

# **Breaking Down the Walls Between History and English Classes**

# Nadine Cooper



- Education
  - BA: Literature & Communications, Minor in Education. Pace University.
  - MA: Children's Literature, Hollins University
  - MFA: Poetry, Texas State University
- Teaching Experience
  - Taught at various levels since 1997, university, high school, middle school, and pre-school.
- Current Teaching Experience: Austin High AGS
  - AP Language and Composition since 2014
  - Adjunct at Austin Community College to teach dual credit college English





# Cherry Whipple



- Education
  - BS: Applied Learning & Development, UT Austin
- Teaching Experience
  - Taught preschool from 1988-1999, middle school from 2001-2004, high school from 2004-present
- Current Teaching Experience: Austin High School and AGS
  - AP US History since 2006
  - UT OnRamps starting 2017-2018 (dual enrollment co-teacher)
- Professional Experience
  - AP Reader (SAQ): 4 years
  - Campus & District: PD for social studies and technology integration
  - Innovative Media & Technology Department Chair
  - Subject Matter consultant for multiple US History textbooks (American Pageant, Visions of America, American Stories, Created Equal)











All session Handouts  
are available at  
[cherrywhipple.com](http://cherrywhipple.com)

# What is AGS?

- 1 of 4 small academic communities within the larger school community
  - 100-150 students per grade level, 9-12
  - Academies focus on core subjects at both advanced level and grade level
- Academic curriculum
  - 9<sup>th</sup>-10<sup>th</sup>: 4 core subjects
  - 11<sup>th</sup>-12<sup>th</sup>: 2 core classes
    - 11<sup>th</sup>: English & History
    - 12<sup>th</sup>: English & Capstone



# ISSN - International Studies Schools Network

- 4 Pillars
  - Investigate the World
  - Recognize Perspectives
  - Communicate Ideas
  - Take Action
- Curricular Focus
  - Interdisciplinary
  - Project-based learning
  - Global issues
  - Spoken world language
- Service Requirement
  - 80 hrs. for AGS Certificate
  - 120 for Endorsement from the ISSN

- Link:  
<http://asiasociety.org/international-studies-schools-network>





# Focus and Travel

- New Mexico (April/May)
  - Service - Navajo Nation Community School
  - Project - Year-long portfolio with IBL component connected to Native American culture
  - Activities: Acoma Pueblo, Pueblo Float & Feast, multiple National Parks & Monuments, Meow Wolf, Nuclear Museum, Gathering of Nations





# Rationale



- Program Requirements for ISSN
  - Interdisciplinary & PBL
- What we've seen
  - Numbers
    - Scores are higher
      - AP Lang = 75+%
      - APUSH = 85+%
  - Kids make connections
    - Bring content/enhance prior knowledge
  - PLC = Support = feels good and is easier
  - Different students bond with different teachers, can get support from either

# Rationale

- Student Feedback
  - Current students
    - Lunch Bunch:
      - love that teachers work together
      - feels like family
      - plan out tests/writing times
    - Hang out in both rooms (not sure if this is a plus!)
  - Former students & college graduates
    - Connections and rigor of AGS support college success
      - Better prepared for writing, studying, testing, stress than non-AGS peers





# Basic Requirements

- School support
  - Common planning period
    - We have one block every other day
- Time and resources
  - Money for books, PD
  - Time on PD days, usually 1-2 hours
- Common group of students
- Compatibility is key
  - Teachers must be “willing” not “required”



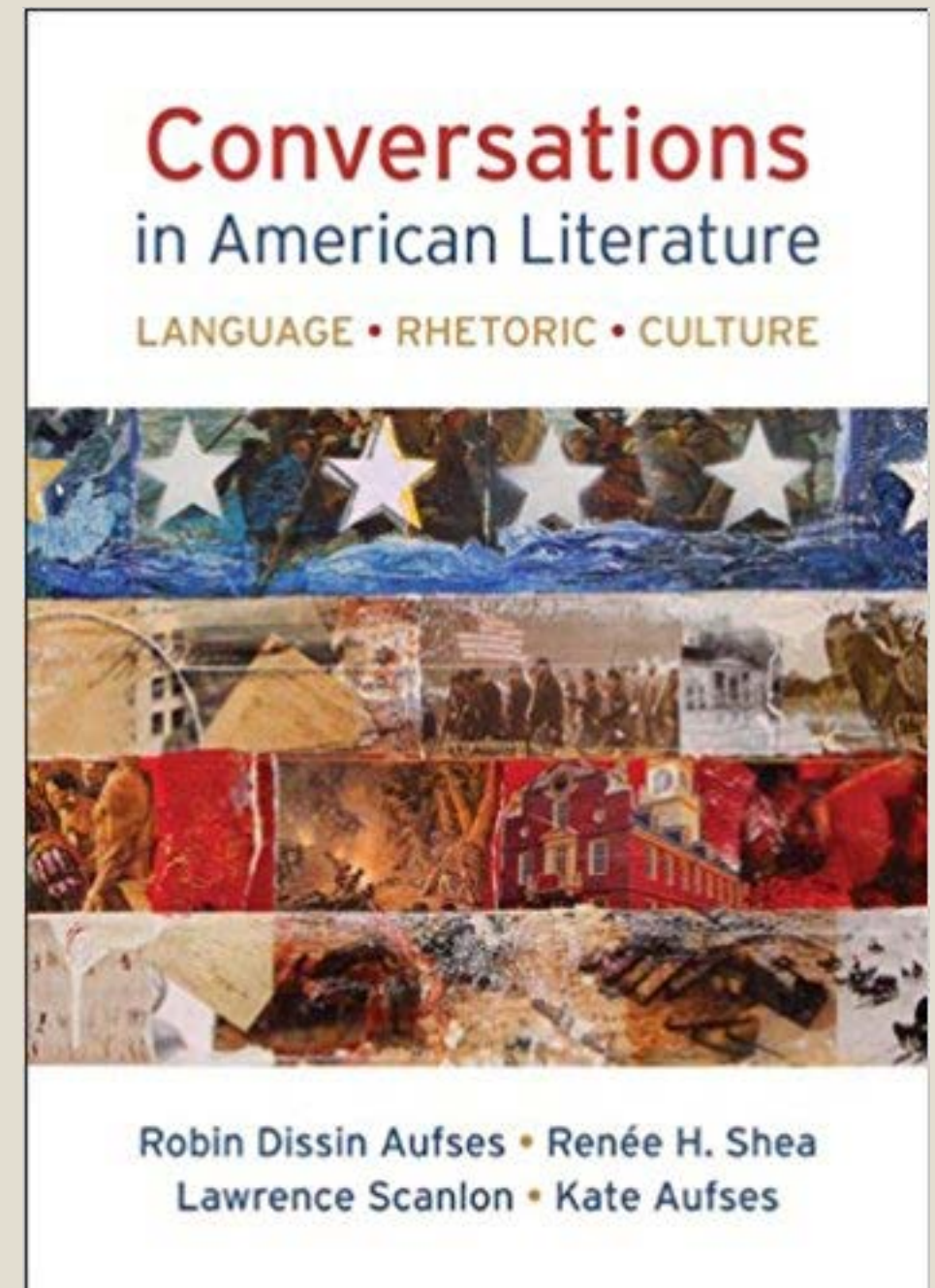
# First Steps: Coordinate

- Reading
  - Plan out each year
  - Some common texts, some complementary texts
    - English-specific sources (see slide)
    - History-specific sources (see slide)
  - Source Analysis - SOAPSToneS
- Writing
  - Rubrics
    - How overlap/similar in criteria
      - Some similarities, some differences
      - Common language
    - Grades tied to rubrics
      - Similar grading scale



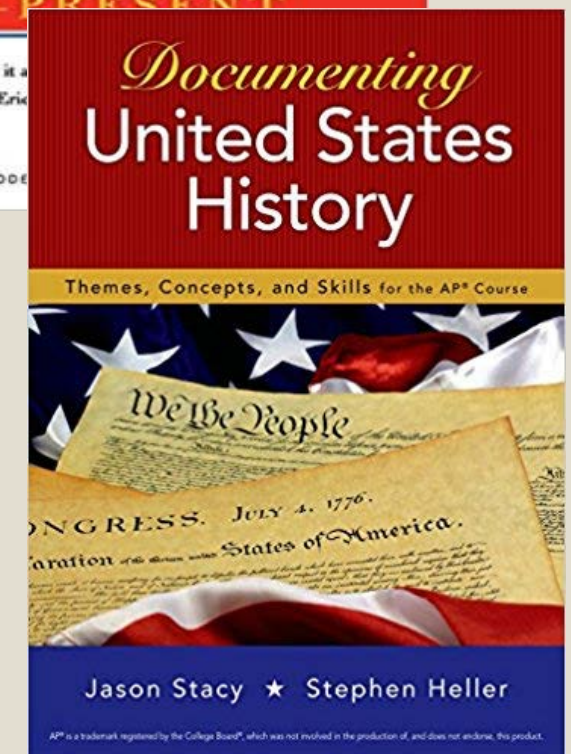
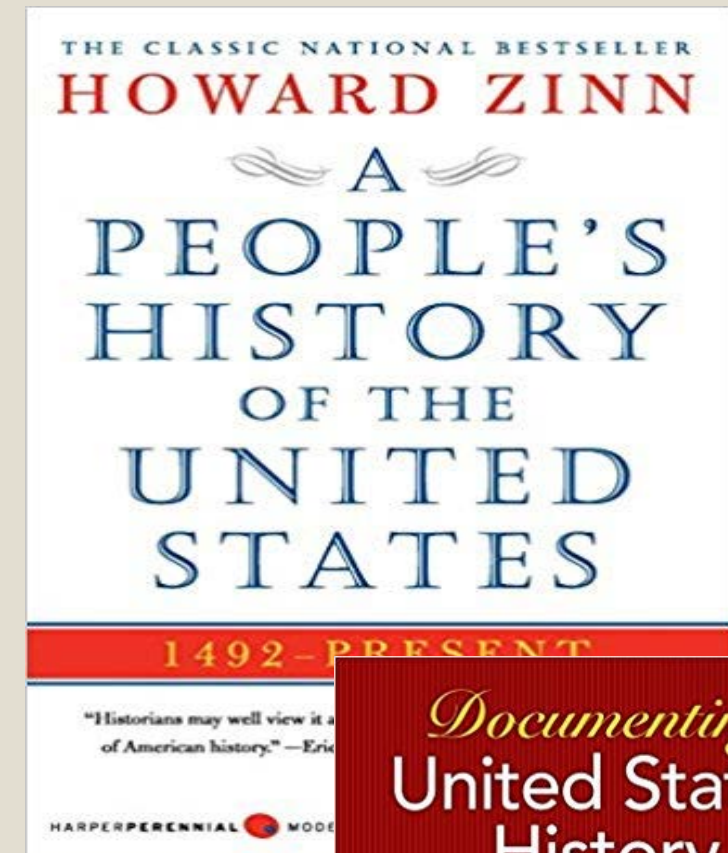
# English-Specific Resources

- *Conversations in American Literature* (multiple excerpts)
- *They Say, I Say: The Moves that Matter in Academic English*
- AP Lang ["Yellow Pages"](#)
- Multiple historical-related excerpts from speeches, articles, books, etc.
- Specific Books
  - *The Scarlet Letter* by Nathaniel Hawthorne
  - *Like a Hurricane* by Paul Chaat Smith
  - *Education of Little Tree* by Asa Earl Carter
  - Excerpts from *Empire of the Summer Moon* by S.C. Gwynne
  - *There, There* by Tommy George
  - *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928* by David Wallace Adams



# APUSH-Specific Resources

- Primary Sources
  - *Documenting United States History*
  - *American Issues: A Documentary Reader* (any reader will do)
- Secondary Sources
  - Howard Zinn's *A People's History*
  - Roxanne Dunbar-Ortiz's *An Indigenous Peoples' History of the United States*
  - *Historical Viewpoints* by John A. Garraty
  - *American Experiences* by Randy Robers and James S. Olson
- Textbook
  - Henretta's *America's History*
    - Any AP US History textbook is fine, such as *The American Yawp*



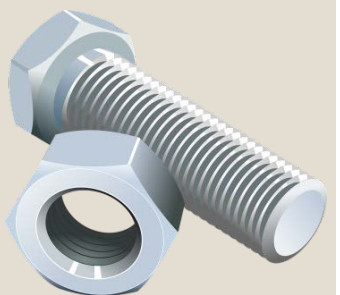




READING

# Nuts & Bolts: Reading Analysis

- S – speaker
- O – occasion
- A – audience
- P – purpose
- S – subject
- T – tone
- S – significance





# SPEAKER



Who is doing the writing?

How does the author's characteristics affect the message?

What traits might affect the reliability of the document? Does the author have a bias on the topic?

# AUDIENCE



Who will be listening or reading this text, and why?

How is the message tailored to match audience characteristics?

How might the composition of the audience affect the reliability of the document?

# OCCASION

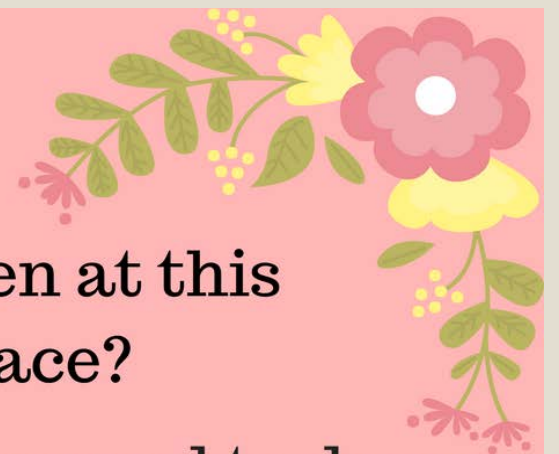


When and where was this written?

Was there anything important occurring during that time or place that might be reflected in the text?

How might when and where it was written affect the meaning?

# PURPOSE



Why was this written at this specific time and place?

What are people supposed to do or think after they read it?

Does the document describe, entertain, explain, or persuade?



# SUBJECT



What is the text about?

What is the main idea or claim?

What are some important details?

# TONE



What attitude does the author have?

What emotions are being expressed and how do they influence the audience?

What language or words are used to show the author's attitude?

# SIGNIFICANCE



How or why does this document support your thesis?

How is this document connected to the larger themes of US History?

How does this document answer the "So what?" question?





Think Like a

Historian

## SOAPSTones: City on a Hill

Using Winthrop's sermon, "A Model of Christian Charity," complete the following information.

Document Title	Author	Date
S		
O		
A		
P		
S		
T		
S		

DISCUSSION



TEXT ANALYSIS

## SOAPSToneS: Concept of the New World

Using N. Scott Momaday's article, "The Becoming of the Native," complete the following information.

Document Title	Author	Date
S		
O		
A		
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Questions (answer on the back)

1. How is the author's purpose different from his thesis/claim?
2. Write a thesis statement appropriate to the prompt: Evaluate the effectiveness of the author's argument.

# National Humanities Center

- Common readings and question/activities
- Thomas Paine's *Common Sense*
  - <http://americainclass.org/thomas-paine-common-sense-1776/>
  - Read at home (English and History split up the sections to check annotations)
  - Completed activities and questions in class based on section read in the different courses




# Work Time



- Spend 5 minutes brainstorming any specific readings you currently utilize that could be used in both English & History

OR

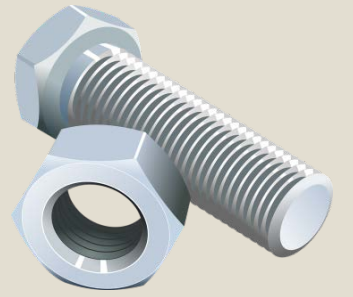
- Visit the National Humanities Center to explore the appropriate resources for your program



WRITING

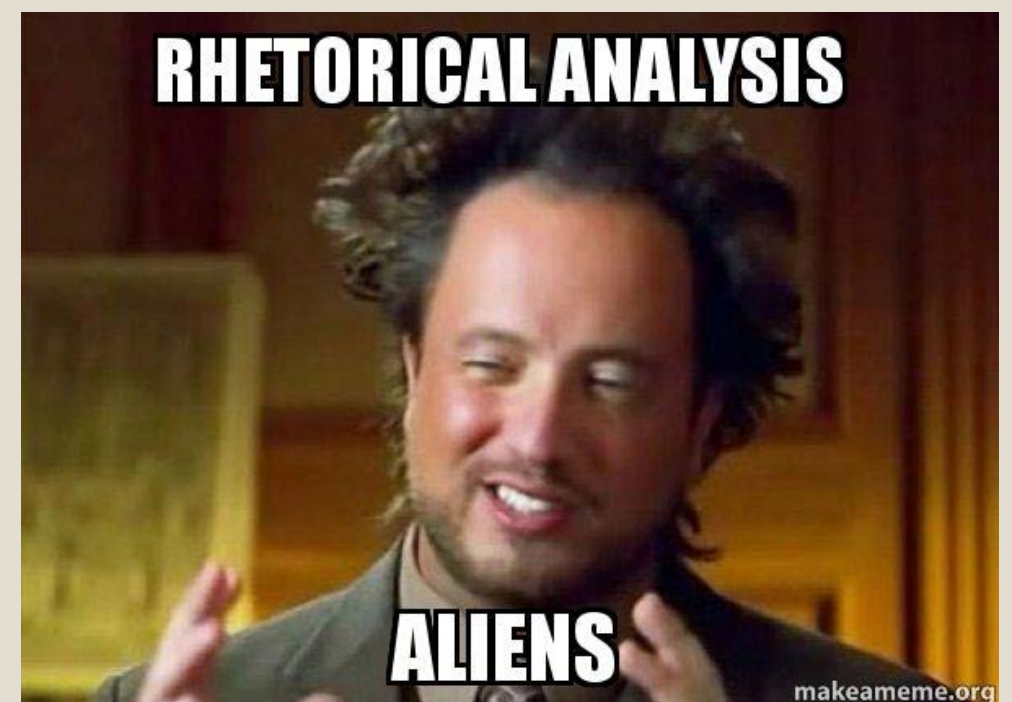


# Nuts & Bolts: Historical Précis vs. Rhetorical Précis



## What is a Précis?

- a formal summary of a non-fictional work, used to present the ideas in the original as a thumbnail sketch.
- must be objective, complete, concise
- used in scholarly endeavors as part of the research process
- used as means to prevent plagiarism



# Rhetorical Précis

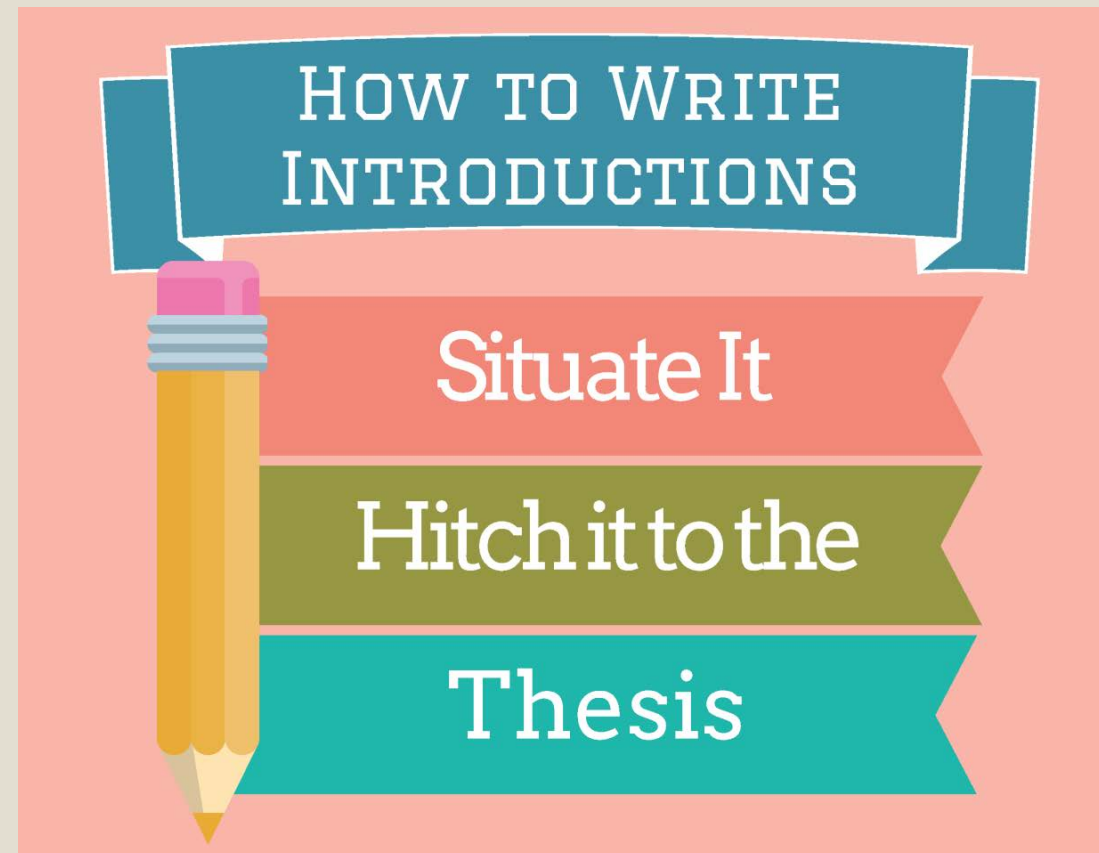
- 4 sentences
  1. **WHAT**: Name of author, genre, and title of work, date in parentheses; a rhetorically active verb; and a THAT clause containing the major assertion or thesis in the text.
  2. **HOW**: An explanation of how the author develops and supports the thesis.
  3. **WHY**: A statement of the author's apparent purpose, followed by an "in order to" phrase.
  4. **TO WHOM**: A description of the intended audience and/or the relationship the author establishes with the audience.
- NOTE: I advise students to modify #4 depending on the rhetorical essay question

# Historical Précis

- 5 sentences
  1. **WHAT** = SAME
  2. **HOW** = SAME
  3. **Connection to Thesis**
    - How does author's claim (the WHAT) connect to your thesis?
  4. SOAPs: choose WHEN + 1
    - **WHEN** (Historical Context)
      - In what context has the source been written? What just happened or is on the verge of happening? Must be specific to the document, not the topic of the essay.
    - **WHO** (POV of Author)
      - Characteristics of author that influence message and how it influenced (tone, rhetorical strategy, position on topic, etc.)
    - **WHY** (Purpose) = SAME
    - **TO WHOM** (audience)
      - SAME + how did the audience influence author's message (tone, position on topic, word choices, rhetorical strategy)



# Nuts & Bolts: Intro Paragraph



## Situate it

situate the topic of your writing in time and place, connecting to the larger theme

## Hitch it

hitch your contextualization to the thesis with a bridge sentence

## Thesis

add a complex thesis that answers the prompt and includes talking points

# Nuts & Bolts: Thesis

## A Thesis Needs ASS-ets



A tool  
for  
crafting  
a thesis



### Answer the Question

- Must make a claim
- Must be arguable
- May use words from the prompt to stage the



### State Talking Point #1

- Use appropriate level of specificity
- Must be topic of body paragraph #1



### State Talking Point #2

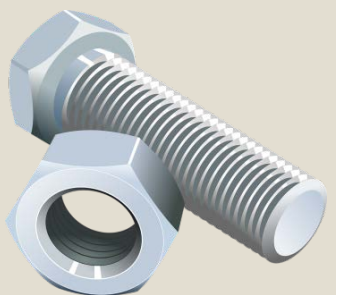
- Use appropriate level of specificity
- Must be topic of body paragraph #2



# Nuts & Bolts: History Thesis

- The “**formula**” = 3 short or 1 long sentence.
  1. Although \_\_\_\_\_ (counter-argument), \_\_\_\_\_ (repeat the question with claim) because of \_\_\_\_\_ (TP #1) and \_\_\_\_\_ (TP #2).
  2. Elaborate with how/why of TP #1 (will become topic sentence of body paragraph #1)
  3. Elaborate with how/why of TP #1 (will become topic sentence of body paragraph #1)

TP = Talking Point



# Nuts & Bolts: Body Paragraph

HAVE A SLICE OF PIE



A tool for writing body paragraphs



## Point



The point is your idea.  
It interprets the text or  
topic, states your opinion,  
and relates directly back to the  
thesis.

Do not simply say what you read.  
Should be one or two sentences.



## Illustrate



An illustration comes out of your  
reading.  
Quote or paraphrase the text or  
describe a specific fact to prove  
your point. Should be one or two  
sentences.



## Explain



The explanation is your idea.  
Show how your point and your  
illustration fit together. Refine and  
clarify the point in light of the  
illustration. Should be the longest  
part.



# Nuts & Bolts: Body Paragraph

## Main Idea



The part of a topic sentence that states the main idea of the body paragraph.

Main ideas are like labels for the paragraph, are arguable, and focused on a specific point.

## Evidence



The parts of a paragraph that prove the main idea.

Examples of evidence include quotations/paraphrases from sources, facts, and narratives/descriptions of your own experiences

## A MEATY PARAGRAPH



A tool for writing body paragraphs

## Analysis



The parts of a paragraph that explain the evidence.

Make sure you tie the evidence you provide back to the paragraph's main idea. In other words, discuss the evidence.

## Transition

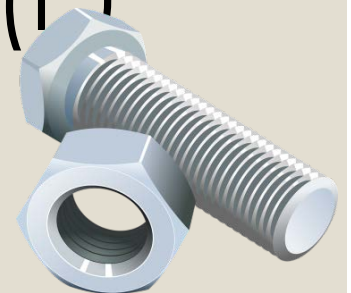


The part of a paragraph that helps you move fluidly from the last paragraph.

Look both backward and forward in order to help you connect your ideas for your reader

# Nuts & Bolts: Additional Common Language

- Requirements on interdisciplinary papers
  - How many Primary vs Secondary Sources – type of source
  - How many Principal vs Supporting Sources – usage
    - Example: Wallace inaugural address is a Primary Source and also a Principle Source
    - Example: NPR program on Wallace speech is a Secondary Source and also a Supporting Source
    - Example: JFK Remarks Upon Arrival at the George C. Marshall Space Center, Huntsville, Alabama, 11 September 1962 is often used on the Wallace paper and is a Primary Source and also a Supporting Source
- NOTE: Make signs in Canva (potty humor #1 (P) and #2 (S))





# Nuts & Bolts: MLA Format

- Required for all research-driven projects
- Includes heading, works cited page, and parenthetical citations
- Students struggle all year
  - 1<sup>st</sup> semester: -5 points per paper
  - 2<sup>nd</sup> semester: -10 points per paper
  - Focus on containers, start specific and then go broader
  - Italicize/Underline vs. Quotation Marks
    - Big things – italicized or underlined
    - Little things – quotation marks



# History DBQ Rubric

DBQ Essay Rubric							
Criteria	Ratings						Pts
Contextualization <i>Describes a broader historical context relevant to the prompt.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Thesis <i>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Document Description <i>Uses the content of at least three documents to address the topic of the prompt.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Document Use <i>Supports an argument in response to the prompt using at least six documents.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Document Sourcing <i>For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Outside Evidence <i>Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Complex Reasoning <i>Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</i>	5.0 pts Exemplary	4.0 pts Proficient	3.0 pts Basic	2.0 pts Developing	1.0 pts Limited	0.0 pts No Evidence	5.0 pts
Total Points: 35.0							

## DBQ Essay Grading Scale

### Exemplary

- 35 = 100
- 34 = 99
- 33 = 97
- 32 = 95
- 31 = 93
- 30 = 92
- 29 = 91

### Basic

- 21 = 79
- 20 = 78
- 19 = 77
- 18 = 75
- 17 = 73
- 16 = 72
- 15 = 71

### Developing

- 14 = 69
- 13 = 68
- 12 = 67
- 11 = 65
- 10 = 63
- 9 = 62
- 8 = 61

### Proficient

- 28 = 90
- 27 = 89
- 26 = 87
- 25 = 85
- 24 = 83
- 23 = 82
- 22 = 81

### Limited

- 7 = 60

### Unsatisfactory

- 6 or less = 50



# English Rubric & Grading

## General AP SCORING GUIDE

9	100
These essays are exceptionally well written, show unusual insight through commentary/analysis on the topic, are well organized, and are appropriately supported (number and quality) textual evidence/examples. They remain focused on all aspects of the topic and present a unique writer's voice.	
8	95
These essays are also very well written, show clear understanding of and focus on the topic, are well organized, and are usually supported with appropriate evidence/examples as well as thoughtful commentary/analysis of how examples support assertions. They focus on all aspects of the topic and reveal the writer's voice. Any mechanical or grammatical error is minor.	
7/6	90/85
These essays are well written, show an understanding of the topic and remain focused on almost all aspects of it. Assertions may lack enough specific examples/evidence, but the argument is clearly made. The writer's voice is somewhat less mature and the commentary not as insightful as that of an 8/9 essay, but it is still evident. A 7 exceeds a 6 in both sophistication of style and argument. There may be a few errors in mechanics and/or grammar, but only minor ones.	
5	80
These essays are for the most part well written and usually remain focused on the topic, but they fail to deal with all aspects of the topic. The assertions made may be somewhat vague, a bit superficial in nature, limited, or uneven. The supporting evidence may be missing occasionally or not well related to the topic. There is commentary but it may be weak or occasionally not well related to the evidence. There seems to be some writer's voice, but not one of a unique nature. These essays are usually characterized by some minor errors in mechanics and grammar.	
4/3	75/70
These essays have problems with organization and coherence, tend to wander from the topic in places, and deal with only one aspect of the topic, or with all topics in only a superficial manner. The assertions are too general and are often unsupported by relevant textual evidence/examples. The commentary is cursory, repetitive, or occasionally missing. The writing demonstrates weak control of mechanics and grammar, and the writer's voice is lacking, inconsistent, or inappropriate. A 3 is more inadequate than a 4 in terms of both style and argument.	
2	65
These essays fail to focus on the topic clearly, stray repeatedly from the topic, or simply restate the topic without any analysis. The essay may be adequate, but unacceptably brief. There is poor organization and focus in the writing. The assertions are weak or unrelated to the topic and are generally unsupported by textual evidence/examples. The writing is characterized by errors in mechanics and grammar.	
1	60
These essays fail to deal with the topic, lack organization and coherence, and/or contain many distracting mechanical and grammatical errors. The assertions are not supported with textual evidence and/or commentary.	

# Work Time



- Spend 5 minutes brainstorming specific writing assignments that could be used in both English and History.



# New Year Changes



- Standard-Based Grading
  - Writing will be assessed multiple times for the skills = motivation to improve writing
  - Reduced grading load
    - Might only assess for specific trait
  - Use peer grading more often
- American Studies
  - Scheduled in a block format in one large room with both teachers at the same time

# Native Knowledge 360

Sign up on my website to receive information about a fall webinar focused on using an inquiry design model to investigate topics related to American Indian cultures, based on resources available from the Smithsonian Museum of the American Indian.



# Q and A

- Questions?
- Do we have any door prizes???? Yes we do!

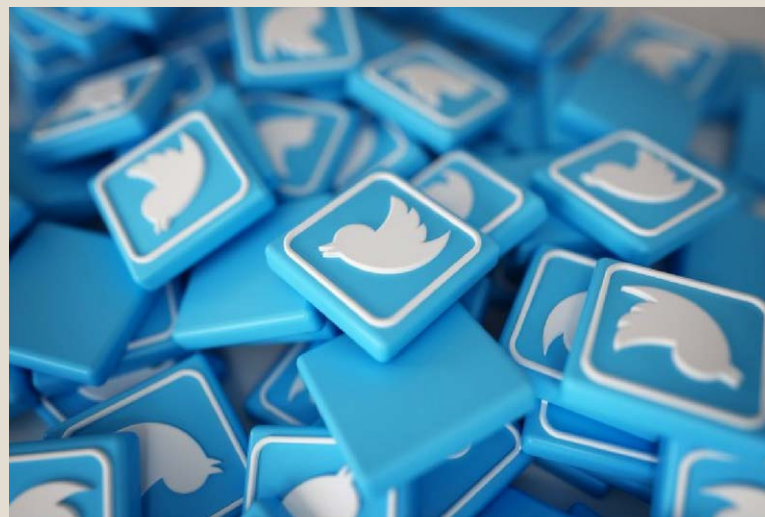


## FOLLOW US ON SOCIAL MEDIA



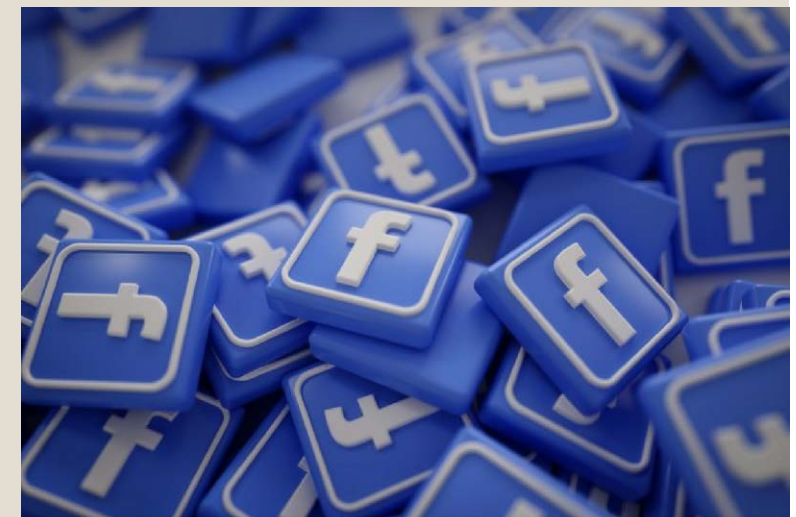
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