Teaching With



Documents

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National Archives and Records Administration Washington, DC

Teaching With Documents Using Primary Sources From The National Archives

Clare Horrie, Rachel Hillman

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Teaching with Documents Wynell B. Comp Schamel,1998 This collection of primary source materials from the National Archives and Records Administration Washington DC humanizes history so that it is real and personal to students Intended for secondary school history teachers the collection provides primary source documents reports maps photographs letters diaries posters and recordings created by those who participated in or witnessed the events of the past This teaching method exposes students to important historical concepts Through analysis of primary sources students confront two essential facts of historical work 1 the record of historical events reflects the personal social political or economic views of the participants who created the sources and 2 students bring to the study of the sources their own biases created by their own personal situations and their social living environments A benefit of using the primary sources collection is the development of broad cognitive and analytical skills This second volume of the collection compiles 43 articles The articles were published in Social Education from 1989 to 1998 and similar articles were published in the Organization of American Historians Magazine of History The Roger Williams Report Heritage Education Quarterly and Social Studies and the Young Learner Appended are charts listing types of documents disciplines and subject areas themes and materials which connect with the National Standards for U S History National Standards for World History and National Standards for Civics and Government BT

Teaching with Documents United States. National Archives and Records Administration, 1989 Guide for social studies teachers in using primary sources particularly those available from the National Archives to teach history Educator's Handbook for Teaching with Primary Sources Scott M. Waring, 2023 Educators across subject areas are striving to integrate primary sources into their pedagogy and teaching Yet despite their importance to authentic disciplined inquiry the implementation of primary source activities in the pre K 12 classroom has been limited This lack of utilization can largely be attributed to the perception that these activities are too complex to design implement and grade Many teachers also feel that primary source analysis and the construction of evidence based narratives is too difficult for students to complete in the traditional classroom Waring argues that this is not the case and with this handbook provides teacher candidates and inservice teachers with detailed and specific perspectives activities approaches and resources to help them effectively and authentically use primary sources in their classrooms Book Features Introduces teaching with primary sources including detailed examples of authentic and tested instructional ideas and approaches Designed to meet the needs of classroom teachers and teacher candidates in social studies English and language arts mathematics science and other fields Offers dozens of primary sources and links to resources throughout the book Aligns to national standards frameworks and the C3 framework for social studies Can be used to meet the needs of emerging English learners and students with special needs Focuses on ways in which educators are utilizing a variety of emerging technologies to engage students in deeper and more authentic ways of learning Teaching With Primary Sources for Cultural Understanding, Civic

Mindedness, and Democracy Scott M. Waring, 2024 This resource has been developed for Pre K 20 educators in order to help students use primary sources to go beyond simple acquisition of content knowledge and rote memorization The procedures and approaches outlined in this book are designed to be used with Pre K 20 students to help them use primary sources in discipline and inquiry based ways to develop and enhance understandings for cultural understanding civic mindedness and democracy Expert authors demonstrate how the skills students learn through this process can be applied to their everyday life and allow them to think critically about the world around them better understand various cultures communicate their understandings effectively and enhance their democratic values Grounded in the National Council for the Social Studies C3 Framework topics include social emotional learning inclusion higher order thinking civic agency project based learning democracy building across cultures teaching about war enacting change through intentional civic engagement and systemic racism in the United States Book Features Chapters by leading experts in the areas of civic education and teaching with primary sources Guidance for supporting multilingual learners and students with disabilities Detailed examples of classroom tested instructional ideas and approaches from educators teaching with primary sources in Pre K 20 classrooms Primary sources and links to resources throughout the book Using Primary Sources in the Classroom, 2nd Edition Kathleen Vest, 2019-07-15 Teaching with primary sources can be overwhelming to teachers who have minimal time to teach social studies Turn your classroom into a primary source learning environment with this easy to use resource that has everything you need to incorporate primary sources into today s classrooms Primary sources provide firsthand accounts of history that will capture students curiosity about the past Students who observe reflect on and question primary sources understand history at a deeper level than students who only learn about social studies through textbooks With more than 100 digital primary sources this book by Kathleen Vest delves deeply into a wide variety of primary sources and details how they can be used in any K 12 classroom Model lessons for three grade ranges K 3 4 8 9 12 reduce teacher prep time With fun and engaging activities and a chapter devoted to strategies for using social media posts as primary sources in the classroom this resource is essential for today s social studies classrooms Using Primary Sources in the Classroom, 2nd Edition **ebook** Kathleen Vest, 2019-07-15 Teaching with primary sources can be overwhelming to teachers who have minimal time to teach social studies Turn your classroom into a primary source learning environment with this easy to use resource that has everything you need to incorporate primary sources into today s classrooms Primary sources provide firsthand accounts of history that will capture students curiosity about the past Students who observe reflect on and question primary sources understand history at a deeper level than students who only learn about social studies through textbooks With more than 100 digital primary sources this book by Kathleen Vest delves deeply into a wide variety of primary sources and details how they can be used in any K 12 classroom Model lessons for three grade ranges K 3 4 8 9 12 reduce teacher prep time With fun and engaging activities and a chapter devoted to strategies for using social media posts as primary sources in the classroom this

resource is essential for today s social studies classrooms Teaching U.S. History Beyond the Textbook Yohuru Rashied Williams, 2008-11-11 Aligned with national standards these strategies and sample lessons turn learners into history detectives as they solve historical mysteries prepare arguments for famous cases and more Using Primary Sources in the Classroom Kathleen Vest, 2005-05-13 Developed by social studies specialists this resource helps teachers turn classrooms into primary source learning environments Using Primary Sources in the Classroom offers effective creative strategies for integrating primary source materials and providing cross curricular ideas This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills 176pp Primary Sources: Virginia Teacher's Guide Melissa Carosella, 2012-09-30

Annual Report United States. National Historical Publications and Records Commission, 1994 Using Internet Primary Sources to Teach Critical Thinking Skills in Government, Economics, and Contemporary World Issues James M. Shiveley, Phillip J. Van Fossen, 2001-09-30 Teachers of political science social studies and economics as well as school library media specialists will find this resource invaluable for incorporating the Internet into their classroom lessons Over 150 primary source Web sites are referenced and paired with questions and activities designed to encourage critical thinking skills Completing the activities for the lessons in this book will allow students to evaluate the source of information the content presented and it usefulness in the context of their assignments Along with each Web site a summary of the site s contents identifies important primary source documents such as constitutions treaties speeches court cases statistics and other official documents The questions and activities invite the students to log on to the Web site read the information presented interact with the data and analyze it critically to answer such questions as Who created this document Is the source reliable How is the information useful and how does it relate to present day circumstances If I were in this situation would I have responded the same way as the person in charge Strengthening these critical thinking skills will help prepare students for both college and career in the 21st century *Educating About Social Issues in the 20th and 21st Centuries* Vol. 3 Samuel Totten, Jon Pedersen, 2014-01-01 EDUCATING ABOUT SOCIAL ISSUES IN THE 20th and 21st Centuries A Critical Annotated Bibliography Volume 3 is the third volume in a series that addresses an eclectic host of issues germane to teaching and learning about social issues at the secondary level of schooling ranging over roughly a one hundred year period between 1915 and 2013 Volume 3 specifically addresses how an examination of social issues can be incorporated into the extant curriculum Experts in various areas each contribute a chapter in the book Each chapter is comprised of a critical essay and an annotated bibliography of key works germane to the specific focus of the chapter **Primary Sources, War** The National Archives History Toolkit for Primary Schools of 1812 Wendy Conklin, Resources in Education ,2000-04 Clare Horrie, Rachel Hillman, 2020-03-19 The ultimate companion to teaching history in primary schools With instant access to genuine historical sources that can be downloaded from a companion website accompanied by exciting lesson plans activities and photocopiable worksheets for both Key Stages 1 and 2 The National Archives History Toolkit for Primary

Schools is the essential manual for teaching history in the primary classroom Teaching history using original sources is crucial to developing pupils critical thinking skills and understanding of what history is all about Each lesson in this go to quide is based on an original historical source from The National Archives that has never seen the light of day in standard school history textbooks This enables a unique enquiry based approach to teaching history that will fascinate and inspire pupils and develop their historical knowledge The historical sources can be previewed in the book and downloaded from a companion website allowing them to be flexible teaching tools Covering themes across the National Curriculum including events of national importance the lives of significant individuals the changing power of monarchs aspects of social history from past to present and significant turning points this toolkit makes it possible for all primary teachers to bring history to life throughout Key Stages 1 and 2 **CRM** ,2003 Handbook of Research on Educational Communications and **Technology** J. Michael Spector, M. David Merrill, Jan Elen, M. J. Bishop, 2013-07-03 The 4th edition of the Handbook of Research on Educational Communications and Technology expands upon the previous 3 versions providing a comprehensive update on research pertaining to new and emerging educational technologies Chapters that are no longer pertinent have been eliminated in this edition with most chapters being completely rewritten expanded and updated Additionally new chapters pertaining to research methodologies in educational technology have been added due to expressed reader interest Each chapter now contains an extensive literature review documenting and explaining the most recent outstanding research including major findings and methodologies employed The Handbook authors continue to be international leaders in their respective fields the list is cross disciplinary by design and great effort was taken to invite authors outside of the traditional instructional design and technology community Teaching History Today Mark Newman, 2024-02-14 The methods of teaching history in grades 6 12 have changed over the last few years to be more interactive and collaborative More and more teaching and learning revolves around an essential triad of inquiry primary sources and literacy in a collaborative classroom environment Teaching History Today is about placing inquiry primary sources and literacy foundations of history instruction front and center in the education of preservice history teacher candidates and in service classroom history teachers By focusing on these major components of teaching and learning readers can learn how to organize the massive amount of historical content into effective units They can see how to integrate the learning of content with the development of skills And they can gain expertise into how and why to engage students collaboratively in the learning process Teaching Social Studies to English Language Learners Bárbara C. Cruz, Stephen J. Thornton, 2024-11-13 This fully updated new edition provides readers with a comprehensive understanding of the challenges that English language learners ELLs also known as English Learners ELs face as well as the ways in which educators might address them in the social studies classroom The authors offer context specific strategies for the full range of the social studies curriculum including geography U S history world history economics and government These practical instructional strategies will effectively engage learners and can be

incorporated as a regular part of instruction in any classroom Features of this fully updated new edition include An updated and streamlined introduction which provides an essential overview of ELL theory in a social studies specific context Teaching Tips that offer helpful suggestions and ideas for creating and modifying lesson plans to be inclusive of English Learners Practical examples and pedagogical elements in Part 3 which include more visuals suggestions for harnessing new technologies discussion questions and reflection points and Useful lists of online and print resources for teachers and students Teaching Social Studies to English Language Learners is a valuable reference to help pre and in service social studies educators meet the challenges of including all learners in effective instruction Thinking Like a Historian Nikki Mandell, Bobbie Malone, 2013-06-19 Thinking Like a Historian Rethinking History Instruction by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides how to examples for building historical literacy in classrooms at all grade levels With practical examples engaging and effective lessons and classroom activities that tie to essential questions Thinking Like a Historian provides a framework to enhance and improve teaching and learning history We invite you to use Thinking Like a Historian to bring history into your classroom or to re energize your teaching of this crucial discipline in new ways The contributors to Thinking Like a Historian are experienced historians and educators from elementary through university levels This philosophical and pedagogical guide to history as a discipline uses published standards of the American Historical Association the Organization of American Historians the National Council for History Education the National History Standards and state standards for Wisconsin and California

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observing mitosis lab background in a growing plant root the cells at the tip of the root are constantly dividing to allow the root to grow because each cell divides independently of the others a root tip contains cells at different stages of the cell cycle this makes a root tip an excellent tissue to study the stages of cell division online onion root tips university of arizona - Sep 13 2022

these regions of growth are good for studying the cell cycle because at any given time you can find cells that are undergoing mitosis in order to examine cells in the tip of an onion root a thin slice of the root is placed onto a microscope slide and stained so the chromosomes will be visible the cells you ll be looking at in this activity

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compare and contrast mitosis and meiosis both mitosis and meiosis are involved in making new cells both start with diploid 2 sets of chromosomes o interphase occurs before both duplicating chromosomes before division o both mitosis and meiosis go through pmat prophase metaphase anaphase telophase meiosis goes through pmat twice i mitosis lab doc google docs - Apr 08 2022

the cell cycle results in the formation of two genetically identical daughter cells from the division of a parent cell in this lab you will be observing plant cells onion in the various stages of mitosis and make time calculations based on the data you collect

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observing mitosis analysis and conclusion questions 1 mitosis is much the same in animal cells as in the plant cells you have

examined what can you infer from this about the origins of mitosis a i can infer that the start of cell all came from one cell and where that cell came from we do not know but it was the start from that cell it when through the process of binary fission **mitosis questions practice cell division khan academy** - Mar 19 2023

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mitosis introduction in this lab you will examine the dividing root tip cells of an onion you will examine the specimen to identify the various phases of the cell cycle to see which phases cells spend more time in and you will answer related analysis questions to further your understanding of the eukaryotic cell cycle pre lab

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sep 14 2021 the process of mitosis is only a short period of the lifespan of cells mitosis is traditionally divided into four stages prophase metaphase anaphase and telophase the actual events of mitosis are not discreet but occur in a continuous sequence separation of mitosis into four stages is merely convenient for our discussion and organization top tips for observing mitosis lab thoughtco - Apr 20 2023

jul 25 2019 procedure 1 create a data table with the following headings across the top number of cells percentage of all cells time min and the stages of mitosis down the side prophase metaphase anaphase telophase 2 carefully put the slide on the microscope and focus it under low power 40x is preferred 3

dna observing mitosis name siti nur fazlina noordeen - Mar 07 2022

feb 23 2022 many cells will be in various stages of mitosis number of words 244 words aim to study the image of onion cells under a microscope and identify actively dividing cells throughout mitosis during the cell cycle's phases materials and methods refer to the practical activity handout dna observing mitosis results

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discuss the answers to the questions with a partner think pair share and then the class activity 2 observe the stages of mitosis in onion root cells plant cells also use mitosis for growth maintenance and repair

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after completing this lab exercise you should be able to identify and describe the stages of the cell cycle mitosis and meiosis recognizing the events that occur during each stage distinguish between mitosis and cytokinesis as they take place in animal and plant cells

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the onion root is also a good place because this is the area where the plant is growing remember that when cells divide each

new cell needs an exact copy of the dna in the parent cell this is why mitosis is only visible in cells that are dividing like the whitefish embryo and the onion root tip mitosis can take several hours to complete

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exercise 1 observing mitosis under the microscope examine prepared slides of both plant cells onion allium root tip and animal cells whitefish blastula under the microscope at 400x

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in general mitosis occurs through several stages that include prophase divided into prophase and prometaphase metaphase anaphase telophase because of the rapid rate at which onion root tips grow as a result of rapid cell division it s possible to observe and identify the different stages of mitosis

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observe mitosis in root tips practical activities have been safety checked but not trialled by cleapss users may need to adapt the risk assessment information to local circumstances core practical 3 observe mitosis in root tips objectives know how to prepare a temporary slide of a root tip to observe mitosis

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feb 7 2017 view under a microscope and identify the stages of mitosis results calculations the percentage of cells in each stage of mitosis can be observed and noted down a mitotic index can also be formed number of cells containing visible chromosomes total number of cells in the field of view conclusion

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exercise 2 observing mitosis in cells in this exercise you will observe the steps of mitosis in both plant and animal cells procedure review the images of onion root tip cells undergoing the different phases of mitosis shown in figure 10 study of mitosis in onion root tip cells cell division process - Jun 10 2022

to study and demonstrate the mitotic type of cell division using the onion root tip cells mitosis results in the formation of two daughter cells that are identical to each other learn how the experiment is carried out

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