

PRIMARY AND SECONDARY SOURCES

Activity: Reviewing Primary and Secondary Sources

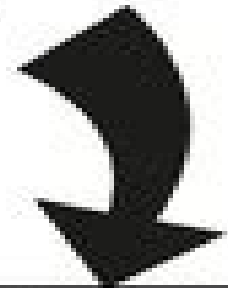
Materials:

- Primary and Secondary Sources Reading Passage

Directions:

1. Read the reading passage with students.
2. Discuss with students when they have used primary and secondary sources. Talk about what they use the most to get information.
3. As a group fill out the definition of primary and secondary sources as well as examples.

Reading Passage and Activity



Primary and Secondary Sources

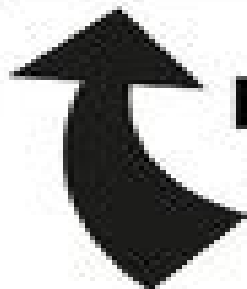
Historians use primary and secondary sources to learn more about events in history. A primary source is a record of events as they are first described and are witnessed by the people who were involved in the event. Some examples of primary sources are diary entries, photographs, interviews, and original artwork.

Secondary sources are records of events that are written after the event takes place. They are created by someone who was not at the event. Some examples of secondary sources are textbooks, websites, books, and articles. Both primary and secondary sources can help us learn about the past. It is important to remember that these historical documents are from one perspective. When studying the past, it is helpful to get more than one perspective.

	Definition	Examples
Primary Sources		
Secondary Sources		

Michael Schwartz

Directions for the Reading Passage



Historical Narrative Essay In Elementary

Kelly Boyd



Historical Narrative Essay In Elementary:

History Repeats Itself in the Classroom, Too! Gregory Gray, Jennifer Donnelly, 2014-04-01 The best history social studies classes are those in which students act as historians political scientists and economists The best teachers are those who model discipline specific expertise There is an effective formula for achieving the Common Core State Standards goal of college and career readiness in history social studies Establish the foundation for future academic work subject area knowledge and skill development Take deliberate advantage of students prior knowledge of those topics taught multiple times from elementary school through high school Increase the complexity of reading materials in these subjects as they are covered in subsequent courses Develop a multi year plan to vertically spiral writing and speaking skills towards producing work that demonstrates thinking commensurate with college and career readiness This resource book is intended for both new and experienced teachers School site departments and district curriculum specialists will find this book useful In addition this book will be an excellent supplement for university methods instructors interested in helping their student teachers meet the goals of the Common Core State Standards

Encyclopedia of Historians and Historical Writing Kelly Boyd, 2019-10-09 The Encyclopedia of Historians and Historical Writing contains over 800 entries ranging from Lord Acton and Anna Comnena to Howard Zinn and from Herodotus to Simon Schama Over 300 contributors from around the world have composed critical assessments of historians from the beginning of historical writing to the present day including individuals from related disciplines like Jürgen Habermas and Clifford Geertz whose theoretical contributions have informed historical debate Additionally the Encyclopedia includes some 200 essays treating the development of national regional and topical historiographies from the Ancient Near East to the history of sexuality In addition to the Western tradition it includes substantial assessments of African Asian and Latin American historians and debates on gender and subaltern studies

Doing History Linda S. Levstik, Keith C. Barton, 2022-09-06 Now in its sixth edition Doing History offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The book is grounded in the view that children can engage in valid forms of historical inquiry asking questions collecting and analyzing evidence examining the varied perspectives and experiences of people in the past and creating evidence based historical accounts and interpretations Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature art writing and discussion The authors explain how these classrooms reflect contemporary principles of teaching and learning and thus the descriptions not only provide specific examples of successful activities but also place them in a context that allows teachers to adapt and apply them in a wide range of settings Doing History emphasizes diversity in two ways Readers encounter students from a variety

of backgrounds and see how their diverse experiences can form the foundation for learning and they also see examples of how teachers can engage students with diverse experiences and perspectives in the past including those that led to conflict and oppression The book also discusses principles for working with English learners and newcomers and it provides guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning Updates to this edition include updated historical and instructional examples to ensure currency new suggestions for children s literature to support good teaching expanded attention to teaching about oppressed groups in history and greater attention to when historical perspective taking is and is not appropriate *Teaching for Historical Literacy* Matthew T. Downey, Kelly A. Long, 2015-07-30 *Teaching for Historical Literacy* combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its principles throughout a unit These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards The instructional arc formed by authors Matthew T Downey and Kelly A Long takes teachers from start to finish from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education **History 5-11** Hilary Cooper, 2017-11-27 Now in its third edition *History 5 11* aims to make teaching about the past exciting and stimulating for both teachers and children Focusing on the English National Curriculum for History 2013 and with an emphasis on the importance of learning about the past through the processes of historical enquiry *History 5 11* contains case studies lesson planning guidance and methods to develop pupils historical understanding It offers creative and innovative ways to teach the subject of history refreshing teachers confidence in teaching the 2013 curriculum and is illustrated by new case studies and research This fully updated third edition includes References to the 2013 National Curriculum its aims and purposes and its content and processes for Key Stages 1 2 Guidance on making local national and global connections between societies over time Planning for assessment and progression New research and illustrative case studies New sections on local history and links to oracy Updates to all existing chapters Reflection on practice and research undergraduate Masters level and PhD This textbook is an invaluable resource to all trainee and practising primary teachers interested in teaching history in an accessible dynamic and above all enjoyable way **Knowing, Teaching, and Learning History** Peter N. Stearns, Peter Seixas, Sam Wineburg, 2000-09 This four part volume identifies the problems and issues in late 20th and early 21st century history education working towards an understanding of this evolving field It aims to give both students and teachers insights into the

best way of developing historical understanding in pupils Narration, Identity, and Historical Consciousness Jürgen Straub, 2006-01-01 A generally acknowledged characteristic of modern life namely the temporalization of experience inextricable from our intensified experience of contingency and difference has until now remained largely outside psychology's purview Wherever questions about the development structure and function of the concept of time have been posed for example by Piaget and other founders of genetic structuralism they have been concerned predominantly with concepts of physical chronometrical time and related concepts e g velocity All the contributions to the present volume attempt to close this gap A larger number are especially interested in the narration of stories Overviews of the relevant literature as well as empirical case studies appear alongside theoretical and methodological reflections Most contributions refer to specifically historical phenomena and meaning constructions Some touch on the subjects of biographical memory and biographical constructions of reality Of all the various affinities between the contributions collected here the most important is their consistent attention to issues of the constitution and representation of temporal experience Report of the Minister of Education Ontario. Dept. of Education, 1909 Reports of the Minister of Education Ontario. Department of Education, 1909

Essentials of Elementary Social Studies William B. Russell III, Stewart Waters, 2021-08-30 *Essentials of Elementary Social Studies* is a teacher friendly text that provides comprehensive treatment of classroom planning instruction and strategies Praised for its dynamic approaches and a writing style that is conversational personal and professional this text enables and encourages teachers to effectively teach elementary social studies using creative and active learning strategies This sixth edition has been refined with new and relevant topics and strategies needed for effectively teaching elementary social studies A few of new features include An expanded chapter on the decision making process in elementary social studies This chapter provides additional discussion about the importance of helping young learners better understand the decision making process and offers strategies for helping teachers make connections between choices values character development and social justice An updated chapter on technology designed to better prepare elementary teachers to effectively incorporate technology into social studies instruction Attention is given to virtual teaching and learning media literacy teaching with film and numerous other ways to improve teaching and learning in the digital age Updated further readings and helpful resources for all chapters to include supplemental digital and video sources related to various topics throughout the chapter New Checking for Understanding section at the end of each chapter that focuses on comprehension application and reflection on key concepts throughout the chapters An updated chapter on lesson plans in keeping with the book's emphasis on planning and teaching This chapter is designed to provide elementary social studies teachers with new classroom tested lesson plans and includes two classroom tested lessons for each grade level K 6 **History Education at the Edge of the Nation** Piero S. Colla, Andrea Di Michele, 2023-06-27 This edited volume explores the evolution of history education from a transnational perspective focusing on border regions in Europe that are considered on the periphery of the

Nation State By introducing this concept and taking into consideration the dynamics of decentralization and the development of minorities teaching practices and narratives the book sheds light on new challenges for history education policy and curriculum design Chapters take a comparative approach dissecting and analyzing specific case studies from school systems in France Germany Italy the UK and Scandinavian countries In doing so the editors and their authors weave a systematic account of the impact of local autonomy on educational culture on the civic remit of schools and on the narratives embodied by history school canons *Report of the Minister of Education* ,1909 **History, Texts and Art in Early Babylonia** Piotr Steinkeller,2017-06-12 These essays represent a summation of Piotr Steinkeller s decades long thinking and writing about the history of third millennium BCE Babylonia and the ways in which it is reflected in ancient historical and literary sources and art as well as of how these written and visual materials may be used by the modern historian to attain if not a reliable record of histoire v nementielle a comprehensive picture of how the ancients understood their history The book focuses on the history of early Babylonian kingship as it evolved over a period from Late Uruk down to Old Babylonian times and the impact of the concepts of kingship on contemporaneous history writing and visual art Here comparisons are drawn between Babylonia and similar developments in ancient Egypt China and Mesoamerica Other issues treated is the intersection between history writing and the scholarly lexical and literary traditions in early Babylonia and the question of how the modern historian should approach the study of ancient sources of historical nature Such a broad and comprehensive overview is novel in Mesopotamian studies to date As such it should contribute to an improved and more nuanced understanding of early Babylonian history *Supplement and Finding List of Recent Additions to the Lending Department, 1888-1893* Borough of Portsmouth Free Public Libraries. Central Library,1894 **Representing the Past** Charlotte M. Canning,Thomas Postlewait,2010-04-15 Representing the Past is required reading for any serious scholar of theatre and performance historiography original in its conception global in its reach thought provoking and transformative in its effects Gay Gibson Cima author Early American Women Critics Performance Religion Race *Visual Culture and the Holocaust* Barbie Zelizer,2001-01-01 A book that looks at both the traditional and the unconventional ways in which the holocaust has been visually represented The purpose of this volume is to enhance our understanding of the visual representation of the Holocaust in films television photographs art and museum installations and cultural artifacts and to examine the ways in which these have shaped our consciousness The areas covered include the Eichman Trial as covered on American television the impact of Schindler s List the Jewish Museum in Berlin the Isreali Heritage Museums Women and Holocaust Photography Internet Holocaust sites and tattoos and shrunk heads the bodies of the dead and of the survivors *Writings on American History* ,1904 [Resources in Education](#) ,2000-10 *Writings on American History, 1902* Ernest Cushing Richardson,Anson Ely Morse,1904 *The Publishers Weekly* ,1903

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