

Direct Instruction History Books *(not scripted)*

Understanding U.S. History Volume I—Through 1914 by Douglas Carnine, Donald Crawford, Mark Harness & Keith Hollenbeck

Understanding U.S. History Volume II—Reconstruction to World Leadership by Douglas Carnine, Don Steely & Jerry Silbert

Teacher's Manuals—Volumes I & II

History is presented in a uniquely understandable fashion because events are explained in the context of big ideas in history, and organized using the problem-solution-effect format. Historical events are understood as responses to either economic problems or human rights problems. Human responses are categorized as attempts to solve these problems through accommodating, dominating, moving, inventing or tolerating (ADMIT) the problem. Presenting historical information in a carefully organized fashion results in greater student comprehension and retention. Several times in each chapter the key content is captured by test questions requiring an essay answer. Students are provided with scaffolding (graphic organizers and model answers) to assist them in learning the key ideas of the text and how to articulate the answers to the essay questions. In addition the text has excellent and frequent exercises for vocabulary instruction, cumulative review, and extension activities for higher order thinking.

A well-researched if not well-promoted history text!

Understanding U.S. History Research Articles

Crawford, D. B. & Carnine, D. (2000) Comparing the effects of textbooks in eighth-grade U.S. history: Does conceptual organization help? *Education and Treatment of Children*, 23 (4), 387-422.

Carnine, D., Caros, J., Crawford, D. B., Harniss M. K., & Hollenbeck, K. L. (1997). Five intervention studies evaluating Understanding U.S. History. *Effective School Practices*, 16(1-2), 36-54.

Carnine, D., Caros, J., Crawford, D. B., Harniss M. K., & Hollenbeck, K. L. (1996). Designing effective United States history curricula for all students. In J. Brophy (Ed.), *Advances in Research on Teaching: Case Studies of Teaching and Learning History*; Vol. 6.

Harniss, M. K., Hollenbeck, K. L., Crawford, D. B., & Carnine, D. (1994). Content organization and instructional design issues in the development of history texts. *Learning Disability Quarterly*, 17 (3), 235-248.

Understanding U.S. History is available from the University of Oregon Bookstore:

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Eugene, OR 97403
duckshop@uoregon.edu
541-346-9485 or 1-800-352-1733

Text Volume 1: Item #2000001
Text Volume 2: Item #2000228
Manual Volume 1: Item #2000002
Manual Volume 2: Item #2000229