Your argument must be consistent with the requirements above.
- B. Your argument must cite at least five specific events in antebellum history and show how they demonstrate the existence and workings of the conspiracy. These events and their effects must be accurately described. There is no limit to the number of items you may cite; indeed, the more facts you can bring to the support of your case the stronger your argument is likely to be; but your speech must fit within the time limit.
- C. Your speech must present the argument in coherent, organized, and persuasive fashion.
- D. Your speech must last no longer than ten minutes.
- E. Your questions must be relevant to the issue; must be aimed at pointing out inconsistencies, contradictions, or other weaknesses in a contrary argument.
- F. Your answers to questions from another group must answer that question, and must address not only the question itself but its implications in such a way as to protect your own position.
- G. As an individual you must participate in the follow-up discussion, and must show that you are familiar with relevant current events.
- H. In all phases of the exercise, you must show your familiarity with the history of the antebellum period.

Please see me if you have any questions about any of this.

Guide Sheet for Students in the Group
Proving a "Republican/Abolitionist Conspiracy"

I. OBJECTIVES

This exercise is designed to help you learn more about the events of the antebellum period which contributed to the sectional crisis. It's also designed to help you understand how and why the question of slavery, its expansion, and its abolition seemed so threatening, even to people who themselves had little or nothing to do with it.

II. REQUIREMENTS

A. Read the assigned material in your textbook and lecture notes.

B. As a group, construct an argument proving through historical evidence that a "Republican/Abolitionist Conspiracy" is attempting to take over the United States and abolish the liberties of its people by ending slavery, thereby destroying the only force capable of thwarting its schemes.

1. The "Republican/Abolitionist Conspiracy" refers both to a secret plan and to the people who are part of it.

a. The people are abolitionists, the "closet abolitionists" who call themselves "Republicans," Northern business interests who benefit from elevating commerce and industry over agriculture, and other Northern sympathizers.

b. The plan goes like this:

1) Outlaw slavery in the territories, thereby inhibiting the natural growth of the single most prosperous element of the American economy (plantation agriculture), denying opportunity for individual enrichment in the territories to citizens of slave states, and achieving the abolition of slavery by gradually choking it to death. ("Republicans" may masquerade as something other than abolitionists, but since their ultimate objectives are the same, there is no real difference between them.)

2) Prevent the continuation of the natural expansion of the United States, lest the area in which slavery is used should grow, and increased opportunity for the ordinary person to have his own piece of land should result.

3) Having confined slavery to a small portion of the United States, raise non-slave territories to statehood, insuring that the Congressional and Electoral votes of these new states will be consistently in favor of abolition. Eventually, this will give anti-slavery forces so great a majority that legal abolition, even amendment of the Constitution to abolish slavery, will become irresistible.

4) If possible, abolish slavery everywhere in the United States by law.

5) In any case, encourage slave rebellion, with the accompanying mass murder of Southern white people along with general destruction and chaos in the South.

6) Destroy the economy and the way of life of the South through the destruction of slavery and the accompanying murder and chaos.

7) Destroy the opportunity of ordinary, non-slaveholding white Southerners to improve their lot in life by abolishing slavery, thus reducing white labor to the status of black labor, and poor white people to the status of poor black people. Prohibit the ordinary white from one day earning enough to buy his own land and slaves, denying him the right to earn his way to prominence in the only way an agricultural society offers.

8) Having wrecked its strongest element, the Southern plantation owners and poorer white people, reduce the Democratic Party to insignificance, leaving the Republican Party in undisputed control of America.

9) Having gained control of the nation, impose a set of laws and regulations favoring big business at the expense of agriculture and of the ordinary citizen. Restrict the traditional way by which ordinary Americans have improved themselves (getting their own piece of land and rising by successfully farming it) by passing legislation unfavorable to the accumulation of wealth through agriculture. Enrich the business class which bankrolls the Republican Party by "special interest" legislation.

10) Having gained control not only of America's political system but its economic system as well, reduce ALL labor to the status of peon, slave or serf; install the big businessmen as a new American aristocracy; and effectively destroy democracy and equal opportunity.

2. Your argument must prove that such a conspiracy exists, both as to the people and as to the plan. Specific historical events from the period before 1860 must provide your evidence. Your argument must show not only that these events prove the case, but exactly HOW these events and their effects advance the cause of the "Republicans/Abolitionists" and prove the existence of the conspiracy.

C. If you are the one member of the group selected to do so, deliver the argument in the form of a public speech to an 1860 audience.

D. As a member of the group other than the speaker, prepare and ask questions of other groups, seeking not only to elaborate their argument, but to discredit it and advance your own.

E. As a member of the group other than the speaker, answer questions from other groups in such a way as to discredit their arguments, advance your own, and defuse the hostile intent and effects of their questions.

F. Participate in the follow-up discussions.

III. CRITERIA

A. Your argument must be consistent with the requirements above.

B. Your argument must cite at least five specific events in antebellum history and show how they demonstrate the existence and workings of the conspiracy. These events and their effects must be accurately described. There is no limit to the number of items you may cite; indeed, the more facts you can bring to the support of your case the stronger your argument is likely to be; but your speech must fit within the time limit.

C. Your speech must present the argument in coherent, organized, and persuasive fashion.

D. Your questions must be relevant to the issue; must be aimed at pointing out inconsistencies, contradictions, or other weaknesses in a contrary argument.

E. Your answers to questions from another group must answer that question, and must address not only the question itself but its implications in such a way as to protect your own position.

F. As an individual you must participate in the follow-up discussion, and must show that you are familiar with relevant current events.

G. In all phases of the exercise, you must show your familiarity with the history of the antebellum period.

Please see me if you have any questions about any of this.

Guide Sheet for Students in the Group
Proving that Historical Evidence Supports
Neither Conspiracy Theory

I. OBJECTIVES

This exercise is designed to help you learn more about the events of the antebellum period which contributed to the sectional crisis. It's also designed to help you understand how and why the question of slavery, its expansion, and its abolition seemed so threatening, even to people who themselves had little or nothing to do with it.

II. REQUIREMENTS

- A. Read the assigned material in your textbook and lecture notes.
- B. Recognize that the other two groups will be trying to use this historical evidence to prove the existence of certain conspiracies against democracy and the liberties of American citizens.
 - 1. One group will be constructing an argument proving through historical evidence that a "Republican/Abolitionist Conspiracy" is attempting to take over the United States and abolish the liberties of its people by ending slavery, thereby destroying the only force capable of thwarting its schemes.
 - 2. The other group will be constructing an argument proving through historical evidence that a "Slave-Power Conspiracy" is attempting to take over the United States and abolish the liberties of its people by spreading slavery into every corner of it.
- C. Construct an argument that the historical evidence supports neither conspiracy theory.
 - 1. It will probably be necessary to anticipate, at least to some degree, the arguments which probably will be made by the other two groups, and to prepare some counter-arguments.
 - 2. Your own argument must explain the developments of the antebellum period in a way that lends no support to a conspiracy theory. In fact, if in the process you can make conspiracy theories look foolish, so much the better.
 - 3. Your argument must prove that neither conspiracy exists. Specific historical events from the period before 1860 must provide your evidence.
- D. If you are the one member of the group selected to do so, deliver the argument in the form of a public speech to an 1860 audience.
- E. As a member of the group other than the speaker, prepare and ask questions of other groups, seeking not only to elaborate their argument, but to discredit it and advance your own. Because you are seeking to disprove rather than to prove, your questions may be even more important to the success of your argument than the speech.
- F. As a member of the group other than the speaker, answer questions from other groups in such a way as to discredit their arguments, advance your own, and defuse the hostile intent and effects of their questions. Because you are seeking to disprove rather than to prove, your responses may be even more important to the success of your argument than either the speech or the questions. Be prepared for questions like "If there's no conspiracy, how do you explain....?"
- G. Participate in the follow-up discussions.

III. CRITERIA

- A. Your argument must be consistent with the requirements above.
- B. Your argument must cite at least five specific events in antebellum history and show how they demonstrate neither the existence nor the workings of a conspiracy. These events, their causes, and their effects must be accurately described. There is no limit to the number of items you may cite; indeed, the more facts you can bring to the support of your case the stronger your argument is likely to be; but your speech must fit within the time limit.
- C. Your speech must present the argument in coherent, organized, and persuasive fashion.
- D. Your questions must be relevant to the issue; must be aimed at pointing out inconsistencies, contradictions, or other weaknesses in a contrary argument.
- E. Your answers to questions from another group must answer that question, and must address not only the question itself but its implications in such a way as to protect your own position.
- F. As an individual you must participate in the follow-up discussion, and must show that you are familiar with relevant current events.
- G. In all phases of the exercise, you must show your familiarity with the history of the antebellum period.

Please see me if you have any questions about any of this.

THE CONSTITUTIONAL CONVENTION OF 1787 EXERCISE/ASSESSMENT DEVICE 28

Introduction

The purpose of this exercise is to help students understand the drafting and ratification of the U.S. Constitution. Use of both primary and secondary sources enhances their ability to understand the nature and analyze the contents of various documents, while the role-playing portion of the exercise promotes historical empathy. Understanding the interplay of members in the Convention also provides insight into the dynamics of successful meetings.

Title

The Constitutional Convention of 1787

Purpose/Goals

This activity is intended to

1. enhance students' ability to understand and evaluate primary and secondary historical sources;
2. increase their knowledge of the Convention of 1787 and the issues involved in drafting the U.S. Constitution;
3. stimulate their historical imaginations;
4. polish their skills in oral and written communication; and
5. enlarge their understanding of group dynamics;

Instruction

A role-playing reenactment of the Constitutional Convention of 1787 and/or some of the state conventions that ratified the U.S. Constitution.

Assessment

1. Each student should choose a prominent individual who played an active role in the Constitutional Convention (e.g., Alexander Hamilton, James Madison, Gouverneur Morris, Charles Pinckney, Charles Cotesworth Pinckney, John Rutledge, Roger Sherman, James Wilson) to study and impersonate .

2. The student should then examine the Records of the Federal Convention of 1787 edited by Max Farrand, with a supplementary volume by James Hutson, carefully noting the positions advocated and the roles played by this individual. Or, alternatively, the student can do the same thing with a key member of the ratifying convention in one state; in the latter case, the most convenient and complete source to use at this time is Jonathan Elliot, ed., The Debates in the Several State Conventions on the Adoption of the Federal Constitution (Phila.: J.B. Lippincott & Co., 1859)

3. Next, students should read biographical information about their chosen figures and familiarize themselves with the basic literature about their states during the 1780s.

4. Each student then writes a ten to fifteen-page typewritten paper, complete with footnotes, based to the maximum extent possible on the primary documents. The paper should describe and analyze the work of the chosen figure during the Convention.

5. Finally, each student plays the role of his or her chosen figure in a mock convention(s) to be held during the succeeding class(es).

Criteria

1. Knowledge of the economic interests and political concerns of the various states and sections during the 1780s as well as the particular part played by the selected figure.

2. Ability, in the oral presentation, to empathize with and present the case of the figure knowledgeably and imaginatively. 3. The student's ability in the written paper to step back, look at the figure more objectively, and develop a coherent, logically argued, persuasive explanation of his conduct during the Convention.

4. The student's understanding of the factors that contributed to the success of the meeting at Philadelphia.

Self-Assessment.

After the role-playing portions of the exercise have been completed, students can be asked for a short (two to three-page) assessment of the mock convention. Each student's assessment should include an evaluation of his or her own performance, the performance of the other members of the class, and the dynamics of the meeting. Was it as successful as the real convention? If not, why not? In evaluating their own and the performance of others, students should look for command of the materials, not acting ability.

Materials and Time Required

Records of the Philadelphia Convention and perhaps some of the state ratifying conventions constitute the basic documents for this exercise. In addition to Farrand's monumental compilation of the records of the Constitutional Convention, there are various editions of James Madison's notes--some of which have been published in paperback form. John Kaminski and others are also editing the most important documents concerning ratification in each of the states (U. of Wisc. Press, 1976-), while Bernard Bailyn has recently published a convenient collection of materials, The Debate on the Constitution (1993).

Done properly, this activity consumes considerable time, both in and out of class. Students will probably need a minimum of three weeks to read and research their papers. Conducting the convention will take one to two class periods. Assessment of the performances and the dynamics of the meeting will then consume another class period. Hurrying this exercise will botch it; success depends in part in giving it sufficient time for the students to work through each step without feeling excessively rushed.

Feedback

Students, as well as the instructor, can provide feedback on both the oral and written portions of the exercise --provided copies of the papers are circulated among students after each has completed his/her own work. These papers should be evaluated in the light of the established criteria.

Other Resources.

During the celebration of the Bicentennial of the Constitution, the New York Bar Association sponsored production of an excellent film reenacting ratification of the Constitution by New York. Students find it entertaining and informative.

Hints/Comments.

1. Without careful monitoring and reminders, students will rely on secondary sources rather than the primary documents to develop their presentations. Though useful in its own right, this approach vitiates some of the more valuable aspects of this exercise.
2. Students should be reminded that one secret to an effective performance on their part will be to know the historical characters and their backgrounds thoroughly enough to be able to ad-lib plausibly.
3. The instructor may chose to act as Washington (or the presiding officer in any state convention) and attempt to keep the convention(s) moving along on a telescoped schedule covering the most important issues, roughly in the order in which they were discussed in the actual conventions.
4. Students will find the "convention" confusing unless the instructor keeps a tight rein on digressions. One useful (if anachronistic) device is to distribute an agenda listing the issues in the order in which they are to be discussed.
5. Students frequently do a better job in the oral portions of this activity if they are required to be familiar with, and follow, the procedural rules adopted by the Convention at Philadelphia. (These are readily available in Farrand's Records.) Period costumes, or at least relatively dressy attire, also help to promote an appropriate atmosphere.
6. After the exercise has been completed, instructors may find it useful to engage the students in a general discussion of the differences between primary and secondary sources. Having just struggled to integrate information from both, students are generally receptive to this discussion.
7. This exercise can be readily adapted to other meetings and other courses--e.g., The Frankfort Parliament of 1848, the Versailles Peace Conference of 1918, etc.

EXAMINING THE ARTS FOR EVIDENCE OF REVOLUTIONARY CHANGE EXERCISE/ASSESSMENT DEVICE 29

Introduction

Historians use different types of evidence to gain a better understanding of the past. One way of examining the past is to look at leisure activities, cultural events, and the arts. In this exercise students construct their own historical record based on visual art, literature, and music. The module was created for a course in Mexican history, but may be adapted to suit virtually any class.

Title

Examining the Arts for Evidence of Revolutionary Change

Purpose

This module is designed to:

1. enhance students' knowledge of the post-Revolutionary era in Mexico, post 1920;
2. enhance group skills;
3. build critical thinking skills;
4. build listening skills; and
5. increase skills of synthesis and analysis.
6. Enhance writing skills
7. Learn the value of using a variety of historical evidence

Instruction

Group work and writing

Assessment

Revolutionary regimes usually attempt to recast not only political and economic structures but social structures as well. Often there is an attempt to create a "new man." After the Mexican Revolution of 1910-1920, there were claims, especially by the new government, that a social revolution was in progress and would continue. Skeptics warned, however, that the entrenched social order, whereby the poor and especially the indigenous peoples remained suppressed and in poverty, remained intact. The only thing that changed, they argued, was that the old dictator was gone, replaced by technocrats who desired economic growth above social reform. In this exercise, students look for evidence of social change in Mexico in the 1920s and 1930s in Mexican visual art, literature, and music.

1. The first step in the exercise is that students write a one-page essay stating their opinion, based strictly on textbook or other class readings and discussions, regarding whether the Mexican Revolution was a social revolution.

2. The class is divided into groups, the size of which depends on class size. The professor sees to it that an equal number of groups examine the three areas of the arts.

3. Students are informed that their group is to make a 10-15 minute presentation before the rest of the class using samples of the visual arts, music and literature, using slides, photocopies, overheads, tapes, handouts with examples of excerpts from novels or poetry, or other means of presenting the works.

4. During the presentations, groups present and discuss these examples as evidence of social conditions in Mexico in the 1920s and 1930s. Students should focus in their presentation on social, political and economic issues of the 1920s and 1930s as perceived by Mexican writers, musicians and visual artists.

5. When the group presentations have been completed, students will write a three-page analytical paper, a think piece that ties together the evidence as presented by other students. In the papers students must use specific examples of visual art, literature and music to support their arguments.

Criteria

1. Students must gather and present several examples of Mexican visual art, literature and music produced in Mexico in the 1920s and 1930s.

2. As many members of each group as is feasible given time constraints should be involved in the presentation and discussion before the class.

3. In the presentation, students must use art to illustrate social, political or economic themes of that era.

4. The students making up the audience should listen carefully and critically during presentations, asking questions when necessary.

5. Students must contribute equally to the group effort and must not shirk their duties as assigned by the group as a whole.

6. The essay must address the issue of social, economic, and/or political change in Mexico in the 1920s and 1930s, using only the evidence they found on their own and that presented in class. It must use examples from visual art, music, and literature. The essay must answer the question, "Based on the evidence you have seen (related to the arts), was the Mexican Revolution a social revolution?"

7. The essay must demonstrate analytical and critical thinking skills, in that it must show that students are making connections and drawing conclusions. The essay must also be written according to proper stylistic and grammatical standards.

Self Assessment

The pre- and post-exercise written assignments will serve as a self-assessment so that students may gauge any change in their views of social conditions in Mexico as result of looking at a different kind of evidence.

Feedback

1. The professor should provide written feedback on the group assignments. To detect feelings often expressed by good students that they wind up doing the bulk of the work in a group, the professor may ask that after the group presentations have been completed each member of the group anonymously assess the quality of their own participation as well as that of everyone else in the group. This may help the professor in preparing his/her feedback.

2. Students should also receive written comments on the essay which should be in response to the published criteria. Since the essay is more an analysis of the evidence than a summary, professors may want to keep in mind that students often lack the confidence necessary to make strong analytical judgments, and they should therefore treat any ideas students venture in such essays with great respect.

Materials and Time Required

1. Students will need access to library resources. The professor may wish to present students with a bibliography relating to Mexican art, literature and music. See the Appendix for a sample bibliography.

2. While students should locate examples of art and books about Mexican literature from that era rather easily, locating tapes, records or CDs of Mexican music from the 1920s and 1930s can prove more difficult. The professor may have a private collection of Mexican music or even visual art that he or she can share with the students. A large public library often has good samples as well. Students may find that a book about Mexican music will aid them in determining the particular music that was composed in the 1920s and 1930s.

3. Students will need approximately two weeks to gather information about and examples of their assigned arts. They will need one class day to meet as a group to discuss the assignment and divide the tasks. The number of class days required for group presentations will depend on class size. While it is suggested that a 15 minute presentation is optimal, the professor may need to vary that time depending on other factors.

Hints/Comments

1. This assignment is typically popular among students, especially after they have located examples of the arts. The latter often proves to be frustrating unless the professor helps students by offering either a bibliography or examples from their private collections.

2. Another aspect of this assignment may be frustrating for the professor. Students often need work on their listening skills, and while the professor may be pleased with what students offer in the group presentations, these same students may prove unable to synthesize evidence and draw conclusions in their essays. The problem may be that students have not listened carefully to others, or that they lack the confidence or skills necessary to present their analysis of this issue. In any case, the professor may wish to spend class time discussing one or both of these problems, suggesting hints to improve listening and analytical skills.

SUGGESTED BIBLIOGRAPHY

LITERATURE

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Foster, David. Mexican Literature: A Bibliography of Secondary Sources, 1992. (Ref. Z1421.F63)

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MUSIC

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HISTORY

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A SLICE OF LIFE EXERCISE/ASSESSMENT DEVICE 30

Introduction

Students entering introductory history courses rarely realize that history is about people in time and place. History is all too often words on a page and not flesh and blood people. A major function of the introductory history course, indeed of any history course, is to assist the student in learning that history is composed of people just like the student and that historical personages lived, breathed, hurt, loved, hated, and responded. "A Slice of Life" is one technique by which an awareness of this might be accomplished. For the purpose of example, an exercise on utilizing a Western Civilization, Part II, class will be used.

Title

Slice of Life

Purpose/Goals

In completing this exercise, the student will:

1. become aware of the human element in history/increase his/her ability to empathize by becoming a participant in an event in a specific place at a particular time;
2. develop requisite skills for comprehending and appreciating history, including listening, extraction of main ideas, critical thinking, problem solving, points of view, connections, analysis of interpretations, connections, and communication of ideas; and
3. synthesize material and express it clearly.

Instruction

A writing exercise

Assessment

1. The student will recreate a "slice of life" of a selected time period that falls within the scope of this course. This "slice of life" will present a picture of the characteristics of life of a time and place, i.e. the problems, concerns, pleasures, and any other facet of life which presently concern the student.
2. The student will base his/her interpretation/analysis of life at a specific period of time upon sound scholarship. The student is to use his/her own imagination and interests to add drama, humor, compassion, tragedy, or any other aspect of life, but the student must provide references for information presented.

3. The writing assignment requires the utilization of at least ten scholarly works in creation of a 15-20 page paper. The student is to follow the format and schedule presented in the "Slice of Life" Guidelines [See Appendix].

4. The paper should be previewed by the instructor, if requested by the student. This feedback will assist the student in knowing if he/she is (not) heading in the right direction.

5. The student is to submit the "Slice of Life" Guideline Sheet with the completed work and the work is graded according to the stated criteria [See Appendix for sample criteria sheet]

6. Following the return of the corrected work, the instructor and student meet to assess the completed product and to review elements of the criteria that the student needs to improve his/her facility.

Criteria

1. The student must demonstrate an awareness of the historical characteristics of the period as evidenced by the correct utilization of historical data.

2. The student must use appropriate illustrations from the sources as evidenced by the correct utilization of historical data.

3. The student must write using appropriate grammatical style, with correct spelling, punctuation, syntax, etc.

4. The student's train of thought must flow smoothly and logically from introduction to conclusion.

Self-Assessment

The student will write a one-page analysis of what he/she did well and what he/she did not do well and detail why.

Feedback

1. Oral feedback and continual clarification of the writing assignment in class is essential.

2. The preview session provides written feedback.

3. The "Slice of Life" Guideline Sheet and completed work with instructor comments according to the stated criteria provide written feedback.

4. Following the completion of the exercise, the instructor and student meet to assess the completed product and to review elements of the criteria that the student needs to improve his/her facility.

Materials and Time Required

The work is completed over the course of a semester.

Other resources

A bibliography could be compiled for student usage, if desired. Otherwise, the library, texts, student resources, and the instructor provide the essential information.

Hints/Comments

1. This assignment could be coupled with a writing assignment which delves into a particular time and place. That assignment, which could be termed a "dull, boring summary" would introduce the student to the period and provide the background information for the creative assignment.

2. To assist the student in writing the paper, a mapping exercise might help the student create a more consistent style. The student might utilize a chronological map or any other technique which requires the student to outline the exercise before beginning. Carefully consideration of what examples the student plans to use and how the student plans to organize that information will result in a better paper. This exercise should also be assessed and feedback provided.

3. The preview should be a cursory overview if demand is heavy and more detailed if demand is light. Referral to a writing lab is should be suggested, if needed. Rough drafts for preview must be turned in at least ten days in advance (preferably earlier); no preview will be done if requested after the cut-off date. No rewrites should be permitted after a grade is assigned.

Appendix

1. See following pages for suggested guidelines.
2. The Slice of Life Guideline Sheet is turned in with the completed work and used as a feedback sheet.

Slice of Life Guidelines

1. The aim of this paper is to recreate a "slice of life" of a selected time period that falls within the scope of this course. The purpose of this project is to present a picture of the characteristics of life of a time and place, i.e. the problems, concerns, pleasures, and other facets of life of a person living in the period selected.

2. The central character of your "slice of life" should be fictional - a projection of your comprehension of life in the period as compared with your present life-style. The paper should be written in the first or third person by using composites of individuals and/or characters based on real historical personalities from the time period under study. It should cover in a detailed way a few days or, at most, weeks in a person's life. The paper may include references to real persons and may even be patterned on a real historical figure, but it should not be a biography. It should aim at bringing alive a selected segment of the course which will provide a meaningful historical study.

3. This paper should be based on sound scholarship. The student should use his/her own imagination and interests to add drama, humor, compassion, tragedy, or any other aspect of life.

4. Utilizing at least ten scholarly works, this 15-20 page paper will include an introduction, a narrative, and a conclusion. Also required, but not counted as pages are a title page, foreword, outline, and bibliography. Footnotes may be placed at the end of your paper, if preferred. Your work must adhere to the guidelines of any standard style sheet (e.g. Turabian or Chicago Manual of Style). The work must demonstrate an ability to synthesize and express coherently and cogently ideas that are learned during the research process and during the class. A simple chronological narrative is not acceptable; interpretation and synthesis are required.

5. Sample formats:

- A. Diary
- B. series of letters
- C. comparative essay
- D. notebook or copy book of someone planning or attending a presentation of some kind
- E. a skit or a play
- F. collections of cartoons or illustrations thematically organized with explanatory narrative
- G. notes of someone compiling a family history
- H. a father's last words and recommendations to his heir(s)
- I. any other device that suits you - a maid's confession, a lord's account book, etc.

6. Organizational Sequence:

- A. Title page with your name, class and section number, date, and title of the project
- B. Preface or introduction
- C. Body of the paper (footnotes or endnotes are extra)
- D. Bibliography (include the style manual you consulted in this list)
- E. Original topic/bibliography approval sheet with my approval
- F. Original outline/rough draft with my approval
- I. NOTE - the body of the paper is to be a minimum of 15-20 pages; other pages are required but do not count towards the total; line length must be a minimum of 65 [short papers lose points - usually 5 pts per page]

7. Aids to Your Research:

A. Bibliographical Aids

1. BIBLIOGRAPHY OF BRITISH HISTORY, numerous volumes each with individual editor
2. use your text's bibliography or use the bibliography from one of the books you have located

B. Style Manual -

1. Modern Language Association, M.L.A. STYLE SHEET
2. University of Chicago, MANUAL OF STYLE
3. K. Turabian, any style sheet or book such as A MANUAL FOR WRITERS or A MANUAL FOR WRITERS OF TERM PAPERS, THESES, AND DISSERTATIONS

8. Time Table:

- A. January 30 - topic & your bibliography due (with your name, date, paragraph of description of your topic, and at least 10 sources in correct bibliographical style)
- B. February 25 - outline/rough draft due (name, date, and at least three (3) full pages of detailed outline of what you will be doing; attach topic & bibliography sheet)
- C. March 30 - complete paper due with all other sheets and material attached

9. Value: 200 points

- | | |
|---------------------------------|----------------|
| A. Topic and Bibliography Sheet | 10 pts |
| B. Outline/Rough Draft | 30 pts |
| C. Final Draft | <u>160 pts</u> |

Total	200 pts
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SLICE OF LIFE GUIDELINE SHEET

NAME _____ CLASS _____ GRADE _____

TITLE OF PROJECT _____

Objectives: At the completion of the project, the student will have:

1. read and analyzed a substantial body of material pertaining to Western Civilization;
2. demonstrated an understanding of the human perspective of history; and
3. demonstrated an ability to think critically [defined most simply as analysis, problem solving, and communication].

Skill Criteria: The following is a list of the skills to be evaluated as well as an explanation of what you should be learning from the exercise. Your grade will depend meeting these criteria:

1. student's paper illustrated an awareness of the historical circumstances of the period [critical/analytical thinking].
2. student's paper used appropriate illustrations, with citations, from the sources cited [connections, critical thinking, communication].
3. student made connections between the sources, the text, classroom experiences, and his/her own knowledge & experiences. [analysis/ critical thinking; relation of past and present/causality/ analysis; relevance of the material].
4. student's paper is written using appropriate grammatical style, with correct spelling, punctuation, syntax, etc. [writing skills].
5. student's train of thought flowed smoothly and logically from introduction to conclusion [writing skills].

THE SPANISH-AMERICAN WAR THROUGH NEWCASTS EXERCISE/ASSESSMENT DEVICE 31

Introduction

Beginning students in history classes often have problems with the concept of history as interpretation. They expect history to be a group of "facts," and they tend to believe that there is a "true" version of the past. The following module was devised to illustrate to students that perspective must always be considered when examining past events. It deals with the Spanish-American War, but can be adapted to many other issues/courses.

Title

The Spanish-American War Through Newscasts

Purpose/Goals

The objectives of this module are that students

1. learn that events are often perceived differently by the various actors involved, and that history is therefore interpretation;
2. enhance research, analytical, and communication skills;
3. build group skills; and
4. learn to listen then synthesize information.

Instruction

This exercise involves group work, role playing, and writing

Assessment

The exercise consists of a television newscast about the events leading up to, the events of, and the aftermath of the Spanish American War from the perspectives of the Spanish government, a major United States news network, and the revolutionaries of Cuba. Students will present as accurately as possible the actual perspective of these three entities at the time the events occurred. Clearly, perceptions of events will differ according to the perspective of each faction.

1. Students are divided into three groups. The groups represent the television network of Spain's government, a major news network in the United States, and a news program dominated by the revolutionaries in Cuba. (Even though television newscasts did not occur in 1898, today's students relate to television and see newscasts as an important vehicle for amassing and disseminating "facts.")
2. Members of each group divide the following tasks among themselves: collection of the perceived events of the war from each perspective; writing newscopy; and actual presentation of the events from each perspective by the student from each group willing to be the "anchor person."

3. The three groups must coordinate among themselves the dates on which they will report events. Since the actual "newscast" should last no more than 20 minutes, students should select key dates for which they will report events.

4. On the day of the "newscasts," three different "studios" are set up. The "newscasters" take their places behind their desks, facing the audience (students), with their scripts in front of them.

5. Either the professor or a student may hold up a sign indicating the date of each newscast or may write the date on the board. The first date selected may be early 1898. Then each of the three newscasters will present the "news" of that day relating to the Spanish-American War. Each time the dates change, the audience will be notified.

6. After the newscast, each group must submit to the professor the script of their newscast.

7. After the newscast, students leave class with another assignment: they must write a two-page essay which draws conclusions about the diversity among the three perspectives, and they must give examples from the newscasts to support the points they make. They must posit why they believe differences appeared in the three versions of events.

Criteria

1. Students in the three groups (representing Spain, the United States, and Cuba) must carefully research the events leading up to, the events of, and the aftermath of the Spanish-American War from the perspective they have been assigned.

2. Each group must prepare a concise chronicle of events from their country's perspective in the form of a script for an anchorperson. The script must accurately reflect the perceptions of their assigned faction, and must include a bibliography. The script must be submitted to the professor after the newscast.

3. On the day of the class activity, the student chosen as "anchor person" must present the "news" of the dates previously selected in a clear and concise manner.

4. Students must listen carefully and critically to the "newscasts" from each perspective, taking notes if necessary.

5. A two-page essay must be prepared by each student after the "newscasts," describing important differences between the three versions of events and explaining, in the student's opinion, why these differences occur. Further, the paper is to draw conclusions about the nature of history based on what was learned in this exercise. The paper must adhere to proper standards of style and grammar.

Self Assessment

1. Students may, after the completion of this module, write a brief paragraph assessing whether, if they did the exercise again, they would include different information.

2. Students also should present, anonymously, a brief written evaluation of their group effort,

assessing the quality and quantity of participation of others in the group. The professor may or may not wish to include this information in his or her feedback to each group.

Feedback

Students should receive written feedback on the quality of the final product, the script and "newscast." Further, the professor will assess the essay, evaluating it in light of the criteria.

Materials and Time Required

1. The students may be given a list of readings from which to gather information about the Spanish-American War. See a sample bibliography in the Appendix. The professor may wish to videotape the "newscasts" for showing in other classes to illustrate the importance of perspective.

2. Students should be allowed two weeks to adequately research the war and to prepare the script for the newscast. The actual event can easily be accomplished during one class period. The amount of time required for the paper may be only the time between class days.

Hints/Comments

1. This exercise seems to be quite effective in illustrating the importance of perspective in history. Students come away not only with a better understanding of the events leading to the Spanish-American War, but a better sense of how actors in the conflict perceived events and each other.

2. It may be wise to put a limit on the number of pages of "copy," because students want to present all the information they found. Learning to concisely present the important/key issues and events is an important part of the learning exercise.

3. You may also wish to include an "editorial comment" by another student representing each of the three factions. The "station manager" may appear and present the views of the station regarding the other governments involved in the war. This can enhance students' interpretive skills, since it requires more than a mere listing of facts.

Appendix

The following BIBLIOGRAPHY may be supplied to students as they prepare to gather information on the Spanish-American War from various perspectives.

BIBLIOGRAPHIES

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