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**READINGS IN WORLD HISTORY**

**Part 2**

**учебно-методическое пособие по английскому языку  
для направления подготовки «Педагогическое образование»,  
Института истории и международных отношений**

**Часть 2**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Г.С. ЧЕРНЫШЕВСКОГО

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*учебно-методическое пособие по английскому языку  
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Института истории и международных отношений*

*Часть 2*

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**Захарова Е.Н.** Readings in World History. Part 2. учебно-методическое пособие по английскому языку для направления подготовки «Педагогическое образование» Института истории и международных отношений. Часть 2. – Саратов, 2017.

Учебно-методического пособие содержит материалы для чтения профессионально-ориентированной литературы на иностранном языке (английский язык) для магистрантов направления «Педагогическое образование» Института истории и международных отношений. Все учебные тексты снабжены системой после-текстовых упражнений.

Целью пособия является подготовка студентов к работе с аутентичной академической литературой по специальности.

Работа издана в авторской редакции

## СОДЕРЖАНИЕ

Предисловие .....	5
Текст 1 History Teachers' Insights into Substantive Historical Knowledge .....	6
Текст 2 Reporting on Progress .....	11
Текст 3 History Has Never Been So Unpopular .....	17
Текст 4 School History Gets the TV Treatment .....	25
Текст 5 Why Schools Have Stopped Teaching American History.....	34
Текст 6 A History Degree without Studying U.S. History? It's Possible at Top Colleges like Harvard, Yale and Stanford .....	40
Список рекомендованных Интернет ресурсов .....	48

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНА И. Г. ЧЕРНЫШЕВСКОГО

## ПРЕДИСЛОВИЕ

Настоящее пособие предназначено для магистрантов направления «Педагогическое образование» «Института истории и международных отношений в качестве материала для домашнего чтения и переводческого практикума. Учебным материалом пособия являются оригинальные тексты из англоязычного журнала “Teaching History” (№157, 2014), а также статьи из британской и американской прессы – “The Guardian” (2010 и 2011), “The New York Post” (2017), “Washington Post” (2016).

Целью пособия является подготовка студентов к самостоятельной работе с академической литературой и периодикой по специальности.

Учебные тексты снабжены системой после-текстовых упражнений и заданий для домашней работы. Это позволяет последовательно подвести студентов к пониманию и осмыслению содержания текстов, развивать навыки контекстуального подхода к переводу, ориентируют на пополнение индивидуального словарного запаса в процессе чтения. Перевод рассматривается автором как этап речевой деятельности, завершающий предварительный анализ и толкование содержания и ведущий к передаче смысла оригинала средствами родного языка.

Название: **“History Teachers’ Insights  
into Substantive Historical Knowledge”**

Источник: Hammond K. The Knowledge That ‘Flavours’ a Claim: Towards Building and Assessing Historical Knowledge on Three Scales // Teaching History.

№ 157. December 2014. p. 18-24.

P 1: It is an interesting exercise to review what the history education community has written about substantive historical knowledge and its interplay with second-order knowledge. Many teachers have made reference to the close integration of the two, but there seems to be a tendency to comment briefly on the relationship rather than to explore it in depth. For example, Vermeulen states that substantive knowledge is ‘underpinned’ by second-order knowledge and that substantive knowledge is needed as a base on which to ‘hang’ evidential understanding, but does not dig into this relationship any further. Similarly, Reisman claims that substantive historical knowledge ‘enables’ second-order enquiry but does not go on to explore *how* this occurs. This fairly common practice of stating connections between substantive and second-order knowledge but not really exploring them suggests that our understanding of this relationship is under-theorised.

P 2: An important exception to this generalisation is Pickles, who reported on her attempts to explore the way in which her students’ substantive historical knowledge affected their ability to make meaning from historical sources. Pickles concluded that her students seemed to be operating with three types of historical knowledge (substantive knowledge of the topic and context, second-order knowledge of how to handle historical evidence and second-order knowledge of empathy) and that the second-order understandings were an essential precursor if students were to make the most effective use of their substantive knowledge. Pickles’ research added a new angle to our understanding but there is still a black hole over the issue of substantive historical knowledge. Can substantive knowledge be simply divided into ‘topic’

knowledge and ‘context’ knowledge? And what happens when – as they marshal material or advance conclusions – students use substantive historical knowledge *implicitly*? Pickles seems to address neither tacit knowledge nor its implicit manifestation.

P 3: Further insights into the nature of substantive historical knowledge come from Lee who drew out the important distinction between factual and conceptual substantive historical knowledge. Counsell distinguished between students’ ‘fingertip’ knowledge (temporary, detailed substantive working knowledge necessary to hold in ready memory when working on a topic) and their ‘residue’ knowledge (longer-lasting substantive knowledge of period structures and characteristics that needs to outlast a particular topic focus and which will make it possible to recognize recurring features in future topics and to make links across topics). Returning to my Tet Offensive essays, I could see, to some degree, how these characterizations helped me to explain the differences between the stronger and weaker pieces of historical analysis, but I was still unable to say what *exactly* students were doing with their substantive historical knowledge that made certain essays shine. It was time to start theorising for myself.

**Exercise 1: Use context clues to get the meaning of the words/phrases and give their Russian equivalents.**

P 1: to review, history education community, historical knowledge, close integration, fairly common practice

P 2: generalization, to affect context, essential, a new angle to our understanding, conclusions, a black hole

P 3: insights into, to draw out the important distinction between, temporary, characteristics, to make links across topics

**Exercise 2: Read the text and find answers to the following questions.**

a. What does Vermeulen state?

- b. Why does the author say that our understanding of this relationship is under-theorised?
- c. What are three types of historical knowledge according to Pickles?
- d. Why does the author write that “there is still a black hole over the issue of substantive historical knowledge”?
- e. Who drew out the important distinction between factual and conceptual substantive historical knowledge?
- f. How does Counsell define ‘fingertip’ knowledge and ‘residue’ knowledge?
- g. Why is the author sure that “it was time to start theorising”?

**Exercise 3: Read the statements below and determine whether they are true or false. If the statement is false, correct it.**

- a. It is an interesting exercise to review what the history education community has written about second-order historical knowledge and its interplay with second-order knowledge.
- b. This fairly common practice of stating connections between substantive and second-order knowledge but not really exploring them does not need our understanding of this relationship.
- c. Pickles reported on her attempts to explore the way in which her students’ substantive historical knowledge affected their ability to make meaning from historical sources.
- d. Pickles concluded that her students seemed to be operating with four types of historical knowledge.
- e. There is still a black hole over the issue of substantive historical knowledge.
- f. Lee could not draw out the important distinction between factual and conceptual substantive historical knowledge.
- g. The author could see, to some degree, how these characterizations helped her to explain the differences between the stronger and weaker pieces of historical analysis.
- h. The author was able to say what *exactly* students were doing with their substantive historical knowledge that made certain essays shine.

**Exercise 4: Select the word which best matches the expressions underlined in the following sentences.**

1. Many teachers have made reference to the close integration of the two, but there seems to be a tendency to comment briefly on the relationship rather than to explore it in depth.  
a. to remark on    b. to insist on    c. to depend on
2. Similarly, Reisman claims that substantive historical knowledge ‘enables’ second-order enquiry but does not go on to explore *how* this occurs.  
a. historical interest    b. historical context    c. historical information
3. An important exception to this generalisation is Pickles, who reported on her attempts to explore the way in which her students’ substantive historical knowledge affected their ability to make meaning from historical sources.  
a. historical documents    b. historical evidence    c. historical figures
4. Pickles’ research added a new angle to our understanding but there is still a black hole over the issue of substantive historical knowledge.  
a. feeling    b. comprehension    c. idea
5. And what happens when – as they marshal material or advance conclusions – students use substantive historical knowledge *implicitly*?  
a. facts and figures    b. researches, studies    c. judgments or decisions
6. Further insights into the nature of substantive historical knowledge come from Lee who drew out the important distinction between factual and conceptual substantive historical knowledge.  
a. difference between    b. conversation between    c. connection between

**Exercise 5: Translate the text into Russian.**

## APPENDIX: CASE STUDY

Hammond K. The Knowledge That 'Flavours' a Claim: Towards Building and Assessing Historical Knowledge on Three Scales // Teaching History. № 157.

December 2014. p. 23.

Figure 5: A first attempt at a mark-scheme which credits substantive historical knowledge more fully than existing examination mark-schemes

How important was the Nazi propaganda campaign in helping Hitler to become Chancellor in January 1933? (10)	
Mark	Possible characteristics of the essay
1-2 marks	The student fails to tackle the question in any meaningful way, simply listing factors or describing elements of the topic.
3-4 marks	There is a strong sense that the student does not understand that Hitler's rise to power was situated in a particular time and place. The student attempts to answer the question using knowledge that is pertinent to the topic, but fails to demonstrate a grasp of its relation to other events, ideas and characteristics of the period. Judgements on the role or importance of factors seem to be made without an appreciation of the bigger picture within which these factors were situated, and tend to be weak as a result.
5-6 marks	The student demonstrates some understanding of the broader characteristics of the period in which Hitler's rise to power is situated. He/she draws on this knowledge intermittently when trying to make judgements on the role or importance of various factors with occasional success, or might draw on inaccurate wider knowledge to flavour their claims without realising its inaccuracy, leading to weaker conclusions.
7-8 marks	The student has a fairly secure understanding of the characteristics of the period in which Hitler's rise to power is situated, although some errors or gaps in understanding may be indicated. Although some claims about the role and importance of factors may be made without apparent appreciation of the wider context, carrying less weight, there is a genuine sense that the student understands the need to make use of wider substantive historical knowledge to shape their conclusions and is attempting to do so.
9-10 marks	There is a strong sense that the student understands the characteristics of the period in which Hitler's rise to power is situated. He/she is able to use that knowledge (although this knowledge may be revealed implicitly) to make perceptive and accurate claims about the role of various factors and which ones were most important to Hitler's success.

### Comments on the mark-scheme

Writing such a mark-scheme is tricky! My key aim is to try to help markers recognise the vital role of substantive historical knowledge in creating a strong piece of causal analysis and to credit it. In trying to communicate the possible features to which a marker might need to stay alert, however, the mark-scheme might give the sense that the student will be including these things consciously. For example, in the 7-8 mark bracket, I have used the phrase '...understands the need...' which implies an explicit decision on the part of the student to draw on wider knowledge. In the worst mishandlings of the mark-scheme, this could lead to teachers training students to include wider substantive historical knowledge to 'tick off' that level.

Such an approach would actually damage the students' developing understanding of the past. If they are constantly foregrounding all wider knowledge rather than leaving it in its proper place doing an important job in the background, surfacing through informed choice of words or patterning of phrases, they have distorted their picture of the past. This would be to miss the point of a students' accomplishment in 'flavouring' a claim with period sensitivity informed by underlying factual security.

Any such attempts by teachers to 'teach to the mark-scheme' or to try to make their students explicitly aware of flavouring and 'able' to do it would result in some horrible

responses which would fail to achieve what the mark-scheme is designed to do: to see what kinds of period and wider knowledge students can draw on when they are not focused on it. This is why writing this mark-scheme is so tricky: I am trying to help markers credit what is not explicitly occurring as well as what is, and that is something that we teachers have had very little experience of doing. Furthermore, in trying to keep the mark-scheme manageable, I am aware of having used some sloppy and vague phrases ('some understanding', 'occasional success') which would understandably irritate and even distract an annoyed marker from focusing on the key issue of flavouring with substantive knowledge.

## Название: “Reporting on Progress”

Источник: Ford A. Setting Us Free? Building Meaningful Models of Progression for a ‘Post-Levels’ World // Teaching History. № 157. December 2014. p. 28-41.

P 1: Progress Descriptor – Little or none. Indicative evidence - Students are a cause for concern because they:

- fail to grasp new ideas and concepts introduced in lessons and regularly fail to demonstrate acquisition of specific historical knowledge;
- do not deploy new ideas or concepts in their written, or other work. They struggle or fail to elaborate on historical knowledge and make limited or no connections to their existing historical knowledge;
- fail to communicate their ideas effectively; do not respond to feedback in a meaningful way, or ignore feedback altogether;
- repeatedly make the same mistakes, and do not move beyond misconceptions they have developed about the subject, despite being given feedback and assistance;
- show little or no understanding in assessments, either failing them or achieving only a low pass level.

P 2: Progress Descriptor – Slow. Indicative evidence - Students need further support because they:

- grasp new ideas and concepts more slowly than their peers, and seem less confident in their understanding. Students at this level may struggle to recall key information about topics or have a below average command of specific historical knowledge;
- struggle to deploy new ideas and concepts in their work, or may need prompting in order to do so effectively. They do not elaborate on historical knowledge to any great extent and struggle to make meaningful connections between existing knowledge and new knowledge;
- struggle with some aspects of communicating their ideas effectively;

- respond to feedback to some extent, but do not always address the issues being identified;
- overcome some of their misconceptions about the subject but continue to make similar mistakes. This improves with support;
- show some understanding in assessments, although this may vary over time. Students may for example achieve pass grades on most assessments.

P 3: Progress Descriptor – Good. Indicative evidence - Students are making good progress because they:

- grasp new ideas and concepts in line with their peers for the most part, although they may not always be fully confident in their understanding. Students at this level will show a sound grasp of knowledge;
- deploy new ideas and concepts in their work with limited prompting. Students will be able to elaborate ideas in their own words and make connections between new and existing knowledge with a fair degree of confidence;
- have an awareness of the links between ideas and concepts previously studied and newer ones being introduced;
- communicate their ideas effectively most of the time;
- respond to feedback in the majority of tasks, modifying and refining their ideas and work with reasonable effectiveness;
- work on overcoming misconceptions about the subject, meaning that repeated mistakes about ideas or concepts are uncommon;
- show sound understanding in assessments, with some variation over time. For the most part students should achieve merit grades in assessments.

P 4: Progress Descriptor – Rapid. Indicative evidence - Students are making rapid progress because they:

- grasp the vast majority of new ideas and concepts quickly and confidently, showing excellent recall in knowledge tests;

- deploy new ideas and concepts in their work confidently. Students will be able to elaborate historical knowledge and ideas in their own words and make connections between new and existing knowledge confidently;
- show good awareness of the links between ideas and concepts previously studied and newer ones being introduced;
- communicate their ideas effectively for the vast majority of the time;
- respond well to feedback and refine ideas and work effectively;
- work to overcome misconceptions about the subject, seldom continuing to make the same mistakes in work;
- show good understanding in assessments with little variation over time. Assessments will generally be of merit standard or higher, with no evidence of dipping below this standard.

**Exercise 1: Use context clues to get the meaning of the words/phrases and give their Russian equivalents.**

P 1: to grasp new ideas and concepts, knowledge-recall situations, to deploy new ideas, feedback

P 2: struggle to recall key information, a below average command of, to make meaningful connections between

P 3: misconceptions, reasonable effectiveness, to achieve, to have an awareness of, previously, repeated mistakes

P 4: the vast majority of, confidently, to elaborate historical knowledge and ideas in their own words, seldom

**Exercise 2: Read the text and find answers to the following questions.**

- a. (P 1) From your point of view, why does the author say that students are a cause for concern if they struggle or fail to elaborate on historical knowledge and make limited or no connections to their existing historical knowledge?
- b. (P 1) From your point of view, why do some students do not move beyond misconceptions they have developed about the subject?

- c. (P 2) From your point of view, what helps the students to overcome some of their misconceptions about the subject?
- d. (P 2) What is a “pass grade”?
- e. (P 3) How would you define “a fair degree of confidence”?
- f. (P 3) What helps the students to communicate their ideas effectively most of the time?
- g. (P 4) Can you say that you respond well to feedback and refine ideas and work effectively?

**Exercise 3: Read the statements below and determine whether they are true or false. If the statement is false, correct it.**

- a. Students are a cause for concern because they do not deploy new ideas or concepts in their written, or other work. They struggle or fail to elaborate on historical knowledge and make limited or no connections to their existing historical knowledge.
- b. Students are a cause for concern because they fail to communicate their ideas intensively.
- c. Students need further support because they elaborate on historical knowledge to any great extent and do not struggle to make meaningful connections between existing knowledge and new knowledge.
- d. Students need further support because they develop some of their misconceptions about the subject and continue to make similar mistakes.
- e. Students are making good progress because they have an awareness of the links between ideas and concepts previously studied and newer ones being introduced.
- f. Students are making good progress because they show sound understanding in assessments, with some variation over time.
- g. Students are making rapid progress because they do not understand the vast majority of new ideas and concepts quickly and confidently, showing excellent recall in knowledge tests.

h. Students are making rapid progress because they continue to make the same mistakes in work.

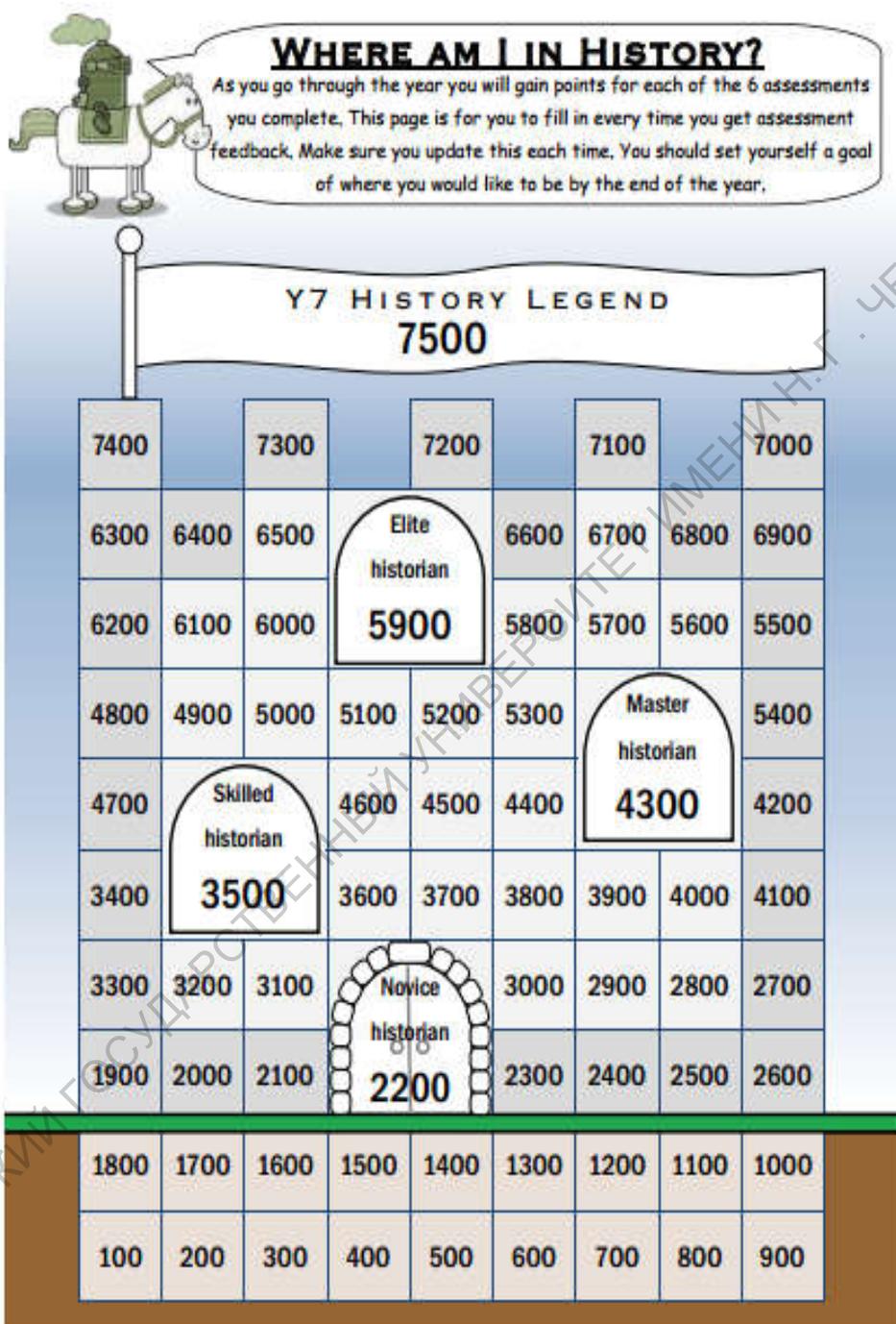
**Exercise 4: Select the word which best matches the expressions underlined in the following sentences.**

1. Students at this level may struggle to recall key information about topics or have a below average command of specific historical knowledge.  
a. to imagine    b. to remember    c. to write down
2. They do not elaborate on historical knowledge to any great extent and struggle to make meaningful connections between existing knowledge and new knowledge.  
a. relevant    b. unusual    c. worthless
3. This improves with support.  
a. suggestion    b. help    c. communication
4. Students may for example achieve pass grades on most assessments.  
a. for money    b. for a change    c. for instance
5. Assessments will generally be of merit standard or higher, with no evidence of dipping below this standard.  
a. no idea    b. no limit    c. no signs

**Exercise 5: Translate the text into Russian.**

## APPENDIX: CASE STUDY

Ford A. Setting Us Free? Building Meaningful Models of Progression for a ‘Post-Levels’ World // Teaching History. № 157. December 2014. p. 38



Название: **“History Has Never Been So Unpopular”**

Источник: Ferguson N. History Has Never Been So Unpopular // The Guardian. 29 March, 2011. <https://www.theguardian.com/education/2011/mar/29/history-school-crisis-disconnected-events>

P 1: Is there a crisis in the teaching of history in British schools? Not if you believe the conclusions of History for All, the report published earlier this month by Ofsted. Based on evidence from inspections conducted between 2007 and 2010 in 83 primary schools and the same number of secondary schools, the report begins on a reassuringly positive note. "There was much that was good and outstanding" in the history lessons the inspectors observed. "Most pupils enjoyed well-planned lessons that extended their knowledge, challenged their thinking and enhanced their understanding."

P 2: In secondary schools, we are assured, "effective teaching by well-qualified and highly competent teachers enabled the majority of students to develop knowledge and understanding in depth". In short, history is "generally a popular and successful subject, which many pupils enjoy". Attainment at the secondary level is "high and continu[ing] to rise". Well, that's all right then. Clearly, all last year's talk by Michael Gove, Simon Schama, myself and others about the urgent need for reform was mere alarmism, doubtless actuated by some sinister political motive. Or was it? A closer look at the main body of the report suggests that there are indeed grounds for concern.

P 3: First, it can hardly be a cause of celebration that students in independent schools are almost twice as likely to study GCSE history as those in maintained schools. In 2010, more than a hundred state secondary schools entered no students for GCSE history. Second, as the inspectors' report acknowledges, England is the only country in Europe where history is not compulsory for students beyond the age of 14. Worse, many state schools now offer a two-year key stage 3 course, which allows some pupils to stop studying history at the age of 13.

P 4: And here are four more facts that are not in the Ofsted report:

- 25% of all schools no longer teach history as a discrete subject in year 7
- 30% of comprehensives spend less than one hour a week on history in the years up to age 13
- More GCSE candidates took design and technology than history last year
- More A-level candidates took psychology.

It is a paradox indeed. History has never been more popular outside schools than it is in Britain today. Yet history has never been so unpopular in British schools.

P 5: Even more disturbing is the evidence of widespread historical ignorance among school-leavers. A recent survey of first-year undergraduates reading history at a reputable UK university found that: 66% did not know who was monarch at time of the Armada; 69% did not know the location of the Boer war; 84% did not know who commanded British forces at Waterloo (a third thought it was Nelson); and 89% could not name a single 19th-century British prime minister. Such evidence should make us very skeptical indeed about Ofsted's claim that history is "a successful subject in schools". How did we get here? The problem is surely not poor teaching. Rather, it is the stuff that teachers are expected to do, which is the product of an unholy alliance between well-meaning politicians and educationalists, not forgetting over-mighty examination boards. The politicians ranged from Kenneth Baker, who vainly hoped that a new national curriculum would force schools to teach a rather traditional kind of history, to Gordon Brown, who decided (Scotsman as he was) that schools should be pressed to teach British rather than English history, in order to promote a sense of "Britishness".

P 6: Such initiatives from above provided the proponents of a so-called new history with a golden opportunity to reshape historical education. Historical "skills" such as source analysis, they argued, should be elevated above mere factual knowledge. And

"discovery" by children should count for more than dusty old pedagogy. The result was a national curriculum designed to instil in schoolchildren all kinds of "key concepts" like "chronological understanding", "cultural, ethnic and religious diversity", "change and continuity", "cause and consequence", "significance" and "interpretation". And these were to be taught with reference to an impressively wide range of subject matter. Who could possibly object to such an enlightened scheme?

P 7: The trouble is not so much with the theory as with the practice that has evolved in too many schools. As Ofsted admits in a damning passage on primary pupils, "some ... found it difficult to place the historical episodes they had studied within any coherent, long-term narrative. They knew about particular events, characters and periods, but did not have an overview. Their chronological understanding was often underdeveloped and so they found it difficult to link developments together." The only thing wrong with this observation is that Ofsted seems to think it applies only to primary school pupils, whereas it could equally well be applied to those in secondary school – and students at a good few universities, too. In fact, as the inspectors concede elsewhere, in 28 of the 58 secondary schools they visited, "students' chronological understanding was not sufficiently well developed: they had ... a poor sense of the historical narrative". This is hardly a minor deficiency. It's a bit like saying that maths is a successful subject in British schools, apart from the fact that pupils in half of schools can't count.

P 8: I have complained before that it is possible to leave school in England knowing only about Henry VIII, Hitler and Martin Luther King Jr. This is a caricature, admittedly, but it is not a wholly unfair one. Commenting on a not untypical primary curriculum, the authors of History for All say that "its principal weaknesses are the disconnected topics and the potential for the pupils to be left with a fragmented overview". You can say that again. Consider this list of topics spread in this order over four years:

- Romans and Celts – why have people invaded and settled?

- Ancient Egypt – what can we find out from what has survived?
- What can we learn about history by studying a famous person?
- Why did Henry VIII marry six times?
- Tudor times – rich and poor; exploration
- What was it like to live here in the past?
- Victorian children
- Victorians – how your area has changed since the Victorian era
- The second world war
- Ancient Greeks
- Britain since 1948

P 9: The word smorgasbord doesn't really do justice to this random assortment. Lost, as Simon Schama has justly lamented, is the "long arc of time", to be replaced by odds and sods. And some of those odds really are odd, especially if you go on to GCSE and A-level, where the "methods" become ever more idiosyncratic. If you really want to understand what's going wrong in English schools, take a look at some of the lessons Ofsted singles out for praise... "Students in year 8 analysed the changing attitudes towards Oliver Cromwell from the 17th to the 20th centuries and, in year 9, they looked at changing attitudes to the British empire. The work on Cromwell used the writings of Victorian and 20th-century historians as well as contemporary historians. In the work on the British empire, the students designed an empire plate, having looked at contemporary and modern sources of information, including the work of historians such as Niall Ferguson ..."

P 10: I am of course flattered to be cited, but an empire plate? Or how about this:

"Year 11 students were studying the treatment of the Sioux Indians as part of the Schools History Project depth study on the American west. An effective activity at the beginning of the lesson reminded students of what they knew so far about the homes and lifestyle of the Sioux Indians, especially in relation to buffalo hunting. Using this knowledge, students, working in groups, devised criteria to judge any modern interpretation of what happened to the Sioux. In this case, they considered a Hollywood film." Well, I suppose it beats a plate. History is emphatically not being made available "to all" in English schools. Too few pupils, especially in the state sector, spend too little time doing it. And what they study lacks all cohesion. The challenge for the education secretary, Michael Gove, is to make sure that he is not the latest in a succession of politicians to see his plans for reform subverted by an educational establishment – here exemplified by Ofsted – that is still in deep denial about the damage its beloved "new history" has done.

**Exercise 1: Use context clues to get the meaning of the words/phrases and give their Russian equivalents.**

P 1: crisis, secondary schools, outstanding, well-planned lessons

P 2: effective teaching, well-qualified, highly competent teachers, to enable

P 3: celebration, independent schools, inspectors' report, compulsory

P 4: discrete subject, candidates, psychology, unpopular

P 5: disturbing, evidence, widespread, ignorance, school-leavers

P 6: initiatives, source analysis, factual knowledge, national curriculum

P 7: primary pupils, chronological understanding, inspectors, sufficiently

P 8: caricature, principal weaknesses, fragmented overview, to consider

P 9: justice, to be replaced by, to take a look at, empire

P 10: treatment, effective activity, educational establishment, denial

**Exercise 2: Read the text and find answers to the following questions.**

- a. How many primary and secondary schools were inspected in 2007-2010?
- b. Who reported about the urgent need for reform?
- c. Why is the author sure that there are grounds for concern?

- d. Why does the researcher say that history has never been more popular outside schools than it is in Britain today?
- e. The main problem is surely poor teaching, isn't it? Why?
- f. What skill was not sufficiently well developed, according to the report?
- g. How can you understand what's going wrong in English schools (from the author's point of view)?
- h. What does the author mean when he says that "what they study lacks all cohesion"?

**Exercise 3: Read the statements below and determine whether they are true or false. If the statement is false, correct it.**

- a. "Few pupils enjoyed well-planned lessons that extended their knowledge, challenged their thinking and enhanced their understanding."
- b. In high schools, we are assured, "effective teaching by well-qualified and highly competent teachers enabled the majority of students to develop knowledge and understanding in depth". In short, history is not "generally a popular and successful subject, which many pupils enjoy".
- c. Worse, many state schools now offer a two-year key stage 3 course, which allows some pupils to stop studying history at the age of 13.
- d. It is a paradox indeed. History has always been popular outside schools in Britain today. Yet history has never been so unpopular in British schools.
- e. A recent survey of first-year undergraduates reading history at a reputable UK university found that: 66% did not know who was monarch at time of the Armada; 69% did not know the location of the Boer war; 84% did not know who commanded British forces at Waterloo (a third thought it was Nelson); and 89% could not name a single 19th-century British prime minister.
- f. Such initiatives from above provided the proponents of a so-called old history with a golden opportunity to reshape historical education.
- g. Their chronological understanding was often underdeveloped and so they found it difficult to link developments together.

- h. If you really want to understand what's going wrong in English schools, take a look at some of the lessons I single out for praise.
- i. Students in year 9 analysed the changing attitudes towards Oliver Cromwell from the 17th to the 20th centuries and, in year 8, they looked at changing attitudes to the British empire. The work on Cromwell used the writings of Victorian and 20th-century historians as well as contemporary historians. In the work on the British empire, the students designed an empire plate, having looked at contemporary and modern sources of information, including the work of historians such as Ofsted.
- j. History is emphatically not being made available "to all" in English schools.

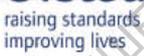
**Exercise 4: Select the word which best matches the expressions underlined in the following sentences.**

1. Using this knowledge, students, working in groups, devised criteria to judge any modern interpretation of what happened to the Sioux.  
a. chains    b. rooms    c. companies
2. An effective activity at the beginning of the lesson reminded students of what they knew so far about the homes and lifestyle of the Sioux Indians, especially in relation to buffalo hunting.  
a. useful    b. strange    c. wrong
3. Commenting on a not untypical primary curriculum, the authors of History for All say that "its principal weaknesses are the disconnected topics and the potential for the pupils to be left with a fragmented overview".  
a. educational program    b. educated person    c. computer program
4. The work on Cromwell used the writings of Victorian and 20th-century historians as well as contemporary historians.  
a. professional    b. amateur    c. modern
5. Their chronological understanding was often underdeveloped and so they found it difficult to link developments together.  
a. to describe    b. to connect    c. to write

## Exercise 5: Translate the text into Russian.

### APPENDIX: CASE STUDY

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/648211/Ofsted\\_strategy\\_summary.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/648211/Ofsted_strategy_summary.pdf)

 <b>Ofsted Strategy 2017–22</b>			
<b>Guiding principle</b>	<b>A force for improvement through intelligent, responsible and focused inspection and regulation</b>		
<b>Core values</b>	<b>Children and students first</b> We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost.	<b>Independent</b> Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.	<b>Accountable and transparent</b> An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny.
<b>Strategic approach</b>	<b>Intelligent</b> All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable.	<b>Responsible</b> Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear.	<b>Focused</b> We will target our time and resources where they can lead directly to improvement.
<b>Priority workstreams</b>	<b>1. Valid measures</b> We will work to improve the validity of our inspections so that we can ensure that our judgements provide the best measure of the quality of education, training or care within an institution.	<b>1. Responsive and engaged</b> We will continue to be clear about what inspections do and do not look for. We will be willing to address criticisms and take on board feedback. We will build on the strength of our regional model to foster strong local relationships.	<b>1. Prioritising inspection</b> We will prioritise those institutions that are or are at risk of becoming less than good in the quality of provision they offer children. But we will also observe more outstanding practice from which others can learn.
	<b>2. A skilled workforce</b> We will ensure we have the right balance of HMI and serving practitioners. We will ensure that HMI expertise is used where it adds most value and the job is rewarding. We will continue to create an environment that recognises diversity as a strength. All inspectors will receive high-quality training grounded in the latest research.	<b>2. Understanding the consequences</b> We will work to mitigate against the undesirable incentives of inspection. We will do more to stop our judgements and grade profiles being barriers to professionals working in challenging circumstances where children need them most.	<b>2. Keeping children safe</b> We will have an unrelenting focus on those institutions where we believe young people to be at risk. We will work with others to clamp down on illegal unregistered schools and tackle extremism and radicalisation.
	<b>3. Informative grading</b> We will make sure our grading system encourages improvement and does not create undesirable incentives. With the DfE, we will conduct research into the impact of grading and seek to better understand what factors influence grade profiles and key judgements.	<b>3. Responsible intervention</b> We will use our voice as an inspectorate only where it will lead to improvements in education and care for children, young people and adult learners. We will ensure that our inspection footprint is proportionate and does not impose undue burdens.	<b>3. Keeping pace</b> Our inspection practice must keep pace with changes in education and care structures. We will work with the DfE to develop new approaches to scrutinising multi-academy trusts and children's services.
	<b>4. Aggregation of insights</b> Ofsted will use its birds-eye view of the education, training and care systems to aggregate insights. We will use these insights to publish survey and research reports on the impact of policy and practice, identifying negative trends and showcasing what works to improve outcomes.	<b>4. Addressing our audience</b> We will make sure that the outputs of our inspections are accessible for the different audiences who use them. We will make our reports more understandable for parents and other users. We will take advantage of digital channels to develop new ways of presenting information.	<b>4. Pupil groups</b> We will highlight group underperformance and what works in tackling it, ensuring that whole-school approaches are considered alongside targeted intervention. At the institutional level we will provide better inspector training on data interpretation.
			<b>5. Right framework</b> We will remove from our frameworks any measures that do not genuinely assess quality of education, training and care. New frameworks will tackle a compliance culture in schools and practice that discourages innovation.
<b>Key metrics</b>	<b>System measures</b> Is Ofsted's inspection and regulatory work leading to improvements in the quality of education, training and care?		<b>Accountability measures</b> How is Ofsted delivering against the strategy and each of its priority work streams?

Название: **“School History Gets the TV Treatment”**

Источник: Vernon J. School History Gets the TV Treatment // The Guardian.

16 November 2010.

<https://www.theguardian.com/education/2010/nov/16/school-history-gove-schama-tv>

P 1: Michael Gove's appointment of Simon Schama to restructure history teaching in schools offers a little reassurance that it is now acknowledged there is some public value to the teaching of history, despite the removal of funding for it at university level. Nonetheless, it remains an announcement that tells us more about the contradictions of government thinking and its reductive view of the humanities and social sciences than it does about the state of history teaching in our schools.

P 2: How did we get here? In May 2009, Gove picked up on a report by the Historical Association that lamented the marginalisation of history at secondary level – with just over 31% of students now taking a GCSE in history. Their research found that 20% of schools offered no form of history teaching beyond age 14, with a further 10% folding the subject into general humanities classes. With 97% of private schools treating history as a subject area in its own right by comparison with just 60% of academies, disproportionate numbers of privately educated pupils take history GCSE – a trend also evident at A-level. History, it appears, is not just in retreat in our schools, it is fast becoming a privilege of the privileged.

P 3: The Historical Association, and the recently launched Better History group, blame this on structural problems in the system: schools favour subjects that deliver better test results, and pupils are forced to specialise from age 14. Gove, a strong advocate of market models and league tables, has instead blamed the discipline itself for its own demise. And he has found advisers who

agree with him. History in schools, they argue, has lost the plot. It has focused on unrelated topics – such as Henry VIII, the Victorians or Hitler – without providing any connecting narrative thread that explains their relationship with each other. The solution is a return to narrative history, to a big story that will organise and make sense of historical experience. The only question is whose narrative and what story?

P 4: The first lesson the new schools secretary and his advisers need to learn is that the way history is taught at school is itself a product of history. Every generation shapes the teaching of history around its own preoccupations and sense of itself, but those are always changing. Sellar and Yeatman's 1066 and All That wonderfully satirised the triumphalist, national and imperial history of the early 20th century. Monarchs and military history gave way to a postwar emphasis on an equally progressive history of legislation and constitutional evolution that culminated in the advent of democracy in 1928.

P 5: From the 1970s, the growth of social history democratised the national story by focusing on the experience of ordinary people. Teachers developed new methods, shifting away from chronology and narrative to topics and themes, where the emphasis was placed on "skills" of analysis over the regurgitation of facts. The target of Gove's ire, the national curriculum in history, was established (by the Education Act of 1988) to reverse that trend. Then, as now, the education secretary, Kenneth Baker, bemoaned pupils' lack of knowledge of their nation's history and saw it as symptomatic of the national "decline". Then, as now, this was blamed on the subject's marginalisation in the curriculum and the new techniques of social historical teaching – the emphasis on skills, on local and family history – which they thought had undermined the story of how Britain became Great.

P 6: The Education Act re-established the centrality of history at schools by making it one of the 10 required "foundation subjects" of key stages 1-3. Yet it locked teachers in a curriculum straitjacket and held them no longer capable of determining how best to teach their pupils. And, finally, with the introduction of tests at age seven, 11 and 14 to measure children's knowledge and the effectiveness of schools, the era of the league table, designed to simulate competitive market pressures in education, was born. The Education Act then used the state to proscribe a version of history while insisting that parents and students as consumers are the best judge of schools' services. It enshrined a central contradiction of Thatcherism that Gove is still struggling with.

P 7: It is symptomatic of how dominant market models of education have become that the minister has chosen Schama as his adviser. Neither Schama, nor Niall Ferguson, also apparently considered by Gove, has any experience of teaching in schools, indeed, like me, both are fugitives from British higher education. Nor are they even scholarly experts in the British history Gove holds so dear: Schama is a cultural historian of early modern Europe and Ferguson an economic historian of modern Europe. It is the popularity of their TV shows that has commended them to Gove. Expertise is now a matter of television ratings.

P 8: As Gove does not want to make GCSE history compulsory (that would be too much government), his logic is beguiling and simple-minded. If history is popular on TV, it can be made popular at school. With a better product, made accessible and exciting by narrative, the customers, aka pupils, will follow. Never mind that to achieve this requires more government prescription about what and how history should be taught. Like most Conservative MPs, Gove embraces free-market economic principles, until they erode the nation and the family, as the natural units of politics, culture and society. He is determined that children should not leave school "ignorant of one of the most inspiring

stories I know – the history of our United Kingdom". And it was to Schama he turned.

P 9: Schama deserves credit for emphasising that "our common story" is "full of contention, not self-congratulation". There are, he suggests, key episodes that every child should know – ranging from conflicts between religious and secular authorities and plague in the middle ages, the civil war and revolution in England, the rise of the British North-American empire based on slavery and the subsequent shift to south Asia, followed by the 19th-century wars with Ireland and China. Amid all this contention there are conspicuous absences of some of the central staging posts of modern European history – the Renaissance, the Reformation and the global missions of European religions, Enlightened challenges to the authority of church and monarchy across Europe, the emergence of industrial capitalism in Britain and its restructuring of the global economy, the struggle for democracy and the quest for colonial independence, the experience of total war and the turn to various forms of statist enterprises in the 20th century. Surely we would want our schoolchildren to understand that capitalism and democracy emerged relatively recently amid huge and continuing contention.

P 10: Ultimately the key feature for Schama is one of form, not content. It is a "return to coherent, gripping history" that he champions. How one teaches appears more important than what one teaches. His key episodes are based not around a grand organising narrative but a series of vignettes that make compelling stories. So the second lesson for Gove and his adviser is that you do not need a TV show to have an organising narrative of the past; it might even be an impediment. I agree with Schama that the real public value of history-teaching in schools (as in universities) lies in its capacity to re-animate our civil society and produce an engaged and capable citizenry. I disagree that good story-telling will get you there.

P 11: History provides us with a set of analytical skills that are indispensable for citizens who want to understand our present conditions. And those conditions are rarely made just in Britain. Historians are constantly grappling with local and national developments that are embedded in broader extra- and inter-national processes of historical change. As most historians can only realistically do research about a particular time and place, it is how these seemingly shared historical processes manifest themselves locally that often fascinates them. They do not just detail where and when change happens; they explain how and why it happens. This requires a point of view and organising narrative, but the coherence of the explanation is more important than the excitement of the story. We want students who aren't just entertained, but who can think critically and effectively about the world they live in.

P 12: It is by examining the historical processes that have bound us together in our diversity that we can understand what we hold in common and what we do not. History teaches us that nothing lasts for ever, that what appears natural and normal to us may have been strange or even abhorrent to preceding generations. It addresses our democratic deficit not by turning schoolchildren into Britons but by enabling them to analyse the present and to think critically when we hear ministers and advisers offering populist solutions to more complex structural problems. Our children deserve better than that and our history is too interesting and important.

**Exercise 1: Use context clues to get the meaning of the words/phrases and give their Russian equivalents.**

P 1: appointment, removal of funding, the humanities and social sciences

P 2: marginalization, to offer, form of history teaching, disproportionate numbers

P 3: to launch, to blame, unrelated topics, narrative history, make sense

P 4: secretary, adviser, preoccupations, imperial history, constitutional evolution

P 5: ordinary people, to develop, regurgitation of facts, emphasis on skills

P 6: to re-establish, capable of, to measure children's knowledge, to simulate

P 7: minister, apparently, higher education, cultural historian, economic historian

P 8: compulsory, to achieve, to erode the nation and the family, free-market economic principles

P 9: to deserve credit for, global missions, monarchy, various forms

P 10: key feature, real public value of, capacity, civil society

P 11: analytical skills, indispensable, realistically, particular time and place

P 12: historical processes, to bound, preceding generations, deficit

**Exercise 2: Read the text and find answers to the following questions.**

- a. Who was appointed to restructure history teaching in British schools?
- b. How does the Historical Association explain “the roots” of the problem?
- c. What is the solution (from their point of view)?
- d. What does Sellar and Yeatman's “1066 and All That” focus on?
- e. What process started in the 1970s?
- f. How did the Education Act influence the national curriculum?
- g. How does the author describe the positions of Gove and Schama?

**Exercise 3: Read the statements below and determine whether they are true or false. If the statement is false, correct it.**

- a. History provides us with a set of analytical skills that are indispensable for citizens who want to understand our present conditions.
- b. As most historians cannot realistically do research about a particular time and place, it is how these seemingly shared historical processes manifest themselves locally that often fascinates them.
- c. History teaches us that nothing lasts for ever, that what appears natural and normal to us may have been strange or even abhorrent to preceding generations.
- d. So the first and the most important lesson for Gove and his adviser is that you do not need a web site to have an organising narrative of the past; it might even be an impediment.

- e. I agree with Schama that the real public value of history-teaching in schools (as in universities) lies in its capacity to ignore our civil society and forget about an engaged and capable citizenry.
- f. There are, he suggests, key episodes that every child should know – ranging from conflicts between religious and secular authorities and plague in the middle ages, the civil war and revolution in England, the rise of the British North-American empire based on slavery and the subsequent shift to south Asia, followed by the 19th-century wars with Ireland and China.
- g. Surely we would want our parents and grandparents to understand that capitalism and democracy emerged relatively recently amid huge and continuing contention.
- h. Like most Conservative MPs, Gove embraces free-market economic principles, until they erode the nation and the family, as the natural units of politics, culture and society.

**Exercise 4: Select the word which best matches the expressions underlined in the following sentences.**

1. I disagree that good story-telling will get you there.  
a. do not believe    b. do not understand    c. do not state
2. Historians are constantly grappling with local and national developments that are embedded in broader extra- and inter-national processes of historical change.  
a. historical building    b. historical essay    c. historical development
3. This requires a point of view and organising narrative, but the coherence of the explanation is more important than the excitement of the story.  
a. needs    b. explains    c. reports
4. Never mind that to achieve this requires more government prescription about what and how history should be taught.  
a. to study    b. to obtain    c. to memorize

5. Nor are they even scholarly experts in the British history Gove holds so dear: Schama is a cultural historian of early modern Europe and Ferguson an economic historian of modern Europe.

a. researchers   b. professors   c. writers

**Exercise 5: Translate the text into Russian.**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

## APPENDIX: CASE STUDY

### Report: National Primary History Survey 2015

<https://www.history.org.uk/primary/categories/709/news/3033/report-national-primary-history-survey-2015>

#### 3.1 How is time allocated for history in your school?

102 RESPONSES relating to Key Stage 1 and

204 RESPONSES relating to Key Stage 2 were analysed.

Key Stage 1	% Time allocation responses
Half-termly blocks	40% (41)
Part of integrated project work	27% (28)
Weekly timetabled slot	13% (13)
Termly blocks	11% (11)
During subject-focused weeks	9% (9)

The most frequent time allocation at Key Stage 1 was in half-termly blocks. Half-termly blocks and integrated project work account for 67% of the reported time allocation.

Key Stage 2	% Time allocation responses
Part of integrated project work	26% (53)
Weekly timetabled slot	25% (50)
Half-termly blocks	24% (49)
Termly blocks	20% (41)
During subject-focused weeks	5% (11)

#### 3.2 Approximately how many hours of history are taught across the school year?

94 RESPONSES

Key Stage 1	Time allocation
11- 20 hours	33% (31)
21 – 40 hours	55% (52)
More than 41 hours	12% (11)

The most frequent time allocation at Key Stage 1 is between 21 and 40 hours of history across the school year. This is less than one hour per week of the academic year at lowest and approximately 1 hour per week of the academic year at the highest.

106 RESPONSES

Key Stage 2	Time allocation
11-20 hours	23% (24)
21- 40 hours	62% (66)
More than 41 hours	25% (26)

Название: **“Why Schools Have Stopped Teaching American History”**

Источник: Marcowicz K. Why Schools Have Stopped Teaching American History // New York Post. 22 January 2017.

<https://nypost.com/2017/01/22/why-schools-have-stopped-teaching-american-history/>

P 1: “Don’t know much about history . . .,” goes the famous song. It’s an apt motto for the Common Core’s elementary school curriculum. And it’s becoming a serious problem. A 2014 report by the National Assessment of Educational Progress showed that an abysmal 18 percent of American high school kids were proficient in US history. When colleges such as Stanford decline to require Western Civilization classes or high schools propose changing their curriculum so that history is taught only from 1877 onward (this happened in North Carolina), it’s merely a blip in our news cycle. A 2012 story in Perspectives on History magazine by University of North Carolina professor Bruce VanSledright found that 88 percent of elementary school teachers considered teaching history a low priority.

P 2: The reasons are varied. VanSledright found that teachers didn’t focus on history because students aren’t tested on it at the state level. Why teach something you can’t test? A teacher I spoke with in Brooklyn confirmed this. She said, “All the pressure in lower grades is in math and English Language Arts because of the state tests and the weight that they carry.” She teaches fourth grade and says that age is the first time students are taught about explorers, American settlers, the American Revolution and so on. But why so late?

P 3: VanSledright also found that teachers just didn’t know enough history to teach it. He wrote there was some “holiday curriculum as history instruction,” but that was it. Arthur, a father in Brooklyn whose kids are in first and second grade at what’s considered an excellent public school, says that’s the only kind of history lesson he’s

seen. And even that's been thin. His second-grade daughter knows George Washington was the first president but not why Abraham Lincoln is famous.

P 4: As the parent of a first-grader, I've also seen even the "holiday curriculum" in short supply. First grade might seem young, but it's my daughter's third year in the New York City public school system after pre-K and kindergarten. She goes to one of the finest public schools in the city, yet knows about George Washington exclusively from the soundtrack of the Broadway show "Hamilton." She wouldn't be able to tell you who discovered America. So far, she has encountered no mention of any historical figure except for Martin Luther King Jr. This isn't a knock on King, obviously. He's a hero in our house. But he can't be the sum total of historical figures our kids learn about in even early elementary school. For one thing, how do we tell King's story without telling the story of the Founding Fathers, the Constitution or of Abraham Lincoln? King's protests were effective because they were grounded in the idea that America was supposed to be something specific, that the Constitution said so — and that we weren't living up to those ideals.

P 5: The Brooklyn teacher I spoke with says instructors balk when it comes to history: They don't want to offend anyone. "The more vocal and involved the parents are, the more likely the teacher will feel uncomfortable to teach certain things or say something that might create a problem." Which leaves ... Martin Luther King. She cited issues around Thanksgiving, like teaching the story of pilgrims and the Native Americans breaking bread together as one that teachers might sideline for fear of parents complaining. Instead of addressing sticky subjects, we skip them altogether. As colleges around the country see protests to remove Thomas Jefferson's statues from their campuses, it's becoming the norm to erase the parts of history that we find uncomfortable. It's not difficult to teach children that the pilgrims or Thomas Jefferson were imperfect yet still responsible for so much that is good in America.

P 6: Jay Leno used to do a segment on his show called "JayWalking," where he'd come up to people on the street and ask them what should've been easy historical

questions. That their responses were funny and cringeworthy enough to get them on the show tells you how well it went. Leno never asked the year the Magna Carta was published or when North Dakota became a state. He would ask what country we fought in the Revolutionary War, to name the current vice president or how many stars are on the American flag. And yet adults had no idea. We talk often about how fractured our country has become. That our division increases while school kids are taught less and less about our shared history should come as no surprise.

**Exercise 1: Use context clues to get the meaning of the words/phrases and give their Russian equivalents.**

P 1: assessment, to require, proficient, a low priority

P 2: to focus on, pressure, state tests, American settlers

P 3: grade, public school, famous

P 4: exclusively, to discover, to encounter, specific

P 5: to offend, to feel uncomfortable, fear, pilgrims

P 6: responses, current, adults

**Exercise 2: Read the text and find answers to the following questions.**

- a. What did a 2014 report by the National Assessment of Educational Progress show?
- b. Who considered teaching history a low priority?
- c. What did VanSledright find out?
- d. What does “holiday curriculum as history instruction” mean, from your point of view?
- e. What is Jay Leno famous for?
- f. What did the Brooklyn teacher tell the author of the article?
- g. From our point of you, what is the message (main idea) of the article?

**Exercise 3: Read the statements below and determine whether they are true or false. If the statement is false, correct it.**

- a. A 2016 report by the National Assessment of Educational Progress showed that an abysmal 18 percent of American high school kids were proficient in US history.
- b. When colleges such as Stanford decline to require Western Civilization classes or high schools propose changing their curriculum so that history is taught only from 1977 onward (this happened in North Carolina), it's merely a blip in our news cycle.
- c. A 2012 story in Perspectives on History magazine by University of East Carolina professor Bruce VanSledright found that 98 percent of elementary school teachers considered teaching history a low priority.
- d. The reasons are varied. VanSledright found that teachers didn't focus on history because students aren't tested on it at the state level.
- e. She teaches fourth grade and says that age is the first time students are taught about explorers, American settlers, the American Revolution and so on.
- f. For one thing, how do we tell Queen's story without telling the story of the Founding Fathers, the Constitution or of Abraham Lincoln?
- g. The Brooklyn teacher I spoke with says instructors balk when it comes to history: They don't want to offend anyone.
- h. Leno never asked the year the Constitution was published or when North Dakota became a state. He would ask what country we fought in World War II, to name the current vice president or how many stars are on the American flag.

**Exercise 4: Select the word which best matches the expressions underlined in the following sentences.**

1. She said, "All the pressure in lower grades is in math and English Language Arts because of the state tests and the weight that they carry."
  - a. blood tests
  - b. national tests
  - c. health tests
2. Why teach something you can't test? A teacher I spoke with in Brooklyn confirmed this.
  - a. concealed
  - b. asked
  - c. acknowledged

3. Arthur, a father in Brooklyn whose kids are in first and second grade at what's considered an excellent public school, says that's the only kind of history lesson he's seen.
- a. outstanding public school    b. outspoken public school    c. unusual public school
4. . First grade might seem young, but it's my daughter's third year in the New York City public school system after pre-K and kindergarten.
- a. seek    b. behave    c. be
5. And yet adults had no idea. We talk often about how fractured our country has become.
- a. fragmented    b. fantastic    c. familiar

**Exercise 5: Translate the text into Russian.**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. ЧЕРНЫШЕВСКОГО

## APPENDIX: CASE STUDY

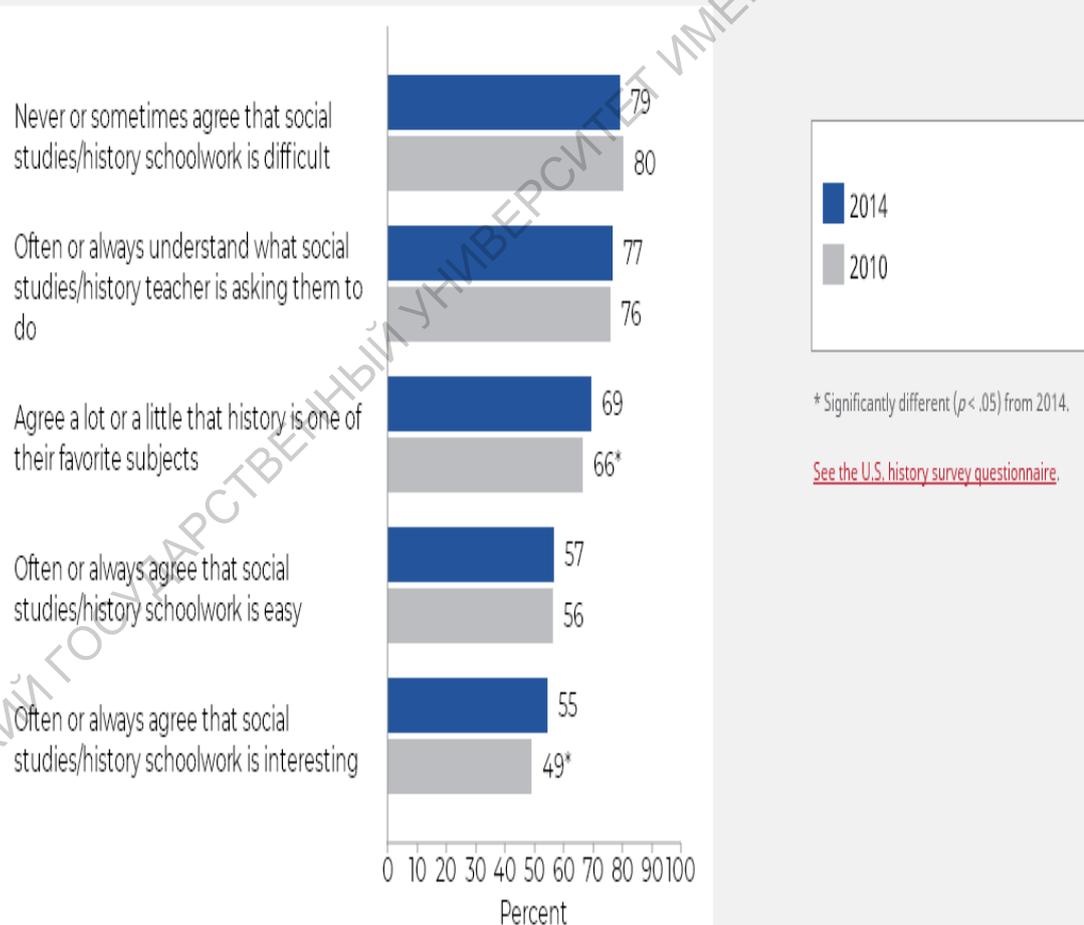
### 2014 U.S. History Assessment

[https://www.nationsreportcard.gov/hgc\\_2014/#history/contexts](https://www.nationsreportcard.gov/hgc_2014/#history/contexts)

#### About two-thirds of eighth-graders in 2014 report that history was one of their favorite subjects

Students were also asked about the extent to which they agreed with statements related to how they viewed their social studies or history coursework. In 2014, about two-thirds of eighth-graders (69%) agreed that social studies/history was one of their favorite subjects, and over one-half of students (55%) often or always agreed that the work was interesting. Both of these percentages were higher in 2014 than in 2010.

Percentage of eighth-grade students assessed in NAEP U.S. history, by students' responses to questions that asked to what extent they agree with the following statements: 2010 and 2014



Название: **“A History Degree without Studying U.S. History? It’s Possible at Top Colleges like Harvard, Yale and Stanford”**

Источник: Anderson N. A History Degree without Studying U.S. History? It’s Possible at Top Colleges like Harvard, Yale and Stanford // The Washington Post. 7 July, 2016. [https://www.washingtonpost.com/news/grade-point/wp/2016/07/07/a-history-degree-without-studying-u-s-history-its-possible-at-these-top-colleges/?utm\\_term=.25430do0a1ace](https://www.washingtonpost.com/news/grade-point/wp/2016/07/07/a-history-degree-without-studying-u-s-history-its-possible-at-these-top-colleges/?utm_term=.25430do0a1ace)

P 1: Harvard University does not require history majors to take a course in U.S. history. Nor do Georgetown University, the University of Maryland and many other highly regarded schools. The American Council of Trustees and Alumni says that’s a problem. The council, based in Washington, recently surveyed the requirements for history majors at top colleges and universities and concluded that too many give short shrift to the United States. “A democratic republic cannot thrive without well-informed citizens and leaders,” said the council’s president, Michael Poliakoff. “Elite colleges and universities in particular let the nation down when the examples they set devalue the study of United States history.”

P 2: The council’s survey of programs at 76 highly ranked colleges and universities found that 53 do not require history students to take a course focused on the nation’s history. Among the 23 that *do* have such a requirement were the University of California at Berkeley, the College of William & Mary, Columbia University and — not surprisingly — the U.S. Naval Academy and U.S. Military Academy. But faculty interviewed at some of the 53 no-requirement schools said the situation is not as dire as it looks. Most history students take courses on the United States regardless of the fine print, they said. “From a purely pragmatic point of view, our curriculum committee has not felt the need for such a requirement because virtually all [history] students take at least one U.S. history course without our needing to require it,” said Daniel Lord Smail, chair of the history department at Harvard.

P 3: Among Harvard's requirements for the major is a half-course in U.S. or European history, as well as half-courses in non-western history, pre-modern history and various other seminars and electives. Smail said faculty reviewed the issue "some years ago," looking at transcripts of history majors, and found no need to make U.S. history a requirement. "I don't remember finding a single transcript that did not include a U.S. history course," he said. Georgetown's history chair, Bryan McCann, made a similar point. "We haven't seen the need for a firm requirement," he said. "Almost all history majors are taking courses that significantly cover the U.S. in any case." McCann said most students come to Georgetown with a strong grounding in U.S. history from high school, through Advanced Placement or similar courses. In addition, he said, Georgetown wants to ensure that history students have a firm grasp of global history. "We see that as a strength," he said.

P 4: At U-Md., history chair Philip Soergel said U.S. history is "enduringly popular" among history majors. "But if someone's interests are in a completely different part of the world, that's also defensible that they would study that," he said. Duke University's history chair, John Jeffries Martin, said he believes universities must keep the global picture in mind. Duke does not require its history majors to take U.S. history, but Martin said his hunch is that most do a significant amount of their coursework in U.S.-related subjects regardless. "If there is a problem — and I am not sure that there is one — it is perhaps the opposite of what the [report's] authors imply: that is, that there is too little knowledge in U.S. society about other cultures," Martin said. He said Duke faculty is "understaffed" in African, Asian, Latin American and Middle Eastern history.

P 5: The council, founded in 1995, describes itself as a nonprofit organization "committed to academic freedom, excellence and accountability at America's colleges and universities." Last year it issued a report critical of colleges and universities that do not require English majors to take a course in Shakespeare. The council's latest study looked at schools ranked among the top 25 in U.S. News and World Report lists of liberal arts colleges, national universities and public

universities. Here are liberal arts colleges, according to the survey, that do not require history majors to take U.S. history:

- Williams
- Amherst
- Swarthmore
- Bowdoin
- Pomona
- Wellesley
- Carleton
- Davidson
- Haverford
- Vassar
- Harvey Mudd
- Smith
- Washington and Lee
- Wesleyan
- Colby
- Grinnell
- Macalester
- Oberlin
- Bates
- Bryn Mawr
- Kenyon

P 6: Here are national universities, according to the survey, that do not require history majors to take U.S. history:

- Harvard
- Yale
- Stanford
- University of Chicago
- Massachusetts Institute of Technology
- Duke
- University of Pennsylvania
- California Institute of Technology
- Johns Hopkins
- Dartmouth
- Northwestern
- Brown
- Cornell
- Vanderbilt
- Washington University in St. Louis
- Rice
- Notre Dame
- Emory
- Georgetown
- Carnegie Mellon
- University of Southern California
- University of Michigan
- University of North Carolina
- University of California-Santa Barbara
- UC-Irvine
- UC-San Diego
- UC-Davis

- University of Wisconsin
- Ohio State
- University of Washington
- University of Maryland
- University of Minnesota

**Exercise 1: Use context clues to get the meaning of the words/phrases and give their Russian equivalents.**

P 1: history majors, to take a course in, requirements for, well-informed, elite

P 2: highly ranked colleges, to focus on, regardless of, virtually

P 3: non-western history, pre-modern history, seminars and electives

P 4: defensible, to believe, significant amount of, to imply, coursework

P 5: a nonprofit organization, academic freedom, to issue a report

P 6: national universities, survey, to require

**Exercise 2: Read the text and find answers to the following questions.**

- What were the results of the survey made by the American Council of Trustees and Alumni?
- What is Michael Poliakoff? What is his point of view?
- How many colleges and universities were surveyed? What conclusions were made?
- How do the specialists describe the main requirements for history majors?
- How does the council describe itself? When was it founded?
- How many liberal arts colleges do not require history majors to take U.S. history?
- How many national universities do not require history majors to take U.S. history?

**Exercise 3: Read the statements below and determine whether they are true or false. If the statement is false, correct it.**

- a. The council, based in Washington, recently surveyed the requirements for history majors at top colleges and universities and concluded that too many give short shrift to the United States.
- b. The council's survey of programs at 176 highly ranked colleges and universities found that only 3 do not require history students to take a course focused on the nation's history.
- c. Most history students take courses on the United States regardless of the fine print, they said.
- d. Among Harvard's requirements for the major is a course in U.S. or European history, as well as courses in non-western history, pre-modern history and various other seminars and electives.
- e. Duke University's cultural studies chair, John Jeffries Martin, said he believes universities must keep the global picture in mind.
- f. McCann said most students come to Georgetown with a strong grounding in U.S. history from high school, through Advanced Placement or similar courses.
- g. The council's latest study looked at schools ranked among the top 55 in U.S. News and World Report lists of liberal arts colleges, national universities and public universities.

**Exercise 4: Select the word which best matches the expressions underlined in the following sentences.**

1. A democratic republic cannot thrive without well-informed citizens and leaders.  
a. prosper   b. fight   c. decrease
2. But faculty interviewed at some of the 53 no-requirement schools said the situation is not as dire as it looks.  
a. department   b. chair   c. staff

3. Smail said faculty reviewed the issue “some years ago,” looking at transcripts of history majors, and found no need to make U.S. history a requirement.
- a. no necessity   b. no idea   c. no time
4. Duke does not require its history majors to take U.S. history, but Martin said his hunch is that most do a significant amount of their coursework in U.S.-related subjects regardless.
- a. to write down U.S. history   b. to realize U.S. history   c. to study U.S. history
5. The council’s latest study looked at schools ranked among the top 25 in U.S. News and World Report lists of liberal arts colleges, national universities and public universities.
- a. latest news   b. latest survey   c. latest researcher

**Exercise 5: Translate the text into Russian.**

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. Г. Чернышевского

## APPENDIX: CASE STUDY

### No U.S. History?

[https://www.goacta.org/images/download/no\\_u\\_s\\_history.pdf](https://www.goacta.org/images/download/no_u_s_history.pdf)

The consequences of these weak academic standards are clear. ACTA's surveys of college graduates reveal year after year deep and widespread ignorance of United States history and government. In 2012, 2014, and 2015, ACTA commissioned the research firm GfK to survey college graduates' knowledge of American history. ACTA sees the same dispiriting results each time:

- Less than 20% could accurately identify—in a multiple-choice survey—the effect of the Emancipation Proclamation.
- Less than half could identify George Washington as the American general at Yorktown.
- Only 42% placed the Battle of the Bulge in the history of World War II.
- One-third of college graduates were unaware that FDR introduced the New Deal.
- Nearly half did not know that Teddy Roosevelt played a major role in constructing the Panama Canal.
- Over one-third of the college graduates surveyed could not place the American Civil War in its correct 20-year time frame.
- Nearly half of the college graduates could not identify correctly the term lengths of U.S. senators and representatives.

САРАТОВСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМЕНИ Н. И. ЧЕРНЫШЕВСКОГО

## СПИСОК РЕКОМЕНДОВАННЫХ ИНТЕРНЕТ РЕСУРСОВ

“Historical Association” <https://www.history.org.uk>

“American Historical Association” <https://www.historians.org>

“World History Association” <https://www.thewha.org>

“Oral History Association” <http://www.oralhistory.org>

“Urban History Association” <http://www.urbanhistory.org>

“The Australian Historical Association” <https://www.theaha.org.au>

“Canadian Historical Association” <https://www.cha-shc.ca>

“Pacific History Association” <https://www.pacifichistoryassociation.net>

“Oral History Society” <http://www.ohs.org.uk>

“Social Science History Association” <https://ssha.org>

“The Royal Historical Society” <https://royalhistsoc.org>

“Economic History Society” <http://www.ehs.org.uk>

“The New Zealand Historical Association” <https://nzha.org.nz>

“Women’s History Association of Ireland” <https://womenshistoryassociation.com>

“Teaching History Journal” <https://www.htansw.asn.au/teaching-history-journal>

“The History Teacher” <http://www.thehistoryteacher.org>

“Teaching History: A Journal of Methods” <https://www.learntechlib.org/j/THAJM/>

“Teaching History” <http://teachinghistory.org>

“Teaching History with 100 Objects” <http://www.teachinghistory100.org>

“History Today” <https://www.historytoday.com>

“Why Teach History?” <http://whyteachhistory.com>

“Into History” <http://intohistory.com>

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