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BEYOND THE TEXTBOOK

TEACHING HISTORY USING DOCUMENTS
AND PRIMARY SOURCES



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Beyond The Textbook Teaching History Using Documents And Primary Sources

**Helena Miller, Lisa D. Grant, Alex
Pomson**



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Beyond the Textbook David Kobrin, 1996 Describes a method of teaching history in which students act as historians researching documents and primary sources provides accounts of how this curriculum worked in actual classrooms and includes sample handouts and excerpts from student writings

Teaching History in the Digital Classroom D. Antonio Cantu, Wilson J. Warren, 2016-09-16 While many methods texts have an add on chapter on technology this book integrates the use of technology into every phase of the teaching profession Filled with decision making scenarios and reflective questions that help bring the material to life it covers the development of teaching technologies developing lesson plans and actual instructional models in history and social studies An appendix provides sample lessons sample tests a list of resources and other practical materials

Teaching U.S. History Beyond the Textbook Yohuru R. Williams, 2008-11-11 Written by a history educator this exciting guide provides a unique approach that makes it easy for middle and high school teachers to engage students critical thinking in history and social studies Using a CSI approach to history the author's six powerful strategies tap into students natural curiosity and investigative instincts Students become detectives of the past as they ghost hunt in their neighborhoods solve historical crimes prepare arguments for famous court cases and more Each ready to use technique Demonstrates how students can use primary and secondary sources to solve historical mysteries Includes sample lessons and case studies for Grades 5-12 Aligns with national standards making the book useful for both teachers and curriculum developers Features review questions reflections and Web and print resources in every chapter for further reading Incorporate these strategies into your classroom and watch as students discover just how thrilling and spine chilling history can be Book jacket

Annual Report - National Historical Publications and Records Commission United States. National Historical Publications and Records Commission, **Resources in Education**, 1997

Developing Quantitative Literacy Skills in History and the Social Sciences Kathleen W. Craver, 2014-07-22 History and social sciences educators have been charged with ensuring that our students are quantitatively literate Being able to integrate research data in the form of graphs charts and tables and deconstruct quantitative evidence to address questions and solve problems is no longer the domain of mathematicians Being quantitatively literate is considered an educational imperative in a data drenched world that holds so many employment challenges The internet contains a treasure trove of valid and reliable sources of quantitative data that history and social sciences teachers can easily use to satisfy the quantitative literacy requirements of the National Common Core Standards This book features 85 interesting and exciting multi century and multicultural web sites that are accompanied by numerical critical thinking questions and activities Teachers can pose the questions to their entire class or individually assign them It also contains lists of best practices and examples for interpreting visualizing and displaying quantitative data History and social sciences educators will find this book an indispensable tool for incorporating numerical literacy skills into their class activities and assignments

Teaching Recent Global History Diana B. Turk, Laura J.

Dull,Robert Cohen,Michael R. Stoll,2014-03-05 Teaching Recent Global History explores innovative ways to teach world history beginning with the early 20th century The authors unique approach unites historians social studies teachers and educational curriculum specialists to offer historically rich pedagogically innovative and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history Highlighting the best scholarship for each major continent the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students Each of the eight main chapters highlights a particularly important event or theme which is then complemented by a detailed discussion of a particular methodological approach Key features include An overarching narrative that helps readers address historical arguments Relevant primary documents or artifacts plus a discussion of a particular historical method well suited to teaching about them Lesson plans suitable for both middle and secondary level classrooms Document based questions and short bibliographies for further research on the topic This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students

Social Studies Today Walter C. Parker,2015-04-10 Social Studies Today will help educators teachers curriculum specialists and researchers think deeply about contemporary social studies education More than simply learning about key topics this collection invites readers to think through some of the most relevant dynamic and challenging questions animating social studies education today With 12 new chapters highlighting recent developments in the field the second edition features the work of major scholars such as James Banks Diana Hess Joel Westheimer Meira Levinson Sam Wineburg Beth Rubin Keith Barton Margaret Crocco and more Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom responding to high stakes testing teaching patriotism judging the credibility of Internet sources and teaching with film and geospatial technologies Accessible compelling and practical these chapters full of rich examples and illustrations showcase some of the most original thinking in the field and offer pre and in service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them Walter C Parker is Professor and Chair of Social Studies Education and by courtesy Professor of Political Science at the University of Washington Seattle

Best Practices in Gifted Education Ann Robinson,Bruce M. Shore,Donna Enersen,2021-09-03 A gifted education Legacy Award winner Best Practices in Gifted Education provides concise up to date research based advice to educators administrators and parents of gifted and talented youth The 29 practices included in this volume are the result of an extensive examination of educational research on what works with talented youth The interest in culturally diverse and low income learners the means to identify talents and the need for curriculum that appropriately challenges high ability youth constitute just a few of the 29 practices Each practice is organized into a chapter containing two sections What We Know and What We Can Do The first section briefly describes the practice and summarizes the research The second section suggests what course of action a parent teacher or administrator

might take at home in the classroom or at school The book is a must have for those who want a guide that makes a connection between research and practical action in gifted education A service publication of the National Association for Gifted Children Washington DC This designation indicates that this book has been jointly developed with NAGC and that this book passes the highest standards of scholarship research and practice **International Handbook of Jewish Education**

Helena Miller,Lisa D. Grant,Alex Pomson,2011-04-02 The International Handbook of Jewish Education a two volume publication brings together scholars and practitioners engaged in the field of Jewish Education and its cognate fields world wide Their submissions make a significant contribution to our knowledge of the field of Jewish Education as we start the second decade of the 21st century The Handbook is divided broadly into four main sections Vision and Practice focusing on issues of philosophy identity and planning the big issues of Jewish Education Teaching and Learning focusing on areas of curriculum and engagement Applications focusing on the ways that Jewish Education is transmitted in particular contexts both formal and informal for children and adults Geographical focusing on historical demographic social and other issues that are specific to a region or where an issue or range of issues can be compared and contrasted between two or more locations This comprehensive collection of articles providing high quality content constitutes a definitive statement on the state of Jewish Education world wide as well as through a wide variety of lenses and contexts It is written in a style that is accessible to a global community of academics and professionals

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