

A vintage map of South and East Asia, showing regions like India, Ceylon, and the Malay Peninsula. A pair of brown-rimmed glasses is placed over the map, and a small brass compass rose is visible on the left. The text "Teaching Local History in Primary School" is overlaid in white.

Teaching Local History in Primary School

Teaching Local History

Robert L. Stevens



Teaching Local History:

Teaching Local History W. B. Stephens, 1977 Homespun Robert L. Stevens, 2001 Using several social studies and geography standards as a framework for planning this book offers teachers some of the best instructional activities for learning more about the lifeblood of communities *Using Local History in the Classroom* Fay D. Metcalf, Matthew T. Downey, 1982 *Teaching Local History* Fay D. Metcalf, Matthew T. Downey, 1977-01-01 **The Teaching of Local History in American Schools** Lenore Evelyn Rimer, 1949 *Teaching Local History* Donald W. Whisenhunt, 1974

Bringing History Alive through Local People and Places Lynne Dixon, Alison Hales, 2013-12-04 A much needed and delightful book It shows how history can be taught with the meaningful experiences of each child at its centre making connections between the child the locality and community the national and global past and concepts of time Throughout the authors empower teachers to adopt their philosophy by showing them how to plan select resources and strategies and reflect on ideas and case studies Hilary Cooper Emeritus professor of history and pedagogy The University of Cumbria UK Bringing History Alive through Local People and Places puts the local environment and community at the heart of history showing how it can be used as the context for successful history teaching across the primary age range It considers how to develop children s concepts and skills through local history how to link local national and global aspects of history and helps you develop your own historical knowledge understanding and confidence in teaching the subject Practical topics explored include Investigating children s cultural and geographical roots through fieldwork Finding and visiting local museums archives and heritage sights Choosing and using resources Using significant people events and buildings to link with national history Environmental education and sustainable development through local history Understanding the links between history and everyday life Planning and assessing history Based on the latest research and practice in the field Bringing History Alive through Local People and Places offers an exciting template of creative ideas and activities to show teachers how they can make history relevant to all children Every Place Has a Story Kathryn Shurden, 2014-05-01 Every Place Has a Story A Guide for Teaching Local History in Oklahoma is process driven differentiated curriculum for the study of language arts and social studies in high school This curriculum is not arranged chronologically or geographically but it promotes learning through the types of activities or learning processes that are detailed for the teacher and student This design promotes the horizontal integration of material into other courses or it can be taught as a separate Local History course Inquiry based activities are offered to challenge students Sometimes students will work independently sometimes collaboratively Creativity is encouraged throughout and the integration of subjects is truly seamless Students are asked to think to apply to analyze to evaluate and to create Activities are carefully planned to engage all types of learners and to reach the highest level of learning that is relevant to the activity We lead students to extraordinary resources that are just waiting to be used This curriculum will help you discover online resources and websites are virtual treasure chests waiting to be opened and used for

the teaching and learning of Local History Students and teachers are challenged to engage technology without forsaking traditional books and paper resources Learning is assessed in multiple ways Twelve activity units use formative assessments and the final activity the Portfolio is a summative assessment for the course Learning is assessed with writing speaking and creative skills not memorizing test answers Students will complete tasks in narrative evaluative informative and creative writing and speaking This variety of assessment strategies builds students skills in research technology listening speaking writing language and creativity The result is that Local History is a catalyst for curiosity Students identify with the people in the historic events of their own communities and this curriculum challenges them to explore further Students of Local History want to learn more about the buildings landmarks events and people of their hometowns as they recognize the intrinsic value of their communities This is learning that builds pride in the community and individual self esteem

Methods of Teaching Local History in the Elementary and Secondary Schools Margaret Hilmer,1928 *The Digital Folklore of Cyberculture and Digital Humanities* Papadakis, Stamatios,Kapaniaris, Alexandros,2022-06-17 Where human communication and development is possible folklore is developed With the rise of digital communications and media in past decades humans have adopted a new form of folklore within this online landscape Digital folklore has been developed into a culture that impacts the ways in which communities are formed media is created and communications are carried out It is essential to track this growing phenomenon The Digital Folklore of Cyberculture and Digital Humanities focuses on the opportunities and chances for folklore research online as well as research challenges for online folk groups It presents opportunities for production of digital internet material from items and research in the field of folk culture and for digitization documentation and promotion of elements related to folk culture Covering topics such as e learning programs online communities and costumes and fashion archives this premier reference source is a dynamic resource for folklorists sociologists anthropologists psychologists students and faculty of higher education libraries researchers and academicians

Teaching for Global Community César Augusto Rossatto,2011-06-01 Education has long been viewed as a vehicle for building community However the critical role of education and schools for constructing community resistance is undermined by recent trends toward the centralization of educational policy making e g racial profiling new laws in the US Arizona and Texas No Child Left Behind and global racism the normalization of globalization as a vehicle for the advancement of economic neo liberalism and social hegemony and the commodification of schooling in the service of corporate capitalism Alternative visions of schooling are urgently needed to transform these dangerous trends so as to reconstruct public education as an emancipatory social project Teaching for Global Community Overcoming the Divide and Conquer Strategies of the Oppressor examines these issues among related others as a way to honor and re examine Freirean principles and aim to take critical pedagogy in new directions for a new generation The goal is to build upon past accomplishments of Paulo Freire s work and critical pedagogy while moving beyond its historical limitations This includes efforts that revisit and re

evaluate established topics in the field or take on new areas of contestation Issues related to education labor and emancipation broadly defined and from diverse geographical context are addressed The theoretical perspectives used to look at these emerge from critical pedagogy critical race theory critiques of globalization and neoliberalism marxist and neo marxist perspectives social constructivism comparative international education postmodernism indigenous perspectives feminist theory queer theory poststructuralism critical environmental studies postcolonial studies liberation theology with a deep commitment to social justice , Trends in Education ,1977 **Teaching Local History** New-York Historical Society. Department of Education,2000 **Research and Evidence-based Perspectives in Education** Vana Chiou,Lotte Geunis,Oliver Holz,Nesrin Oruç Ertürk,Justyna Ratkowska-Pasikowska,Fiona Shelton,2025 This edited collection focuses on educational challenges questions and discussions in a range of educational contexts and phases of learning including early years primary secondary and higher education These individual discourses lead to connected conversations where educational challenges are pondered solutions offered and where research findings can extend our insights and understanding to enhance educational practices The scope of the book is multi faceted and explores a range of practices and research contexts such as sustainable development parent carer engagement cyber bullying social pedagogy professional development educational innovations language learning gender diversity and inclusion The chapters offer an insight into how we can think about and offer solutions to complex educational challenges for sustainable and enhanced pedagogic practice

Living Traditions Martin Kemple,Mark Skelding,Joseph Kiefer,Food Works (Organization),2001 This guide is designed to take teachers through a step by step process for developing an integrated standards based curriculum that focuses on the stories history folkways and agrarian traditions of the local community Such a place based curriculum helps students to become culturally literate makes learning relevant and engaging draws on the knowledge and understanding of community elders and reconnects the community to its traditions and history Part 1 presents a systematic eight step process for developing and implementing a schoolwide cultural literacy curriculum focused on the history and cultural heritage of the local community The first step describes a comprehensive 10 stage process for creating and implementing local standards based cultural literacy units Although this first step can stand alone as an effective tool for developing place based curricula the remaining steps help to produce a sustainable community based program These steps are identifying a community coordinator preparing students preparing elders and community participants having community members share their stories and knowledge with students incorporating community service learning a culminating celebration and assessment Part 2 includes a complete sample unit for the fall season and an outline for a winter unit Throughout the guide are local history activities from around Vermont and from rural California Alabama Alaska and Montana Appendices present a local history starter kit forms rubrics checklists and a glossary SV **Some Experiments in Teaching Local History** Frederick William Brooks,193? **Teaching Middle Level Social Studies** Scott L. Roberts,Benjamin R. Wellenreiter,Jessica

Ferreras-Stone, Stephanie L. Strachan, Karrie L. Palmer, 2022-03-01 This textbook is a comprehensive and practical guide to teaching middle level social studies Middle level students are just as capable as high school students at engaging in hands on progressive reflective activities yet pedagogical strategies designed specifically for the middle grades are often overlooked in teacher education programs This text provides both progressive and traditional teaching methods and strategies proven effective in the middle level classroom The content of this book consists of conventional chapters such as What is Social Studies and Unit and Curriculum Planning as well as unique chapters such as The Middle Level Learner Best Practices for Teaching State History and Integrating the Core Subjects in Middle Level Social Studies In addition to the unique chapters and lesson plans many additional features of the book will be useful for middle level teaching and learning These features include A list of website resources that provide links to thousands of lesson plans state and national standards and other multimedia tools that can be used in the classroom Individual collaborative and whole class activities that will help methods students develop a better understanding of the topics lessons and strategies discussed High quality lesson ideas and classroom tested teaching strategies embedded throughout the book Images of student work samples that will help students visualize the finished product that is being discussed An examination of state and national standards that will help guide methods students in their lesson planning

Teacher Education and Teacher Professional Development in the COVID-19 Turn Nur Arifah Drajiati, Kristian Adi Putra, 2022-11-29 These proceedings present a selection of papers from the ICTTE 2021 conference While face to face classroom instruction is brought back there are a lot of lessons learned from the COVID 19 pandemic that schools teacher training and education institutions and government have to take into account There is a need to reconsider what additional knowledge and skills pre service teachers and in service teachers need to be prepared for to anticipate such a similar unexpected situation in the future Additionally there is also a need to listen to in service teacher experiences during the emergency remote teaching and integrate the positive lessons that they have gained such as the use of technology into the current post pandemic face to face classroom instruction This proceeding is designed for teacher educators researchers in service teachers and pre service teachers in the field of language education math and science education and social science education who are interested in these topics

Bulletin ,1929

Reviewing **Teaching Local History**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Teaching Local History**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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