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APPENDIX

Common Core State Standards for English/Language Arts in History/Social Studies, Science, and Technical Subjects

Page 61, Reading Standards for Literacy in History/Social Studies 6–12

The standards below begin at grade 6; standards for K–5 reading in history/social studies, science, and technical subjects are integrated into the K–5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

GRADES 6–8 STUDENTS	GRADES 9–10 STUDENTS	GRADES 11–12 STUDENTS
Key Ideas and Details		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
Integration of Knowledge and Ideas		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Range of Reading and Level of Text Complexity		
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Notes

Introduction

1. *The New York Times*, April 4, 1921.
2. See the multiple-choice item relating to Prosser on the NAEP website, <http://nces.ed.gov/nationsreportcard/ITMRLS/itemdisplay.asp>. The reference to *Gitlow v. State of New York* appears on page 29 of the *United States History Framework for the National Assessment of Educational Progress* (Washington, D.C.: 2006). National Assessment Governing Board, Department of Education.
3. National Governors' Association Center for Best Practices, Council of Chief State School Officers, *Common Core State Standards (Literacy in History/Social Studies, Science and Technical Subjects)*. (Washington, D.C.: National Governors' Association, 2010).
4. *Ibid.*, 60.
5. Gina Biancarosa and Catherine E. Snow, *Reading Next: A Vision for Action and Research in Middle and High School Literacy* (New York: Carnegie Corporation, 2004), 12.
6. See Reed Stevens, Sam Wineburg, Leslie Herrenkohl, and Philip Bell, "Comparative Understanding of School Subjects: Past, Present, and Future," *Review of Research in Education* (2005), 75(2), 125–157.
7. See Avishag Reisman, "The 'Document-Based Lesson': Bringing Disciplinary Inquiry Into High School History Classrooms with Adolescent Struggling Readers," *Journal of Curriculum Studies* (2011), 44(2), 233–264; Avishag Reisman, "Reading Like a Historian: A Document-Based History Curriculum Intervention in an Urban Classroom," *Cognition and Instruction* (2012), 30(1), 86–112.
8. See Diane Ravitch, *The Language Police: How Pressure Groups Restrict What Students Learn* (2003), and Tamim Ansary, "The muddle machine: Confessions of a textbook editor," *Edutopia* (2008), available at <http://www.edutopia.org/muddle-machine>.

Chapter 1

1. David A. Price, *Love and Hate in Jamestown: John Smith, Pocahontas, and the Heart of a New Nation* (New York: Knopf, 2003).
2. *Ibid.*, 59.
3. Camilla Townsend, *Pocahontas and the Powhatan Dilemma* (New York: Hill and Wang, 2004), 52.

4. John Smith, "A True Relation by Captain John Smith 1608," in *Narratives of Early Virginia, 1606–1625*, ed. Lyon Gardiner Tyler (New York: Charles Scribner's Sons, 1907), 48. Online facsimile edition at www.americanjourneys.org/aj-074/

5. Philip L. Barbour, ed., *The Complete Works of Captain John Smith (1580–1631)*, vol. 2 (Chapel Hill: University of North Carolina Press, 1986), 151. Also available online at <http://www.virtualjamestown.org/firsthand.html>

6. "Powhatan" is the name commonly used for both the tribe led by Pocahontas's father and the chief himself. Wahunsunacock may be a more accurate name for the Indian chief.

7. Henry Adams, "Captain John Smith," *The North American Review* 104 (214) (January 1867) 1–30. Also available online at <http://cdl.library.cornell.edu/cgi-bin/moa/moa-cgi?notisid=ABQ7578-0104&byte=93017179>. Adams's article is a review of Charles Deane's editions of Smith's *True Relation* and Edward Maria Wingfield's *A Discourse of Virginia* in which he questioned Smith's truthfulness, but it is Adams who does a full assault on the same.

8. Paul Lewis, *The Great Rogue: A Biography of John Smith* (New York: David McKay Company, 1966).

9. J. A. Leo Lemay, *The American Dream of Captain John Smith* (Charlottesville: University Press of Virginia, 1991). Also see J. A. Leo Lemay, *Did Pocahontas Save Captain John Smith?* (Athens: The University of Georgia Press, 1992).

10. Philip L. Barbour, *Pocahontas and Her World: A Chronicle of America's First Settlement in Which Is Related the Story of the Indians and the Englishmen—Particularly Captain John Smith, Captain Samuel Argall, and Master John Rolfe* (Boston: Houghton Mifflin, 1970).

11. These words were used by George Percy, an Englishman who traveled on the trio of boats to Jamestown in 1607 and eventually succeeded Smith as leader of the colony. In *A Trewe Relacyon of the Pcedeinges and Ocurrentes of Momente wch have hapned in Virginia from the Tyme Sr Thomas GATES was shippwrackte uppon the BERMUDES ano 1609 untill my deptime outt of the Country wch was in ano Dñi 1612*. (Called "A True Relation" by George Percy, 1609–1612). Also available online at <http://etext.lib.virginia.edu/etcbin/jamestown-browse?id=J1063>, 264).

12. See one examination of the origins and uses of these mythic representations during the colonial, federalist, and

antebellum periods in Robert S. Tilton, *Pocahontas: The Evolution of an American Narrative* (Cambridge, UK: Cambridge University Press, 1994). For one example of how scholars look at representations of the story in later years, see Frederic W. Gleach, "Pocahontas at the Fair: Crafting Identities at the 1907 Jamestown Exposition," *Ethnohistory* 50 (3) (Summer 2003), 419–445.

13. Townsend, *Pocahontas and the Powhatan Dilemma*; Helen Rountree, *Pocahontas, Powhatan, Opechancanough: Three Indian Lives Changed by Jamestown* (Charlottesville: University of Virginia Press, 2005).

14. Townsend, *Pocahontas and the Powhatan Dilemma*, 56.

15. E. Randolph Turner, "Native American Protohistoric Interactions in the Powhatan Core Area," *Powhatan Foreign Relations*, ed. Helen Rountree (Charlottesville: University Press of Virginia, 1993), 76–93.

16. Louise Woodville, "Uncovering Powhatan's Empire," *Humanities: The Magazine of the National Endowment for the Humanities*, 28 (1) (January/February 2007), 17–19.

17. Townsend, *Pocahontas and the Powhatan Dilemma*, 14.

18. Barbour, *Pocahontas and Her World*, 4.

19. Helen C. Rountree, "Pocahontas: The Hostage Who Became Famous," *Sifters: Native American Women's Lives*, ed. Theda Perdue (Oxford: Oxford University Press, 2001), 27.

20. David Lowenthal, "Fabricating Heritage," *History and Memory*, 10 (1) (Spring, 1998) (<http://www.iupress.indiana.edu/journals/history/ham10-1.html>).

Chapter 2

1. Elias Phinney, *History of the Battle at Lexington on the Morning of the 19th of April, 1775* (Boston: Printed by Phelps and Farnham, 1825); Ian M. G. Quimby, "The Doolittle Engravings of the Battle of Lexington and Concord," *Winterthur Portfolio* 4 (1968), 83–108.

2. Ezra Ripley, *A History of the Fight at Concord on the 19th of April, 1775* (Concord, MA: Herman Atwill, 1832).

3. Harold Murdock, *The Nineteenth of April 1775* (Boston: Houghton Mifflin, 1925), 362.

4. *Ibid.*, 363.

5. Arthur B. Tourtellot, *Lexington and Concord: The Beginning of the War of the American Revolution* (New York: W.W. Norton & Co., 1959), 135.

6. Deposition of Nathaniel Mulliken et al., in Clement Sawtell, *A Narrative of the Excursion and Ravages of the King's Troops under the Command of General Gage* (New York: *The New York Times* and Arno Press, 1968).

7. John Barker, *The British in Boston: The Diary of Lt. John Barker* (New York: The New York Times & Arno Press, 1969).

8. Samuel Steinberg, *The United States: Story of a Free People* (Boston: Allyn and Bacon, 1963), 92, reprinted in P. S. Bennett, *What Happened at Lexington Green?* (Menlo Park, CA: Addison-Wesley, 1970), 31.

9. Ezra Stiles, *The Literary Diary of Ezra Stiles*, ed., under the Authority of the Corporation of Yale University, by

Franklin Bowditch Dexter (New York: Charles Scribner's Sons, 1901).

10. See Sam Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001), 63–88; Sam Wineburg, "What Does NCATE Have to Say to Future Teachers of History? Not Much," *Phi Delta Kappan* 86(9) (2005), 662.

11. Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*, 67.

12. *Ibid.*, 68.

Chapter 3

1. Abraham Lincoln, *Speeches and Writings 1832–1858*, ed. Don E. Fehrenbacher (New York: Library of America, 1989), 512.

2. Lerone Bennett, "Was Abe Lincoln a White Supremacist?" *Ebony* (February 1968), 35–42.

3. Brian R. Dirck, ed., *Lincoln Emancipated: The President and the Politics of Race* (DeKalb: Northern Illinois University Press, 2007).

4. For examples of scholarship focused on Lincoln's views on race and slavery, see Dirck, *Lincoln Emancipated; Our Lincoln: New Perspectives on Lincoln and His World*, ed. Eric Foner (New York: W.W. Norton & Co., 2008); and Philip M. Guerty, ed., "Lincoln, Race, and Slavery," *Organization of American Historians Magazine of History*, October 2007.

5. See Abraham Lincoln, *The Collected Works of Abraham Lincoln* (Ann Arbor: University of Michigan Digital Library Production Services, 2001), available at <http://quod.lib.umich.edu/l/lincoln/>

6. Douglas L. Wilson, *Lincoln's Sword: The Presidency and the Power of Words* (New York: Vintage Books, 2006), 6.

7. David Herbert Donald, *Lincoln Reconsidered: Essays on the Civil War* (New York: Vintage Books, 2001), 13.

8. *Ibid.*, 30.

9. Don E. Fehrenbacher, "Only His Stepchildren: Lincoln and the Negro," *Civil War History* 20 (1974), 293–310, 293, as quoted in Richard Carwardine, *Lincoln: A Life of Purpose and Power* (New York: Alfred A. Knopf, 2006), 33; Richard N. Current, *The Lincoln Nobody Knows* (New York: McGraw-Hill, 1963).

10. Current, *The Lincoln Nobody Knows*, 19–20.

11. The audiences would not be directly electing either man, as until the passage of the 17th amendment in 1913, state legislatures elected U.S. senators.

12. In each of the debates, one candidate opened with a 60-minute speech, his opponent followed with a 90-minute speech, and then the original speaker had 30 minutes to respond and close.

13. James W. Loewen, *Lies My Teacher Told Me* (New York: Free Press, 1995), 153.

14. Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party Before the Civil War* (New York: Oxford University Press, 1995), 263. Foner wrote: "At times

during the 1850's it seemed that the only weapon in the Democrats' political arsenal was the charge that the Republicans were pro-Negro," and noted that Missouri legislator Francis P. Blair described it as the "incessant theme" of Douglas's campaign.

15. *Ibid.*, 261. These states were Iowa, Indiana, Illinois, and Oregon.

16. Garry Wills, "Dishonest Abe," *Time*, October 5, 1992, 41.

17. Doris Kearns Goodwin, *Team of Rivals: The Political Genius of Abraham Lincoln* (New York: Simon and Schuster, 2005), 8.

18. Foner, *Free Soil, Free Labor, Free Men*, 261–262.

19. Phillip Shaw Paludan, "Lincoln and Negro Slavery: I Haven't Got Time for the Pain," *Journal of the Abraham Lincoln Association* (Summer 2006), paragraph 32 (<http://www.historycooperative.org/journals/jala/27.2/paludan.html>)

20. George M. Fredrickson, *The Black Image in the White Mind: The Debate on Afro-American Character and Destiny, 1817–1914* (New York, 1971), 43.

21. Paludan, "Lincoln and Negro Slavery."

22. Eric Foner, "Lincoln and Colonization," in *Our Lincoln: New Perspectives on Lincoln and His World*, ed. Eric Foner (New York: W.W. Norton & Co., 2008), 144.

23. Lerone Bennett, *Forced into Glory: Abraham Lincoln's White Dream* (Chicago: Johnson Publishing, 2000).

24. For recent examples, see Foner, "Lincoln and Colonization"; Phillip S. Paludan, "Greeley, Colonization, and a "Deputation of Negroes" in *Lincoln Emancipated: The President and the Politics of Race*, eds. Brian R. Dirck and Allen C. Guelzo (DeKalb: Northern Illinois University Press, 2007), 29–46; Kevin R. C. Gutzman, "Abraham Lincoln, Jeffersonian: The Colonization Chimera" in *Lincoln Emancipated: The President and the Politics of Race*, eds. Brian R. Dirck and Allen C. Guelzo (DeKalb: Northern Illinois University Press, 2007), 47–72; Richard Blackett, "Lincoln and Colonization," *OAH Magazine of History* 21 (4) (2007), 19–22.

25. Fehrenbacher, "Only His Stepchildren: Lincoln and the Negro," 308.

26. Foner, "Lincoln and Colonization".

27. See *The Collected Works of Abraham Lincoln*, vol. 5, 372, available at <http://quod.lib.umich.edu/l/lincoln/>. Statements such as "Without the institution of slavery and the colored race as a basis, the war could not have an existence" angered prominent Blacks such as Frederick Douglass.

28. Abraham Lincoln, *The Collected Works of Abraham Lincoln* (Ann Arbor: University of Michigan Digital Library Production Services, 2001) vol. 5, 389, available at <http://quod.lib.umich.edu/l/lincoln/>

29. James N. Leiker, "The Difficulties of Understanding Abe: Lincoln's Reconciliation of Racial Inequality and Natural Rights," in *Lincoln Emancipated: The President and The Politics of Race*, ed. Brian R. Dirck (DeKalb: Northern Illinois University Press, 2007).

30. Sam Wineburg, "Reading Abraham Lincoln: An

Expert/Expert Study in the Interpretation of Historical Texts," *Cognitive Science* 22 (1998), 319–346.

31. Samuel S. Wineburg and Janice Fournier, "Contextualized Thinking in History," in *Cognitive and Instructional Processes in History and the Social Sciences*, eds. M. Carretero and J. F. Voss (Hillsdale, NJ: Erlbaum, 1994).

32. See D. W. Johnson and R. T. Johnson, "Critical Thinking Through Controversy," *Educational Leadership*, May 1988, 58–64; National History Education Clearinghouse, *Structured Academic Controversy in the History Classroom*, <http://teaching-history.org/teaching-materials/teaching-guides/21731>

33. D. Martin and S. Wineburg, "Seeing Thinking on the Web," *The History Teacher* 41:3. (Long Beach, CA: Society for History Education, 2008). <http://www.historycooperative.org/journals/ht/41.3/martin.html>

Chapter 4

1. Howard Zinn, *A People's History of the United States* (New York: Harper Perennial, 2005), 4; Kirkpatrick Sale, *Christopher Columbus and the Conquest of Paradise* (New York: Tauris Parke, 2006).

2. Sam Wineburg, "Unnatural and Essential: The Nature of Historical Thinking," *Teaching History* 129 (December 2007), 6–11; Sam Wineburg and Jack Schneider, "Inverting Bloom's Taxonomy," *Education Week* (September 2009), 28; Sam Wineburg, "Columbus Day: 1892 not 1492," *Los Angeles Times* (October 10, 2005), 18.

3. Wineburg, "Unnatural and Essential," 6–11.

4. See Matthew Frye Jacobson, *Whiteness of a Different Color: European Immigration and the Alchemy of Race* (Cambridge: Harvard University Press, 1999).

5. Article II of the National Council of the United States of North America, quoted in Carl Fremont Brand, "The History of the Know Nothing Party in Indiana," *Indiana Magazine of History* 18 (1922), 73.

6. "Christopher Columbus—Discoverer of the New World," *Connecticut Catholic* 25 (May 1878), 4.

7. Christopher J. Kauffman, *Faith and Fraternalism: The History of the Knights of Columbus, 1882–1982* (New York: Harper and Row, 1982), 16.

8. Thomas J. Schlereth, "Columbia, Columbus, and Columbianism," *Journal of American History* 79 (December 1992), 937–968.

9. See "The Tweed Ring in Charge," Chapter 9, in Diane Ravitch, *The Great School Wars: New York City 1805–1973* (New York: Basic Books, 1974), 92–99.

Chapter 5

1. For the full letter, go to <http://memory.loc.gov/learn/lessons/99/edison/images/mrs2.gif>

2. David Nye, *Electrifying America: Social Meanings of a New Technology, 1880–1940* (Cambridge, MA: MIT Press, 1990), 299.

3. D. Clayton Brown, *Electricity for Rural America: The Fight for the REA* (Westport, CT: Greenwood Press, 1980), xv.
4. Brown, *Electricity for Rural America*, xvi.
5. For more on this, see Ruth Schwartz Cowen's notion of a "work process" in *More Work for Mother: The Ironies of Household Technology from the Open Hearth to the Microwave* (New York: Basic Books, 1983), 11–12.
6. Susan Strasser, *Never Done: A History of American Housework* (New York: Henry Holt, 1982), 105.
7. Brown, *Electricity for Rural America*, xiii.
8. *Ibid.*, xiv.
9. Robert Caro, *The Years of Lyndon Johnson: The Path to Power* (New York: Alfred A. Knopf, 1982), 504–509.
10. Nye, *Electrifying America*, 303.
11. *Ibid.*, 287.
12. Brown, *Electricity for Rural America*, 75.
13. *Ibid.*, 112.
14. Strasser, *Never Done*, 81.
15. Cowen, *More Work for Mother*, 173.
16. Nye, *Electrifying America*, 267.
17. *Ibid.*, 24.
18. In another example, Strasser (*Never Done*, 279) claims that "almost half" of American households had a dishwasher by 1980–59 years after Mrs. Lathrop wrote about hers!
19. Cowen, *More Work for Mother*, 159.
20. *Ibid.*
21. Italics added. For the full letter, go to <http://memory.loc.gov/learn/lessons/99/edison/images/mrs2.gif>
22. Cowen, *More Work for Mother*, 174.
23. *Ibid.*, 178.
24. Patricia Albjerg Graham, "Expansion and Exclusion: A History of Women in American Higher Education," in *History of Women in the United States: Education*, ed. Nancy Cott, (New York: K. G. Saur, 1992), 219.
25. *Ibid.*
26. *Ibid.*
27. *Ibid.*, 223.
28. *Ibid.*, 225. For another article on these statistics, see Pamela Roby, "Women and American Higher Education," *Annals of the American Academy of Political and Social Science* 404 (127) (November 1972), 118–139.
29. Barbara Miller Solomon, *In the Company of Educated Women: A History of Women and Higher Education in America* (New Haven, CT: Yale University Press, 1985), 121.
30. W. Elliot Brownlee, "Household Values, Women's Work, and Economic Growth, 1800–1930," *History of Women in the United States: Domestic Ideology and Domestic Work, Part I*, 205.
31. Brown, *Electricity for Rural America*, 9.
32. *Ibid.*, 116–117.
33. Strasser, *Never Done*, 268.
34. For more on this, see Cowen, *More Work for Mother*.
35. Cowen, *More Work for Mother*, 99.
36. *Ibid.*, 174.
37. *Ibid.*, 178.

38. *Ibid.*

39. See Cowen, *More Work for Mother*, Chapter 3 for her argument about "the invention of housework."

Chapter 6

1. An argument can be made that Steinbeck's novel is a work of truth, but the point is that the "rules" of fictional stories and historical narratives differ. This is not to argue that in fiction, there isn't truth, but rather that fiction allows invented characters, and straying from the evidence to tell that truth. Or, as Davidson and Lytle state, "Unlike a historian, he [Steinbeck] was not bound by strict rules of evidence and explanation, only by the true expression of the human condition." See James W. Davidson & Mark H. Lytle, *After the Fact: The Art of Historical Detection* (Boston: McGraw-Hill Higher Education, 1999), 260.

2. Donald Worster, *Dust Bowl: The Southern Plains in the 1930s* (New York: Oxford University Press, 1979), 29.

3. Alvin O. Turner, ed., *Letters from the Dust Bowl* (author Caroline Henderson) (Norman: University of Oklahoma Press, 2001), 10. In 1819, explorer Stephen Long would call it the former and after the Civil War, maps would identify the Oklahoma Panhandle as the latter.

4. Historians differ on exactly what years they call the beginning and the end of the Dust Bowl. But they agree that the storms worsened after 1933 and that 1935–1937 were the worst years.

5. R. Douglas Hurt, *The Dust Bowl: An Agricultural and Social History* (Chicago: Nelson-Hall, 1981), 3.

6. Turner, *Letters from the Dust Bowl*, 19; Worster, *Dust Bowl*, 15.

7. "Huge Dust Cloud, Blown 1,500 Miles, Dims City 5 Hours," *New York Times*, May 12, 1934, 1.

8. Worster, *Dust Bowl*, 14.

9. Pauline W. Grey, "The Black Sunday of April 14, 1935," *Pioneer Stories of Meade County*, 1950, 25, www.kansasmemory.org/item/211072

10. *Ibid.*, 27. Accompanying this was Grey's "satisfying peace" that her efforts earlier that day to patch up all the cracks in her house were holding, so she could have "died happily!"

11. *Ibid.*, 26.

12. See Worster, *Dust Bowl*, Chapter 3, "Okies and Exodusters," for a detailed rendering of migration rates and patterns.

13. Hurt, *The Dust Bowl*, 91–92. For a discussion of how previous histories differed on this point, see Harry C. McDean, "Dust Bowl Historiography," in *Americans View Their Dust Bowl Experience*, eds. J. R. Wunder, F. Kaye, and V. Carstensen (Boulder: University Press of Colorado, 1999), 366–384.

14. Timothy Egan, *The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl* (Boston: Houghton Mifflin Company, 2006), 192; Hurt, *The Dust*

Bowl, 53–54.

15. McDean, "Dust Bowl Historiography," 369.
16. Worster, *Dust Bowl*, 66.
17. *Ibid.*, 77.
18. *Ibid.*, 83.
19. *Ibid.*, 88; Hurt, *The Dust Bowl*, 21.
20. See the Library of Congress collection at http://memory.loc.gov/ammem/award97/ndfahtml/hult_sod.html for pictures of these almost extinct sod houses.
21. Worster, *Dust Bowl*, 94.
22. *Ibid.*, 97.
23. Hurt, *The Dust Bowl*, 15.
24. See Paul Bonnifield, *The Dust Bowl: Men, Dirt, and Depression* (Albuquerque: University of New Mexico Press, 1979).
25. See James C. Malin, *The Grassland of North America: Prolegomena to Its History* (Lawrence, KS: Author, 1961).
26. McDean, "Dust Bowl Historiography."
27. William Cronon, "A Place for Stories: Nature, History, and Narrative," *The Journal of American History* 78(4) (1992) 1347–1376.
28. For more on the "Opening Up the Textbook" approach and how to work with textbooks, see Chapter 8 on the Cuban Missile Crisis. Also see the following: Sam Wineburg, "Opening Up the Textbook and Offering Students a Second Voice," *Education Week*, June 5, 2007, 36–37; Daisy Martin, "From Lecture to Lesson Through 'Opening Up the Textbook,'" *Organization of American Historians Newsletter*, November 2008, 9; Daisy Martin and Chauncey Monte-Sano, "Inquiry, Controversy, and Ambiguous Texts: Learning to Teach for Historical Thinking," in *History Education 101: The Past, Present, and Future of Teacher Preparation*, eds. W. Warren & D. Cantu (Charlotte, NC: Information Age Publishing, 2007), 167–186. See as well the many resources at <http://sheg.stanford.edu>
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