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**Using Primary Sources From the National Archives**

*National Archives and Records Administration  
Washington, DC*

# Teaching With Documents Using Primary Sources From The National Archives

**James M. Shiveley, Phillip J. VanFossen**



## **Teaching With Documents Using Primary Sources From The National Archives:**

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 **The 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

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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. VanFossen, 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 its 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 of 1812** Wendy Conklin, **Resources in Education**, 2000-04 **The National Archives History Toolkit for Primary Schools** 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 guide 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

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