

Appendix 2: Research Instruments

Part 1: Interview Consent Form

Interview Consent Form

Thank you for agreeing to be interviewed for the American Historical Association’s Mapping the Landscape of Secondary US History Education project. These conversations will help us to learn from the experiences and expertise of teachers, administrators, and social studies curriculum specialists and developers in our effort to understand the contexts and content of American history curriculum.

I agree to be interviewed for the AHA’s Mapping the Landscape of Secondary US History Education project. I understand that:

- I can choose to pause or end the interview at any point, and can decline to answer any questions at any time.
- The research team will not identify me by name, location, or organization—nor attribute quotations to me in any reports or publications.
- The following sentence of acknowledgement will refer to the interview in general terms: “The research team’s picture of curricular standards and practices was supplemented by interviews with [final number] social studies specialists, teachers, and curriculum experts across [final number] jurisdictions. The research team thanks all of those who discussed their work with us.”
- Notes taken during my interview may be used and cited (without attribution to me) to compose a descriptive report of the contexts surrounding academic standards, curriculum development, professional learning, and classroom practice related to social studies instruction. Any citation will be anonymized to refer to me by my profession alone, as in the following example: “Interview with [social studies teacher], June 5, 2023.”
- This form, with my name and signature, along with all notes taken during the interview, will be held exclusively and privately by the American Historical Association. These materials will be retained as confidential documents for sixty years, and then transferred to the AHA Archive.

Name: _____

Phone: _____

Email Address: _____

Signature: _____

Date: _____/_____/_____

Please feel free to follow up with any questions regarding the purpose, process, or product of the research.

Part 2: Teacher and Administrator Interview Questionnaire

Introduction: Thank you for agreeing to be interviewed for the American Historical Association's Mapping the Landscape of Secondary US History Education project. By soliciting the experiences and expertise of teachers and administrators, the AHA seeks to enhance its understanding of how American history curriculum is developed and delivered. The Mapping the Landscape project is an attempt to get a clear and unbiased picture of how educators enact US history curriculum in school districts nationwide.

Name
Title
District
Date of Interview
Personnel

DISTRICT DATA

Locale Type
Student Population
Number of Middle Schools
Number of High Schools

Race/Ethnicity

White Black Hispanic Asian Native Some Other Two or More

Economic

Median Income
Parent Population
Community Area
Poverty Rate

Education

Bachelor's Degree or Higher
Some College

Other Contextual Notes

Introductory Questions:

1. How long have you been at your current position?
2. What jobs did you have before you ended up here? Can you tell me about your experience as a teacher and how you ended up teaching US history? Did your passion for history start early in life? How did you get interested in social studies? Do you have a favorite day of the year in your US history class- a topic that you look forward to teaching every time?
3. Can you tell me a bit about the community? In terms of the parents whose kids attend your school, is there a major industry or employer or sector that people work in- or do people commute and work in a variety of sectors? Has the community changed much over the time that you've worked there? Have enrollment numbers stayed steady/declined/increased? Any major ethnic or demographic shifts?

On the structure of management:

4. [teacher] I see that there are ___ schools (___ Elem, ___ Middle, ___ High) in your district, with ___ students. Can you describe who directs your work as a teacher? Is there a curriculum coordinator for the building or the district who you answer to or work with? Does your principal or superintendent take a direct interest in US history curriculum?

5. [admin] I see that there are ____ high schools and ____ middle schools in your district. Can you describe how you do your work in terms of your points of contact at schoolhouses? Do you work with principals and department chairs? Do you work directly with teachers as well? How much of your work is involved with developing curricular materials versus running PD versus visiting school sites?
6. [teacher] How many teachers are teaching US history in your building? Do you have a system for collaboration or alignment among the other US history teachers in your building (like a course team or PLC?). Is there a course lead or department chair for social studies? How aligned are you with those other teachers in terms of pacing, curricular materials, or assessment? What about other history teachers in your district? Do you ever have time to work with them? How much alignment or uniformity is there across the district?
[admin] How would you describe your expectations regarding teachers' use of these curriculum documents? With what level of fidelity are teachers following these frameworks and how do you tell? Do you have a philosophy about how to manage or encourage teacher buy-in or alignment to the district expectations?

On Requirements:

7. How do the state standards, graduation requirements, or state testing mandates [where applicable] affect your work? Beyond the state graduation requirements and state standards, are there district-level mandates that directly affect what gets taught in social studies in your district? In other words, is there anything - particular content coverage, a test, or a project - that makes teaching US history in your district different from what's taught in a neighboring district?
8. I see that your state does/doesn't have a standard required examination in Social Studies/History.
[if tested] Can you talk about how state testing affects your teaching? Have these testing requirements or formats changed over the years? Are there district-level common assessments? Are there publicly available study guides or copies of previous assessments available?

On Enacting Curriculum

9. I want to shift to instructional materials. How does your school or district decide what curriculum documents need to be developed, and how to write them? What about textbooks and purchased materials? What are the approved textbooks for US history in your district/school? How do you use the textbook in your class? Does the district/school purchase any licenses or subscriptions to digital resources or platforms that you use that are specific to social studies? How much choice does a school or a department chair or a teacher have in deciding what to use in their classroom? What is the cycle of adoption for materials and what role do teachers, admin, and the School Board have in evaluating, recommending, and adopting textbooks or other curriculum products? Have you been involved in that yourself? Has the advent of digital and online curriculum products and student laptop usage changed the way that these decisions are made? Has it changed your teaching?
10. What about no-cost resources? Can you tell me about other free resources that you use to prepare lessons or assignments in your US History teaching? Are there particular websites, resources, or publications that you find yourself relying on/trusting/using on a regular basis? How did you learn about these resources?
11. In terms of US history, is there a curriculum map or set of documents that lay out what you teach that would be easy to share with us? (Something with more detail than the list of unit titles or what is posted publicly- pacing guides, units, favorite lessons, etc.). There are some topics in US History that we're looking at in more detail. Native American history; the American Revolution and Founding; Westward Expansion; Slavery, Civil War, and Reconstruction; Gilded Age and Progressive Era; and The Civil Rights Movement. If you have standalone units or lessons on these topics, we would love to be able to include them in our study; is there an easy way for you to share them with us? I'll follow up with an email to put all

that in writing and to you so we can get those documents shared. None of the documents would be shared forward beyond the research team.

12. Does your principal or district collect lesson plans or units from you on a regular basis?
13. [high school only] I know that in many states, enrollment in the Advanced Placement program is an important goal for high school students. Does this goal affect the way that social studies curriculum in non-AP classes is developed?
14. How does PD work in your district— specifically as related to social studies-specific PD? Does the district ever run social studies specific PD, or would that be at your initiative? Does your principal or district encourage or pay for PD (registration and substitute teachers) in your subject area? What about the regional offices or State department of education? How do you find out about social studies PD opportunities? Can you describe the professional development opportunities that you've undertaken as a social studies teacher? How else do you learn about and fund those PD experiences? What have been the most important, enriching, or formative ones for you?

On Civil Society

15. Locally, can you give me a sense of which types of organizations you find yourself engaged with— either for field trips or professional development? (historical societies, museums, libraries, historic sites, local nonprofit organizations, curriculum publishers, university-affiliated working groups or departments, advocacy groups, etc.)? Are there any “big players” in your state or region? Any big players from out of state?
16. Can you tell me about your involvement with any social studies teacher associations that you've been engaged with? Are you a member of any groups? Any online communities where social studies lessons or US history topics are discussed? What benefits do you find that you get from being involved in these networks?

On Law and Politics

17. During roughly the past decade, have there been any laws passed or Board actions taken that you've had to be aware of in terms of teaching history or social studies?
18. [If applicable] Some state legislation has attracted attention and concern among some educators].
Is there other legislation, even from long ago, that you consider important in shaping what gets taught in US history classes?
19. Social studies is great for engaging students in inquiry and debate, but it can also become a focus for controversy or even opposition to the way that certain topics are covered or not covered. Have you encountered controversies within your district— whether originating from parents, administrators, or students— regarding the teaching of US history? How do you navigate them? How do you help your colleagues navigate them? How do your admins at the school or district level advise you to navigate them?
20. Final question, looking back on your career, has anything changed significantly from the beginning to now— both in the way that you approach teaching social studies and US history, AND in what students expect out of a US history class?

Part 3: State Agency Official Questionnaire

The American Historical Association's Mapping the Landscape of Secondary US History Education project is an effort, with support from the National Council for the Social Studies, to get a clear and unbiased picture of how US history curricula is developed nationwide. We've been assembling some basic facts about state standards, assessment, and courses of study for social studies in each state. We have assembled them in a linked document and would appreciate you taking a few minutes to confirm that these are indeed the facts that apply in your state, and to enrich these data with appropriate context and explanation wherever helpful.

This form asks for your name, email, and phone number so that we can confirm that we have a contact affirming these data in each state, but this is for internal use only. The AHA will not identify anyone by name in our reports or publication without express consent. Thanks for your help.

Alabama	Louisiana	Ohio
Alaska	Maine	Oklahoma
Arizona	Maryland	Oregon
Arkansas	Massachusetts	Pennsylvania
California	Michigan	Rhode Island
Colorado	Minnesota	South Carolina
Connecticut	Mississippi	South Dakota
Delaware	Missouri	Tennessee
Florida	Montana	Texas
Georgia	Nebraska	Utah
Hawaii	Nevada	Vermont
Idaho	New Hampshire	Virginia
Illinois	New Jersey	Washington
Indiana	New Mexico	West Virginia
Iowa	New York	Wisconsin
Kansas	North Carolina	Wyoming
Kentucky	North Dakota	Washington, DC

Course Sequence and Graduation Requirements

Please help us understand the common course of study and graduation requirements for social studies in your state.

Please look at the course sequence listed for your state in the document. Is this an accurate representation of the course sequence for social studies as delivered in your state?

- A. Yes, this represents the expected or typical sequence of social studies in my state.
- B. Yes, but there is considerable variability in required course sequence at the local level.
- C. No, this is not accurate.
- D. No, this does not describe course sequences in my state because there is no single norm governing these requirements that can be generalized statewide.

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If you answered B, C, or D above, please compose a brief paragraph accurately describing the course sequence for social studies in your state and how consistent these sequencing patterns are from district to district. Please specify to what extent the sequence of courses for social studies in your state is required vs recommended vs typical vs inconsistent.

Please look at the high school course requirements especially. Identify any specific courses or content area mandates that we have missed that are required for a high school diploma in your state.

Also let us know if there are any expectations for social studies articulated by the State Education Agency for grades K–2 that we should be aware of.

Please describe the quantity (in semesters or years) and subject content of social studies graduation requirements in your state. If the state education agency does not specify graduation requirements for social studies, please tell us.

Assessment in US History

Please help us understand the assessment requirements for social studies in your state.

Please look at the description of assessment requirements for social studies in the document. Is this an accurate representation of statewide assessment requirements?

A. Yes, this accurately represents the current assessment requirements in my state.

B. Yes, but there is more nuance to the requirement than represented here.

C. No, this is not accurate.

Please specify (to the best of your knowledge) whether any of these current graduation requirements represent a historical increase, decrease, or qualitative change in required social studies coursework since the year 2000.

Are there any other statewide social studies mandates, content coverage obligations, or course offerings that have been required in your state (by the state legislature or by the state board of education) that we should know about? If you have a document that lists the state laws or State Board actions that have direct implications for social studies instruction, please link it here.

If your state DOES require testing in social studies, please answer the questions below to describe how this requirement works. If your state DOES NOT require testing, please skip to section 5.

If you marked B or C, please explain and describe any current social studies assessment requirements in your state, inclusive of history, civics, economics, or geography.

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In which grades are students required to be assessed in social studies? (check all that apply).

Kindergarten	Elementary School (grade level unspecified)	Ninth Grade
First Grade	Sixth Grade	Tenth Grade
Second Grade	Seventh Grade	Eleventh Grade
Third Grade	Eighth Grade	Twelfth Grade
Fourth Grade	Middle School (grade level unspecified)	High School (grade level unspecified)
Fifth Grade		

Does the assessment requirement apply to all districts every year?

Yes

No

Is a common assessment instrument designed (and/or required) at the state level, or do schools and districts create their own? Please explain.

Please describe what format the assessment instrument typically takes -whether a multiple-choice exam, an essay, a project, a combination, or an unspecified format.

What reporting requirements (to the state education agency) do districts have to follow regarding these assessments? Do scores on these assessments factor into any evaluation or accountability process for teachers, districts, or students?

How long has the current requirement been in effect? Has the format or frequency of these assessments been modified since their inception? Are there plans for any modifications in the near future?

Who scores these exams?

If your state DOES NOT require testing in social studies please answer the questions below.

Has there ever been an assessment requirement for social studies content in the state? If so, when was it initiated and when was it eliminated?

Are there any plans to introduce a social studies assessment requirement to the state?

If your state requires assessment in Civics or Government or the Constitution, does the United States Citizenship and Immigration Services (USCIS) Test play a role in the assessment requirements in your state—whether as a mandated format or a suggested model? Please describe what format the civics assessment instrument typically takes in your state—whether a multiple-choice exam, an essay, a project, a combination, or an unspecified format.

American Lesson Plan

State Standards and Revision Cycle

Please help us understand the status of social studies standards in your state.

Please look at the year listed as the first year that state standards in social studies were adopted in your state. Is this correct?

- A. Yes, as far as I know
- B. No, this is the wrong year.
- C. I'm not certain.

Does your State Education Agency develop or design any model assessments, rubrics, or other guidelines for social studies assessment? Please describe and explain.

If you answered B above, please provide us with the correct year.

1997	2007	2017
1998	2008	2018
1999	2009	2019
2000	2010	2020
2001	2011	2021
2002	2012	2022
2003	2013	2023
2004	2014	2024
2005	2015	2025
2006	2016	

When did (or will) the latest set of state standards for social studies go into effect?

Please describe the current and upcoming status of your state's standards revision cycle.

When does the process for the next round of revisions begin?

When are those revisions scheduled to be adopted?

Where are you, if anywhere, in this process currently?

Who is the point person or convener for the working groups, committees, or writing teams for the current or next round of the standards revision cycle?

In the last cycle of standards revision, did the State Education Agency provide, convene, or contract any professional development for Local Education Agencies or teachers to assist in implementation or alignment of the new standards? Please describe.

Does the State Education Agency provide or develop any documents beyond the standards to guide social studies instruction (frameworks, model curricula, pacing guides, etc.). Please paste any links to those SEA-produced documents.

Part 4: Instructional Materials Appraisal Rubrics

The rubric criteria listed here represent two rounds of appraisal. The initial rubric was a dual purpose questionnaire meant to surface information about general approaches to history teaching in each collection of instructional materials, as well as a sorting tool for strengths and weaknesses found in each content area. The second was a more targeted rubric that focused exclusively on the content areas and time periods under review.

[initial instructional materials rubric]

Structure and Genre

Material Format: What is the format of the materials?

Expectations: How are expectations articulated? (students will; teachers will; activity narrative etc).

Mission and Vision

What do the materials give or imply as the rationale or purpose for teaching American history in the public schools?

Vibe

What is the “vibe” of the compromises made to produce the documents? Follow-up questions:

- Is there evidence of a tonal emphasis (inclusionary, patriotic, exceptionalist, moralistic, neutral, list-making, etc.)
- Are there footholds for a complex American history?
- Does the material allow for or defuse difficult topics? Is there an avoidance of difficult topics to secure a compromise?
- Is there awareness of the ways this material may have been taught in the past? Is there awareness of modern scholarship on the subjects?

Breadth and Balance

Balance: Do the materials have an even/uneven emphasis on eras and topics?

State/Local History: How is state or local history integrated into the broader approach to American history?

Historical Thinking

5 Cs: How does the material reflect the skills and competencies of historical thinking? (change over time, causality, context, complexity, and contingency)

- **Green flag** = obvious and intentional, knowledgeable skills building reflective of the 5Cs
- **Yellow flag** = possible concern, carelessness
- **Red flag** = the opposite of the 5Cs
 - Change over time ↔ stasis, timelessness, no temporal language whatsoever, obliviousness to periodization
 - Causality ↔ monocausal, focuses solely on impact rather than the motivating factors or causes, vagueness on causes, no sense of what drove people to take action (chronology without a motor)
 - Context ↔ ahistorical or transhistorical information applied to past events
 - Complexity ↔ simplification
 - Contingency ↔ inevitability
- **Black Flag** = team review

THEMATIC and TEMPORAL APPRAISAL

Basic Categories

Strengths and Assets

Oddities, Inaccuracies, and Anachronisms

Gaps and Omissions

Flag System

- Green Flag (i.e., strengths and awarenesses)
- Yellow Flag (e.g., possible concerns, carelessness, inconclusive without more data, missed opportunity)
- Red Flag (e.g., inaccurate, moralistic, outdated, no historiographical awareness)
- Black Flag (team review)

The Founding of the Nation

STATE DOCUMENTS

Green
Yellow
Red
Black

LOCAL DOCUMENTS

Green
Yellow
Red
Black

Native History

STATE DOCUMENTS

Green
Yellow
Red
Black

LOCAL DOCUMENTS

Green
Yellow
Red
Black

Nineteenth Century Westward Expansion

STATE DOCUMENTS

Green
Yellow
Red
Black

LOCAL DOCUMENTS

Green
Yellow
Red
Black

Slavery, Civil War and Reconstruction

STATE DOCUMENTS

Green
Yellow
Red
Black

LOCAL DOCUMENTS

Green
Yellow
Red
Black

Industry, Capital, and Labor

STATE DOCUMENTS

Green
Yellow
Red
Black

LOCAL DOCUMENTS

Green
Yellow
Red
Black

The Civil Rights Movement

STATE DOCUMENTS

Green
Yellow
Red
Black

LOCAL DOCUMENTS

Green
Yellow
Red
Black

[simplified rubric]

General Observations

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Native American History

Red	Yellow	Green
Notable Resources		

The Founding

Red	Yellow	Green
Notable Resources		

Westward Expansion

Red	Yellow	Green
Notable Resources		

Slavery, Civil War, and Reconstruction

Red	Yellow	Green
Notable Resources		

Industry, Capital, and Labor

Red	Yellow	Green

Civil Rights Movement

Red	Yellow	Green
Notable Resources		

Part 5: Teacher Survey Instrument

American Historical Association Survey of US History Teachers

Start of Block: Intro

Introduction

Survey of US History Teachers

The American Historical Association (AHA) is conducting the following survey of public school US history teachers of 6th–12th grade students who have taught at least one on-level (non-AP) US history course at some point during the current (2022–23) school year. Findings from this survey will inform a larger AHA study, Mapping the Landscape of Secondary US History Education, which seeks to provide a research-based grounding for ongoing civic deliberations about the teaching of US history in our nation.

The survey will ask about various aspects related to your teaching of US history, including your teaching environment, curricular decision-making at your school and in your district, the materials you use for teaching US history, your teaching goals and values, the general content areas you teach, what you find most rewarding and challenging to teach, and if you've experienced any objections or criticisms about what or how you teach. All respondents will receive a discount code that will offer them \$10 off an AHA membership. Additionally, the first 400 respondents from each of the nine states involved in this survey will receive a \$20 electronic gift card.

This survey should take you 15-30 minutes to complete. This is a confidential survey. All survey data will be de-identified so that there will be no link between your survey response and your name, email, or IP address. The results will be presented in summary form so that no individual can be identified. Your decision to be in this research is voluntary. You can stop at any time, and you are not required to answer any questions you do not want to answer. Refusal to take part in or withdrawing from this study will involve no penalty.

If you have questions about how to access the survey, please contact Hillary Hanson at the University of Chicago Survey Lab at hansonhd@uchicago.edu. If you have questions about the substance of the research, please contact the National Opinion Research Center (NORC) at ahaushistoryteacherssurvey@norc.org.

To take the survey, please continue. You can leave the survey and come back, and your answers will be saved so that you can pick up from where you left off.

End of Block: Intro

Start of Block: Filtering Qs



Q1 Have you taught at least one US history course to students in grades 6-12 during the current 2022-23 school year?

Yes

No



Q3 Does this describe you? “The ONLY US history classes I am teaching during the current 2022-23 school year are AP US History and/or College Credit courses.”

Yes

No

End of Block: Filtering Qs

Start of Block: Ineligible

QInel Thank you for taking the time to complete the screener questions. The AHA is surveying current (2022–2023 school year) on-level (non-AP) US history teachers and therefore you are not eligible to complete the survey at this time.

End of Block: Ineligible

Start of Block: Curriculum Decisions

Page Break

CD_INTRO For the following questions, please answer with regard to all US history courses that you are teaching this year (that were NOT AP, Dual Credit, or College Credit courses).



Q2 Which of the following describes your US history teaching assignment(s) during the current 2022-23 school year?

- Teaching students in middle grades 6-8
 - Teaching students in high school grades 9-12
 - I have taught US history to both middle and high school grade-level students during the current 2022-23 school year
-



Q4 How many teachers teach US history in your building this school year (2022–23)?

- It's just me
 - Me and one other teacher
 - Me and 2-5 other teachers
 - Me and 6-10 teachers
 - Me and more than 10 teachers
-

Page Break

Display This Question:

If How many teachers teach US history in your building this school year (2022-23)? != It's just me



Q5A Do you plan lessons or curriculum with other US history teachers?

- No, I plan alone.
- Some of us choose to plan together, but collaboration is not required.
- All of us work together, but collaboration is not required.
- We are required to work together as a course team/PLC.

Display This Question:

If Do you plan lessons or curriculum with other US history teachers? = Some of us choose to plan together, but collaboration is not required.

Or Do you plan lessons or curriculum with other US history teachers? = All of us work together, but collaboration is not required.

Or Do you plan lessons or curriculum with other US history teachers? = We are required to work together as a course team/PLC.



Q5B On which of the following do you and your US history team members collaborate? (Select all that apply.)

- Pacing and sequence of the course
- Unit plans
- Tests, assessments, and projects
- Day-to-day lessons (activities, lectures, readings, worksheets, etc.)

Display This Question:

If Do you plan lessons or curriculum with other US history teachers? != No, I plan alone.

And How many teachers teach US history in your building this school year (2022-23)? != It's just me



Q5C For each of the activities listed below, how closely would you say that you and your team are aligned?

	Not aligned at all	Somewhat aligned	Mostly aligned	Totally aligned
Pacing and sequence of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit Plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tests, assessments, and projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day-to-day lessons (activities, lectures, readings, worksheets, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q6 Which of the following BEST describes how curricular decisions at the DISTRICT office affect what you do in your US history class?

- Someone at the district office creates a document outlining what we're supposed to teach, and then we follow it. Pacing, readings, assignments, activities are ALL specified and required by the district office.
- Someone at the district office creates a document requiring the pacing of our courses. But readings, assignments, and activities are up to the teacher.
- Someone at the district office creates a document outlining what we're supposed to teach, but it is not required.
- I don't receive anything from the district office that directs my teaching.
- Other, please describe: _____



Q7 How much influence does each of the following have on decisions concerning US history curriculum IN YOUR SCHOOL?

	No influence	A little influence	A significant influence	The most influence	N/A -- This doesn't exist or apply at your school
A school principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A curriculum coordinator, instructional coach, or other administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A fellow teacher who is a department/division/course chair or lead	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A team of teachers who collaborate as a PLC or course team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The individual classroom teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The state's academic standards for social studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q8 Which of the following BEST describes how curricular decisions in your SCHOOL affect what you do in your US history class?

- An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, and we are expected to teach it.
- An administrator, course leader, and/or teacher team at my school creates a document outlining what we're supposed to teach, but it's optional.
- Teachers share lesson ideas with each other and plan some things together, but we don't have one set of documents that reflects what we all do.
- Administrators ask me for paperwork describing my units and lessons, but I'm the only one deciding what happens in my classroom.
- I'm the only one deciding what happens in my classroom. Administrators do not ask for information about my units and lessons.
- Other, please describe:

Display This Question:

If How many teachers teach US history in your building this school year (2022-23)? != It's just me



Q9 Which of the following describes the approach to US history assessment IN YOUR SCHOOL?
(Select all that apply.)

unit.

My fellow US history teachers and I give a common assessment to our students every

quarter or semester.

My fellow US history teachers and I give a common assessment to our students every

year.

My fellow US history teachers and I give a common assessment to our students once a

once a year.

My fellow US history teachers and I do a common project with our students at least

pool of questions and prompts.

My fellow US history teachers and I give our own assessments, but we use a common

our students with tests and projects of our own.

My fellow US history teachers and I do NOT give assessments in common; we assess

My state requires us to administer a common statewide assessment in US history.

Other, please describe:

End of Block: Curriculum Decisions

Start of Block: Curriculum Content

CC_INTRO For the following questions, please answer with regard to all US history courses that you are teaching this year (that were NOT AP, Dual Credit, or College Credit courses).



Q10 Which of the following BEST describes how your US history course(s) is organized?

- My course is organized chronologically.
 - My course is organized thematically.
 - Other, please specify: _____
-



Q11 Which of the following describes how the history of slavery in the United States is integrated into your US history course(s)? (Select all that apply.)

- I teach it as its own unit.
 - I teach it as part of colonial history.
 - I teach it as part of the history of the early republic.
 - I teach it as part of the history of the Civil War.
 - I teach it as part of the history of Reconstruction.
 - I teach it as part of African American history.
 - I teach about its lasting legacy in the nation.
 - I do not incorporate the history of slavery into my course.
-



Q12 Which of the following describes how Native American history is integrated into your US history course(s)? (Select all that apply.)

- I teach it as its own unit.
- I teach it as part of a unit on colonial history.
- I teach it as part of a unit on nineteenth-century westward expansion.
- I teach it as part of a unit on the Civil Rights Movement.
- I teach about Native tribal nations as part of contemporary American society.
- I include Native American history in all the units I teach.
- I do not incorporate Native American history into my course.



Q13 Which of the following BEST describes the scope of your US history course(s)?

- I teach the "first half" of US history (precolonial to 1877).
- I teach the "second half" of US history (1877 to present).
- I teach "both halves" of US history (precolonial to present).

Display This Question:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

American Lesson Plan

Q15 What two or three things/themes do you wish students would always remember about the American Revolution? If not applicable, please explain.

Display This Question:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Q15 What two or three things/themes do you wish students would always remember about US Westward Expansion? If not applicable, please explain.

Display This Question:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

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Q16 What two or three things/themes do you wish students would always remember about the Civil War? If not applicable, please explain.

Display This Question:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Q17 What two or three things/themes do you wish students would always remember about Reconstruction? If not applicable, please explain.

Display This Question:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Q18 What two or three things/themes do you wish students would always remember about the Gilded Age and Progressive Era? If not applicable, please explain.

American Lesson Plan

Display This Question:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Q19 What two or three things/themes do you wish students would always remember about the Civil Rights Movement? If not applicable, please explain.



Q20 How much emphasis do you place on each of the following topics/eras in your US History class?

Use the following definitions to guide your responses:

Not a Priority - I skip this topic and do not include it in my coverage.

Low Priority - If time allows, I will cover this, but I don't consider it essential.

Mid Priority - I always cover this but not with great detail.

High Priority - I spend a lot of time on this and consider it a can't-miss topic.

Not Covered - This topic does not fit in the chronological span covered in my class.

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

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American Lesson Plan

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American Lesson Plan

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American Lesson Plan

	Not a Priority	Low Priority	Mid Priority	High Priority	Not Covered
<p><i>Display This Choice:</i></p> <p><i>If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).</i></p> <p><i>Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>Native America before European Colonization</p>					

Display This
Choice:

If Which
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The Age of
Exploration
and
Colonization

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The Colonial
Period of
British North
America

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The American
Revolution and
Founding of
the Republic

American Lesson Plan

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Early National Period

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Early
Nineteenth
Century and
Westward
Expansion
(Jacksonian
America)



Display This
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Slavery and the
Antebellum
South

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The Sectional Crisis and the Civil War

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Reconstruction

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The Gilded Age
and Industrial
America

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The United
States
Becomes a
World Power



Display This
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The
Progressive
Era

American Lesson Plan

Display This Choice:

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World War I

American Lesson Plan

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The Roaring '20s

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The Great Depression and the New Deal

American Lesson Plan

*Display This
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*If Which
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World War II

American Lesson Plan

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Postwar American Society and Culture

American Lesson Plan

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The Cold War and Nuclear Age

American Lesson Plan

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The Civil Rights Movement

American Lesson Plan

Display This Choice:

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The Great Society

American Lesson Plan

*Display This
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**The
Counterculture**

Display This Choice:

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The Vietnam War

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Reagan and the Conservative Movement

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The Information Age

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Clinton and the New Democrats

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**The War on
Terror**

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The Great Recession and Present Day

American Lesson Plan



Q21 Which of the following topics/eras do you find most challenging to teach? Select up to 3.

Display This Choice:

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Native America before European Colonization

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The Age of Exploration and Colonization

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The Colonial Period of British North America

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The American Revolution and Founding of the Republic

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Early National Period

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Early Nineteenth Century and Westward Expansion (Jacksonian America)

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If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

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Slavery and the Antebellum South

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Reconstruction

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The Gilded Age and Industrial America

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The United States Becoming a World Power

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American Lesson Plan

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The Progressive Era

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World War I

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The Roaring '20s

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The Great Depression and the New Deal

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World War II

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Postwar American Society and Culture

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American Lesson Plan

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The Cold War and Nuclear Age

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The Civil Rights Movement

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The Great Society

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The Counterculture

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The Vietnam War

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Reagan and the Conservative Movement

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American Lesson Plan

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The Information Age

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Clinton and the New Democrats

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The War on Terror

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The Great Recession and Present Day

Page Break

American Lesson Plan

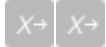
Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3.
q://QID28/SelectedChoicesCount Is Greater Than 0

Q22Intro Based on your previous responses, we want to understand any reason(s) why teaching these specific areas feels difficult.

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Native America before European Colonization



Q22A What makes Native American before European Colonization difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Age of Exploration and Colonization



Q22B What makes the Age of Exploration and Colonization difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Colonial Period of British North America



Q22C What makes the Colonial Period of British North America difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The American Revolution and Founding of the Republic



American Lesson Plan

Q22D What makes the American Revolution and Founding of the Republic difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Early National Period



Q22E What makes the Early National Period difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Early Nineteenth Century and Westward Expansion (Jacksonian America)



Q22F What makes the Early Nineteenth Century and Westward Expansion (Jacksonian America) difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Slavery and the Antebellum South



Q22G What makes Slavery and the Antebellum South difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Sectional Crisis and the Civil War



Q22H What makes the Sectional Crisis and the Civil War difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Reconstruction



Q22I What makes Reconstruction difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Gilded Age and Industrial America



Q22J What makes the Gilded Age and Industrial America difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The United States Becoming a World Power



Q22K What makes the United States Becomes a World Power difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Progressive Era



Q22L What makes the Progressive Era difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = World War I



Q22M What makes World War I difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Roaring '20s



Q22N What makes the Roaring '20s difficult? (Select all that apply.)

I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

My chairs/administrators discourage coverage of this topic/era.

I have never developed a personal interest in this topic/era.

This topic area provokes controversy and/or conflict.

There are significant time constraints that prevent me from teaching this topic/era well.

Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Great Depression and the New Deal



Q22O What makes the Great Depression and the New Deal difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = World War II



Q22P What makes World War II difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Postwar American Society and Culture



Q22Q What makes Postwar American Society and Culture difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Cold War and Nuclear Age



Q22R What makes the Cold War and Nuclear Age difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Civil Rights Movement



Q22S What makes the Civil Rights Movement difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Great Society



Q22T What makes the Great Society difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Counterculture



Q22U What makes the Counterculture difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Vietnam War



Q22V What makes the Vietnam War difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Reagan and the Conservative Movement



Q22W What makes Reagan and the Conservative Movement difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Information Age



Q22X What makes the Information Age difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = Clinton and the New Democrats



Q22Y What makes Clinton and the New Democrats difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The War on Terror



Q22Z What makes the War on Terror difficult? (Select all that apply.)

- I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.
- My chairs/administrators discourage coverage of this topic/era.
- I have never developed a personal interest in this topic/era.
- This topic area provokes controversy and/or conflict.
- There are significant time constraints that prevent me from teaching this topic/era well.
- Students appear uninterested, disengaged, or academically unprepared for this topic/era.
- Other, please specify:

Display This Question:

If Which of the following topics/eras do you find most challenging to teach? Select up to 3. = The Great Recession and Present Day



Q22AA What makes the Great Recession and Present Day difficult? (Select all that apply.)

I don't have the college coursework, professional development, or curricular resources to teach this topic/era well.

My chairs/administrators discourage coverage of this topic/era.

I have never developed a personal interest in this topic/era.

This topic area provokes controversy and/or conflict.

There are significant time constraints that prevent me from teaching this topic/era well.

Students appear uninterested, disengaged, or academically unprepared for this topic/era.

Other, please specify:

Page Break



Q23 Please select up to three of your favorite topics/eras to teach in US History and explain why.

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Native America before European Colonization

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Age of Exploration and Colonization

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Colonial Period of British North America

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The American Revolution and Founding of the Republic

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Early National Period

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

American Lesson Plan

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Early Nineteenth Century and Westward Expansion (Jacksonian America)

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Slavery and the Antebellum South

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Sectional Crisis and the Civil War

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "first half" of US history (precolonial to 1877).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Reconstruction

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Gilded Age and Industrial America

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

American Lesson Plan

The United States Becomes a World Power

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Progressive Era

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

World War I

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Roaring '20s

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Great Depression and the New Deal

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

World War II

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

American Lesson Plan

Postwar American Society and Culture

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Cold War and Nuclear Age

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Civil Rights Movement

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Great Society

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Counterculture

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Vietnam War

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Reagan and the Conservative Movement

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Information Age

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

Clinton and the New Democrats

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The War on Terror

Display This Choice:

If Which of the following BEST describes the scope of your US history course(s)? = I teach the "second half" of US history (1877 to present).

Or Which of the following BEST describes the scope of your US history course(s)? = I teach "both halves" of US history (precolonial to present).

The Great Recession and Present Day

Page Break

American Lesson Plan

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why.
q://QID32/SelectedChoicesCount Is Greater Than 0

Q24Intro Based on your previous responses, we want to understand any reason(s) why these are your favorite areas to teach.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Native America before European Colonization

Q24A Please explain why you chose Native America before European Colonization.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Age of Exploration and Colonization

Q24B Please explain why you chose the Age of Exploration and Colonization.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Colonial Period of British North America

Q24C Please explain why you chose the Colonial Period of British North America.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The American Revolution and Founding of the Republic

Q24D Please explain why you chose the American Revolution and Founding of the Republic.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Early National Period

Q24E Please explain why you chose the Early National Period.

American Lesson Plan

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Early Nineteenth Century and Westward Expansion (Jacksonian America)

Q24F Please explain why you chose the Early Nineteenth Century and Westward Expansion (Jacksonian America).

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Slavery and the Antebellum South

Q24G Please explain why you chose Slavery and the Antebellum South.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Sectional Crisis and the Civil War

Q24H Please explain why you chose the Sectional Crisis and the Civil War.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Reconstruction

Q24I Please explain why you chose Reconstruction.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Gilded Age and Industrial America

Q24J Please explain why you chose the Gilded Age and Industrial America

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The United States Becomes a World Power

Q24K Please explain why you chose the United States Becomes a World Power.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Progressive Era

Q24L Please explain why you chose the Progressive Era.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = World War I

Q24M Please explain why you chose World War I.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Roaring '20s

Q24N Please explain why you chose the Roaring '20s.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Great Depression and the New Deal

Q24O Please explain why you chose the Great Depression and the New Deal.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = World War II

Q24P Please explain why you chose World War II.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Postwar American Society and Culture

Q24Q Please explain why you chose Postwar American Society and Culture.

American Lesson Plan

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Cold War and Nuclear Age

Q24R Please explain why you chose the Cold War and Nuclear Age.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Civil Rights Movement

Q24S Please explain why you chose the Civil Rights Movement.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Great Society

Q24T Please explain why you chose the Great Society.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Counterculture

Q24U Please explain why you chose the Counterculture.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Vietnam War

Q24V Please explain why you chose the Vietnam War.

American Lesson Plan

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Reagan and the Conservative Movement

Q24W Please explain why you chose Reagan and the Conservative Movement.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Information Age

Q24X Please explain why you chose the Information Age.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = Clinton and the New Democrats

Q24Y Please explain why you chose the Clinton and the New Democrats.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The War on Terror

Q24Z Please explain why you chose the War on Terror.

Display This Question:

If Please select up to three of your favorite topics/eras to teach in US History and explain why. = The Great Recession and Present Day

Q24AA Please explain why you chose the Great Recession and Present Day.

End of Block: Curriculum Content

Start of Block: Curricular Materials

CM_Intro For the following questions, please answer with regard to all US history courses that you are teaching this year (that were NOT AP, Dual Credit, or College Credit courses).



Q25 Which of the following materials do you use to teach US history? (Select all that apply.)

- A hard copy of a US history textbook.
- A digitally licensed version of a US history text from a textbook publisher.
- Free online resources from history education providers and institutions.
- Paid online resources from history education providers and institutions.
- Free online resources from other teachers.
- Paid online resources from other teachers.
- Materials that I design and write myself.
- Materials shared with me by other teachers.
- My state's curriculum framework/standards.
- My district's curriculum framework/standards.



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Q26 Which of the following describe how textbooks are used in your US history classroom? (Select all that apply).

- I regularly assign textbook pages for homework.
- I regularly assign students to read textbook pages in class.
- I have students use the textbook as a reference for in-class work.
- We use a textbook on a regular basis, but it's part of a set of other texts and resources we use.
- Students can access assigned readings from a digitally published text OR from a hard-copy textbook.
- Students ONLY access assigned readings from a digitally published text, not from a hard-copy textbook.
- We never use textbooks.
- My district/school currently has no adopted textbook or licensed digital resource for US history.

Display This Question:

If Which of the following describe how textbooks are used in your US history classroom? (Select all... != My district/school currently has no adopted textbook or licensed digital resource for US history.

Or Which of the following describe how textbooks are used in your US history classroom? (Select all... != We never use textbooks.

Q27 If you use a hard-copy or digitally licensed US history text in your on-level courses, which ones do you use? (Identify with publisher, author, or title). (If you aren't sure, just write "I don't recall.")



American Lesson Plan

Q28 Has your district purchased access to digital social studies education platforms or resources, and if so, which of the following do you have access to? (Select all that apply.)

- Discovery Education
- Newsela
- CommonLit
- Nat Geo Education (National Geographic)
- Exploros
- InspireEd
- Safari Montage
- ActiveClassroom (Social Studies School Service)
- The DBQ Project
- Choices Program (Brown University)
- Teacher Created Materials (TCM)
- Albert.io
- AMSCO (Perfection Learning)
- Scholastic News/ Upfront (New York Times)
- Other, please specify.

My district has not purchased access to digital social studies platforms or resources.



Q29 How often have you used the free history teaching resources listed below?

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	Used this often	Used it occasionally	Heard of this but never used it	Heard of this, but I purposefully avoided using it	Never heard of this	Not sure whether I've heard of this
Stanford History Education Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gilder Lehrman Institute of American History	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NCSS C3 Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal Museums, Archives, and Institutions [Smithsonian Education, Library of Congress, National Archives (DocsTeach), National Endowment for the Humanities (EDSITEment), National Park Service]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TeachingHistory.org	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching American History (Ashbrook Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning for Justice (formerly Teaching Tolerance)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facing History and Ourselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National Geographic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital Public Library of America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PBS Learning Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital History (University of Houston)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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UMBC Center for
History Education

Educating for
American
Democracy (EAD)
Roadmap

National Council for
History Education

The 1619 Project
Education Network

Hillsdale 1776
Curriculum

American Birthright
(Civics Alliance)

1776 Unites

Teachers Pay
Teachers

Pinterest

Khan Academy

C3 Teachers
(Inquires)

American Yawp

History Matters:
The US History
Survey Course on
the Web (George
Mason University)

Zinn Education
Project

AP Central for
APUSH (College
Board)

Heimmler's
Histories

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Crash Course US
History (John
Green)

Social media groups
and/or forums

Display This Question:

If How often have you used the free history teaching resources listed below? [Heard of this, but I purposefully avoided using it] (Count) > 0

Q30 For any resources that you said you avoid, please describe why you avoid using them.

Q31 Please name any free local (town, region, or state) history teaching resources that you use on a regular basis in your US history course(s).

Q32 If there are any significant US history resources that you use frequently that were NOT listed, please list them here.

End of Block: Curricular Materials

Start of Block: The Practice and Purpose of History Teaching

PPHT_Intro For the following questions, please answer with regard to all US history courses that you are teaching this year (that were NOT AP, Dual Credit, or College Credit courses).



Q33 How important are the following skills for US history students to learn in your class?

	Not at all important	Somewhat important	Important/very important	I'm not familiar with this concept or skill
Developing critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students to analyze primary sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Embedding core knowledge of key events, people, and eras in American history	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students to build arguments using evidence from primary sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students to think in terms of causes and effects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students to understand the contingency of historical events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducing students to historiographical debates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting students to articulate how they feel about the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students how to do research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students how to write a thesis-driven essay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q34 How important are the following goals and values to teaching US history?

	Not at all important	Somewhat important	Important/very important	I'm not familiar with this goal or value
Presenting US history as a story of violence, oppression, and/or injustice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting US history as a series of conflicts over power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting US history as a complex mix of accomplishments and setbacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting US history as a consistent fulfillment of the promises of the nation's founding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting multiple sides of every story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q35 How important are the following goals and values to teaching US history?

	Not at all important	Somewhat important	Important/very important	I'm not familiar with this goal or value
Making connections to the present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instilling civic pride in the nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building an appreciation for diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instilling core knowledge of national heritage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focusing on challenging/controversial topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q36 How important are the following goals and values to teaching US history?

	Not at all important	Somewhat important	Important/very important	I'm not familiar with this goal or value
Developing informed citizens for participation in a democratic society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expecting students to confront the role of racism in our nation's character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivating an appreciation of the United States as an exceptional nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students see the role of God in our nation's destiny	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a shared sense of national identity among students across social groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q37 Have you ever personally faced objections or criticisms to the way you teach certain topics in US history?

- Yes, frequently
- Yes, several times over my career
- Yes, but probably only once or twice
- No, not ever

American Lesson Plan

Display This Question:

*If Have you ever personally faced objections or criticisms to the way you teach certain topics in US... !=
No, not ever*

Q38 If yes, which topic has generated the most objections or criticisms for you?

Display This Question:

*If Have you ever personally faced objections or criticisms to the way you teach certain topics in US... !=
No, not ever*



Q39 From whom have the objections or criticisms come? (Select all that apply.)

- Students
- Parents
- School or district administrators
- Colleagues
- Local school board
- Community members
- State education agency
- State board of education
- State legislature
- Press
- Other, please specify:

Display This Question:

*If Have you ever personally faced objections or criticisms to the way you teach certain topics in US... !=
No, not ever*



Q40 Did the experience of facing direct pressure change how you taught the topic? If so, how? (Select all that apply.)

- I changed the way I taught the topic.
- I did further research to enrich my teaching.
- I sought out professional development.
- I sought out administrative support.
- I stopped teaching the topic.
- I did not change the way I taught the topic.
- Other, please specify:

End of Block: The Practice and Purpose of History Teaching

Start of Block: Demographic Questions



Q41 How do you identify? (Select all that apply.)

- Female
- Male
- Transgender, non-binary, or another gender
- Prefer not to answer



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Q42 Which of the following do you mark on US census forms? (Select all that apply.)

Asian American/Pacific Islander

Black/African American

Hispanic/Latino

Native American/Alaska Native

White

Prefer not to answer



Q43 Excluding student teaching, how many years have you worked as a social studies teacher, INCLUDING this year?

Less than 1 year

1–2 years

3–5 years

6–10 years

11–20 years

21 or more years

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Q44 What degrees have you earned? (Select all that apply).

- Bachelor's degree
- Master's degree
- Doctoral degree (EdD/PhD/JD, etc.)

Display This Question:

If What degrees have you earned? (Select all that apply). = Bachelor's degree

Q45 What was your undergraduate major(s)? (Select all that apply).

- Elementary or Secondary Education
- History
- History Education
- Geography or Geography Education
- Physical Education
- Special Education
- General Social Science or Social Studies Education
- Political Science
- Economics
- Sociology
- Another Social Science (psychology, anthropology, etc.)
- English/Literature/Rhetoric

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- English Language Learning
- Early Childhood Education
- Foreign Language (French, Chinese, etc.)
- Ethnic Studies (for example: African American Studies, Latina/o Studies, Native American/Indigenous Studies, Asian American Studies)
- Gender Studies
- Communications
- Business
- Philosophy
- Other academic discipline, please specify:

Q46 Did you have any undergraduate minors?

- Yes
- No

Display This Question:

*If What degrees have you earned? (Select all that apply). = Bachelor's degree
And Did you have any undergraduate minors? = Yes*

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Q47 What was your undergraduate minor(s)? (Select all that apply).

- Elementary or Secondary Education
- History
- History Education
- Geography or Geography Education
- Physical Education
- Special Education
- General Social Science or Social Studies Education
- Political Science
- Economics
- Sociology
- Another Social Science (psychology, anthropology, etc.)
- English/Literature/Rhetoric
- English Language Learning
- Early Childhood Education
- Foreign Language (French, Chinese, etc.)
- Ethnic Studies (for example: African American Studies, Latina/o Studies, Native American/Indigenous Studies, Asian American Studies)

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- Gender Studies
- Communications
- Business
- Philosophy
- Other academic discipline, please specify:

Display This Question:

If What degrees have you earned? (Select all that apply). = Master's degree

Q48 In what field did you receive your master's degree? (Select all that apply).

- Elementary or Secondary Education
- History
- History Education
- Geography or Geography Education
- Physical Education
- Special Education
- General Social Science or Social Studies Education
- Political Science
- Economics
- Sociology

American Lesson Plan

- Another Social Science (psychology, anthropology, etc.)
 - English/Literature/Rhetoric
 - English Language Learning
 - Early Childhood Education
 - Foreign Language (French, Chinese, etc.)
 - Ethnic Studies (for example: African American Studies, Latina/o Studies, Native American/Indigenous Studies, Asian American Studies)
 - Gender Studies
 - Communications
 - Business
 - Philosophy
 - Other academic discipline, please specify:
-

Display This Question:

If What degrees have you earned? (Select all that apply). = Doctoral degree (EdD/PhD/JD, etc.)

Q49 In what field did you receive your doctoral degree? (Select all that apply).

- Elementary or Secondary Education
- History
- History Education
- Geography or Geography Education

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- Physical Education
 - Special Education
 - General Social Science or Social Studies Education
 - Political Science
 - Economics
 - Sociology
 - Another Social Science (psychology, anthropology, etc.)
 - English/Literature/Rhetoric
 - English Language Learning
 - Early Childhood Education
 - Foreign Language (French, Chinese, etc.)
 - Ethnic Studies (for example: African American Studies, Latina/o Studies, Native American/Indigenous Studies, Asian American Studies)
 - Gender Studies
 - Communications
 - Business
 - Philosophy
 - Other academic discipline, please specify:
-

Q50 Which subjects does your teachers' license qualify you to teach?

End of Block: Demographic Questions

Start of Block: Giftcard

QThanks

Thank you for sharing your thoughts and experiences about how US history is taught in our public schools. As a token of appreciation, please use the discount code **XXXX** to receive \$10 off an AHA membership. To learn more about the AHA and join, visit historians.org/join.

Display This Question:

If The \$10 electronic gift card was available for the first 400 respondents from your state. We have... Is Displayed

QGiftcard As a token of our appreciation for your participation, we are also offering a \$20 electronic gift card to one of the following retailers. Please select the e-gift card you would like to receive. We will be sending these out weekly.

- Amazon
 - Starbucks
 - Target
 - Walmart
 - I do NOT want to receive an e-giftcard
-

Q137 *Please note:* We will be sending electronic gift cards once every 7 days. You will receive the gift card by email, and this email will come from Hillary Hanson at the University of Chicago Survey Lab, with the email subject "AHA History Survey Gift Card". If you do not receive the gift card within 7 days of completing this survey, please email: hansonhd@uchicago.edu.

Display This Question:

If RecipientEmail = fake@email.com



Q136 What email address should we sent the e-gift card to?

Skip To: QThanksB If Condition: What email address should w... Is Displayed. Skip To: If you would like to support this pro....

Page Break

American Lesson Plan

Display This Question:

If As a token of our appreciation for your participation, we are also offering a \$20 electronic gift... = Amazon

Or As a token of our appreciation for your participation, we are also offering a \$20 electronic gift... = Starbucks

Or As a token of our appreciation for your participation, we are also offering a \$20 electronic gift... = Target

Or As a token of our appreciation for your participation, we are also offering a \$20 electronic gift... = Walmart

QEmail We will send your e-gift card check to the email address we have on file:

#{e://Field/RecipientEmail}

Would you like us to send your e-gift card to a different address?

- Please send my e-gift card to the email address above
- Please send my e-gift card to a **different email address**

Display This Question:

If We will send your e-gift card check to the email address we have on file: ... = Please send my e-gift card to a different email address



QNewEmail What email address should we sent the e-gift card to?

QThanksB If you would like to support this project further by meeting **virtually** with **the AHA research team** and discussing your work as a US history teacher, please fill out this form.

PLEASE NOTE: This link will take you to a separate survey where you can enter you contact information. Contact information is only used to get in touch with you about future research. Your answers to survey questions are stored and analyzed separately from your identity. Entering your contact information does not mean you have to speak with us, only that we have permission to contact you and ask.

Click here to enter your contact information.

End of Block: Giftcard
