

Teaching With Primary Sources Quarterly

Summer 2010

Social Studies and Diversity Education Elizabeth E. Heilman, Ramona Fruja Amthor, Matthew T. Missias. 2010 This resource features ideas from over one hundred of our nation's teacher educators reflecting on their best practices and offering specific strategies through which future teachers learn to teach.

Making Summer Count Jennifer Sloan McCombs, Catherine H Augustine, Heather L Schwartz. 2011 Despite long-term and ongoing efforts to close the achievement gap between disadvantaged and advantaged students, low-income students continue to perform at considerably lower levels than their higher-income peers in reading and mathematics. Research has shown that students' skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses. Instruction during the summer has the potential to stop these losses and propel students toward higher achievement. A review of the literature on summer learning loss and summer learning programs, coupled with data from ongoing programs offered by districts and private providers across the United States, demonstrates the potential of summer programs to improve achievement as well as the challenges in creating and maintaining such programs. School districts and summer programming providers can benefit from the existing research and lessons learned by other programs in terms of developing strategies to maximize program effectiveness and quality, student participation, and strategic partnerships and funding. Recommendations for providers and policymakers address ways to mitigate barriers by capitalizing on a range of funding sources, engaging in long-term planning to ensure adequate attendance and hiring, and demonstrating positive student outcomes.

Mau Mau's Children David P. Sandgren. 2012-08-06 In 1963 David P. Sandgren went to Kenya to teach in a small, rural school for boys, where he remained for the next four years. These were heady times for Kenyans, as the nation gained its independence, approved a new constitution, and held its first elections. In the school where Sandgren taught, the sons of Gikuyu farmers rose to the challenges of this post colonial era and, in time, entered Kenyan society as adults, joining Kenya's first generation of post colonial elites. In *Mau Mau's Children*, Sandgren has reconnected with these former students. Drawing on more than one hundred interviews, he provides readers with a collective biography of the lives of Kenya's first postcolonial elite, stretching from their 1940s childhood to the peak of their careers in the 1990s. Through these interviews, *Mau Mau's Children* shows the trauma of growing up during the Mau Mau Rebellion, the nature of nationalism in Kenya, the new generational conflicts arising, and the significance of education and Gikuyu ethnicity on his students' path to success.

The Educator's Handbook for Teaching with Primary Sources Scott M. Waring. 2023 This book introduces teaching with primary sources, including detailed examples of authentic and tested instructional ideas, approaches, and activities. It is designed to meet the needs of pre-K-12 teachers in social studies, English and language arts, mathematics, science, and other fields--

[Exploring Education](#) Alan R. Sadovnik, Peter W. Cookson, Jr., Susan F. Semel, Ryan W.

Coughlan. 2017-10-10 This much-anticipated fifth edition of *Exploring Education* offers an alternative to traditional foundations texts by combining a point-of-view analysis with primary source readings. Pre- and in-service teachers will find a solid introduction to the foundations disciplines -- history, philosophy, politics, and sociology of education -- and their application to educational issues, including school organization and teaching, curriculum and pedagogic practices, education and inequality, and school reform and improvement. This edition features substantive updates, including additions to the discussion of neo-liberal educational policy, recent debates about teacher diversity, updated data and research, and new selections of historical and contemporary readings. At a time

when foundations of education are marginalized in many teacher education programs and teacher education reform pushes scripted approaches to curriculum and instruction, *Exploring Education* helps teachers to think critically about the what and why behind the most pressing issues in contemporary education.

Doing Case Study Research Bob Algozzine, Dawson Hancock. 2017 Reflecting recent knowledge and developments in the field, this very practical, easy-to-use guide emphasizes learning how to do case study research—from the first step of deciding whether a case study is the way to go to the last step of verifying and confirming findings before disseminating them. The authors show students how to determine an appropriate research design, conduct informative interviews, record observations, document analyses, delineate ways to confirm case study findings, describe methods for deriving meaning from data, and communicate their findings. Featuring many new examples, the Third Edition offers step-by-step guidance to help beginning researchers through the stages of planning and implementing a thesis, dissertation, or independent project. This succinct “how-to” guide is an excellent place for anyone to begin doing case study research. Book Features: Straightforward introduction to the science of doing case study research. A step-by-step approach that speaks directly to the novice investigator. Many concrete examples to illustrate key concepts. Questions, illustrations, and activities to reinforce what has been learned.

American Nietzsche Jennifer Ratner-Rosenhagen. 2012 If you were looking for a philosopher likely to appeal to Americans, Friedrich Nietzsche would be far from your first choice. After all, in his blazing career, Nietzsche took aim at nearly all the foundations of modern American life: Christian morality, the Enlightenment faith in reason, and the idea of human equality. Despite that, for more than a century Nietzsche has been a hugely popular—and surprisingly influential—figure in American thought and culture. In *American Nietzsche*, Jennifer Ratner-Rosenhagen delves deeply into Nietzsche's philosophy, and America's reception of it, to tell the story of his curious appeal. Beginning her account with Ralph Waldo Emerson, whom the seventeen-year-old Nietzsche read fervently, she shows how Nietzsche's ideas first burst on American shores at the turn of the twentieth century, and how they continued alternately to invigorate and to shock Americans for the century to come. She also delineates the broader intellectual and cultural contexts within which a wide array of commentators—academic and armchair philosophers, theologians and atheists, romantic poets and hard-nosed empiricists, and political ideologues and apostates from the Left and the Right—drew insight and inspiration from Nietzsche's claims for the death of God, his challenge to universal truth, and his insistence on the interpretive nature of all human thought and beliefs. At the same time, she explores how his image as an iconoclastic immoralist was put to work in American popular culture, making Nietzsche an unlikely posthumous celebrity capable of inspiring both teenagers and scholars alike. A penetrating examination of a powerful but little-explored undercurrent of twentieth-century American thought and culture, *American Nietzsche* dramatically recasts our understanding of American intellectual life—and puts Nietzsche squarely at its heart.

Called to Serve Margaret M. McGuinness. 2015-12 For many Americans, nuns and sisters are the face of the Catholic Church. Far more visible than priests, Catholic women religious teach at schools, found hospitals, offer food to the poor, and minister to those in need. Their work has shaped the American Catholic Church throughout its history. McGuinness provides the reader with an overview of the history of Catholic women religious in American life, from the colonial period to the present.

Politics in Georgia Robert M. Howard, Arnold Fleischmann, Richard N. Engstrom. 2017-10-15 This new edition has been extensively updated to reflect developments in Georgia politics and government since 2007—a decade that has seen three presidential election cycles, two midterm elections, and a census. Updates reflect not only changes in how Georgia is governed but also the economic and social trends helping to drive those changes. These include the continued growth and dispersal of Hispanic and Asian populations; the decline, by a variety of measures, of rural areas; and the moderating effect of probusiness government factions on social conservative agendas. This edition maintains the book's comparative approach, which examines the state from three revealing

perspectives. This allows readers to determine the extent to which Georgia is similar to its peers on such topics as the length and features of the constitution, the organization of the state government, and the nature of policies. All this allows students and scholars to have a better understanding of the political and economic dynamics of Georgia and the relationship of those dynamics to national political and economic developments. The result is a thorough, up-to-date resource on Georgia's dynamic political system. Features: -Coverage of trends and events since the prior edition appeared in 2007 -Analysis of the most recent state elections -A rewritten chapter on the judiciary that reflects greater representation of women and minorities on the bench and a sharp rise in Republican appointees -A rewritten chapter on policy, with added detail on such topics as transportation, the environment, education, social welfare, and public safety and security -Extensive revisions to sections on the U.S. Constitution -The removal of a chapter on public opinion so that its contents can be more tightly woven throughout the book -Greater attention to the increased power of interest groups -Acknowledgment throughout of the impact of the web and social media in politics and government

Educational Development in Western China John Chi-kin Lee, Zeyuan Yu, Xianhan Huang, Edmond Hau-Fai Law. 2016-03-22 In 2000, the "Western Development" plan of the Chinese Mainland attracted attention of educators and policy makers. Around that period, the Chinese government also launched large scale and systemic curriculum reforms in basic education and secondary education in achieving quality education across the vast country. Despite significant progress that has been made in educational investments and attainments in China, issues of quality and regional disparities across China remain, especially in the less developed, western part of China where the significance of ethnic diversity, urban-rural disparity and variations in school development exists. In addition, there have been entrenched problems of teacher and teaching quality, resources inadequacy and 'left-behind' children. Written by a group of Chinese and international scholars, the book provides an updated analysis and discussion of educational development and related issues in the less developed part of Western China. These chapters cover broad contextual issues of educational development and reforms, issues of quality and equality in different sectors of education, as well as curriculum implementation, teaching innovations and professional development of teachers.

Reading Prisoners Jodi Schorb. 2014-10-30 Shining new light on early American prison literature—from its origins in last words, dying warnings, and gallows literature to its later works of autobiography, exposé, and imaginative literature—Reading Prisoners weaves together insights about the rise of the early American penitentiary, the history of early American literacy instruction, and the transformation of crime writing in the "long" eighteenth century. Looking first at colonial America—an era often said to devalue jailhouse literacy—Jodi Schorb reveals that in fact this era launched the literate prisoner into public prominence. Criminal confessions published between 1700 and 1740, she shows, were crucial "literacy events" that sparked widespread public fascination with the reading habits of the condemned, consistent with the evangelical revivalism that culminated in the first Great Awakening. By century's end, narratives by condemned criminals helped an audience of new writers navigate the perils and promises of expanded literacy. Schorb takes us off the scaffold and inside the private world of the first penitentiaries—such as Philadelphia's Walnut Street Prison and New York's Newgate, Auburn, and Sing Sing. She unveils the long and contentious struggle over the value of prisoner education that ultimately led to sporadic efforts to supply prisoners with books and education. Indeed, a new philosophy emerged, one that argued that prisoners were best served by silence and hard labor, not by reading and writing—a stance that a new generation of convict authors vociferously protested. The staggering rise of mass incarceration in America since the 1970s has brought the issue of prisoner rehabilitation once again to the fore. Reading Prisoners offers vital background to the ongoing, crucial debates over the benefits of prisoner education.

Interpreting African American History and Culture at Museums and Historic Sites Max A. van Balgooy. 2014-12-24 In this landmark guide, nearly two dozen essays by scholars, educators, and museum leaders suggest the next steps in the interpretation of African American history and culture

from the colonial period to the twentieth century at history museums and historic sites. This diverse anthology addresses both historical research and interpretive methodologies, including investigating church and legal records, using social media, navigating sensitive or difficult topics, preserving historic places, engaging students and communities, and strengthening connections between local and national history. Case studies of exhibitions, tours, and school programs from around the country provide practical inspiration, including photographs of projects and examples of exhibit label text. Highlights include: Amanda Seymour discusses the prevalence of false nostalgia at the homes of the first five presidents and offers practical solutions to create a more inclusive, nuanced history. Dr. Bernard Powers reveals that African American church records are a rich but often overlooked source for developing a more complete portrayal of individuals and communities. Dr. David Young, executive director of Cliveden, uses his experience in reinterpreting this National Historic Landmark to identify four ways that people respond to a history that has been too often untold, ignored, or appropriated—and how museums and historic sites can constructively respond. Dr. Matthew Pinsker explains that historic sites may be missing a huge opportunity in telling the story of freedom and emancipation by focusing on the underground railroad rather than its much bigger upper-ground counterpart. Martha Katz-Hyman tackles the challenges of interpreting the material culture of both enslaved and free African Americans in the years before the Civil War by discussing the furnishing of period rooms. Dr. Benjamin Filene describes three micro-public history projects that lead to new ways of understanding the past, handling source limitations, building partnerships, and reaching audiences. Andrea Jones shares her approach for engaging students through historical simulations based on the Fight for Your Rights school program at the Atlanta History Center. A exhibit on African American Vietnam War veterans at the Heinz History Center not only linked local and international events, but became an award-winning model of civic engagement. A collaboration between a university and museum that began as a local history project interpreting the Scottsboro Boys Trial as a website and brochure ended up changing Alabama law. A list of national organizations and an extensive bibliography on the interpretation of African American history provide convenient gateways to additional resources.

Department for International Development's bilateral support to primary education Great Britain: Parliament: House of Commons: Committee of Public Accounts.2010-12-23 The coalition Government has committed to increasing the Department for International Development's total aid spending from £7.8 billion in 2010-11 to £11.5 billion in 2014-15. The Department aims to improve and expand state primary education, focusing on sub-Saharan Africa and Asia. It works largely by influencing and financing developing country governments to pursue Millennium Development Goals. The Committee supports these aims, but expresses concerns about its ability to assess the value for money of its spending. Fourteen of the 22 countries the Department supports are on track to meet Millennium Development Goals for primary enrolment by 2015. The Committee also expresses concern that the Department cannot adequately attribute impacts to its spending and its influence. Even for its largest programmes, such as India, it typically contributes a low proportion of the countries' education spend. For the Committee, the Department needs to place value for money as the primary focus when allocating resources or assessing the performance of its education programmes. It needs to focus on how many children attend and complete primary education, along with the literacy and numeracy they achieve.

Primary Quarterly | Teacher Manual Summer Quarter 2021 (Jun-Aug) Church Of God In Christ Publishing House.2021-06-08 The 13-week curriculum guide is designed to provide the teacher with Biblically sound principles that are relevant to the youth they instruct. The Teacher Manual has enhanced teacher tips and a suggested outline to help make lesson preparation seamless. The Manual(s) features: Biblical applications Unified themes Versatile adaptability *Hope and Community* Veli-Matti Kärkkäinen.2017 The culmination of Kärkkäinen's multivolume magnum opus This fifth and final volume of Veli-Matti Kärkkäinen's ambitious five-volume systematic theology develops a constructive Christian eschatology and ecclesiology in dialogue with the Christian tradition, with contemporary theology in all its global and contextual diversity, and

with other major living faiths--Judaism, Islam, Buddhism, and Hinduism. In Part One of the book Kärkkäinen discusses eschatology in the contexts of world faiths and natural sciences, including physical, cosmological, and neuroscientific theories. In Part Two, on ecclesiology, he adopts a deeply ecumenical approach. His proposal for greater Christian unity includes the various dimensions of the church's missional existence and a robust dialogical witness to other faith communities.

Geological Quarterly .2015

Doing Case Study Research Dawson R. Hancock and Bob Algozzine.2015-04-18

Examining the Evidence Kathleen Thompson.2014-08-15 Educators are being challenged as never before to invite reality into the classroom and allow students to explore it. This book will help you meet the challenge. Primary sources are the very documents that history is made of, the images that science is based on, the raw material of our lives. They are also excellent tools to teach the critical thinking skills required by the Common Core State Standards. This book reveals in detail the strategies you can use to make primary sources come alive for your students and to enhance visual literacy, using fascinating photographs and powerful primary source texts. By design, these books are not printable from a reading device. To request a PDF of the reproducible pages, please contact customer service at 1-888-262-6135.

White Allies in the Struggle for Racial Justice Boyd Drick .2015-10-23

The Condition of Education .2010

Librarians and Educators Collaborating for Success Marcia A. Mardis.2016-12-05 The first in the IASL-Libraries Unlimited partnership series, this book features contributions written by authors from around the world about their effective collaboration experiences. Collaboration between teachers and school librarians is a topic that is often discussed in the quest for educational excellence, but the international perspective is something that is rarely explored. This text documents the collaboration endeavors in international school libraries and—drawing upon research and direct experience—demonstrates effective collaboration experiences in a range of countries. It also features selected brief case studies as well as several original essays on the topic of collaboration between teachers and teacher librarians in curriculum planning. The result of a joint effort between Libraries Unlimited and the International Association of School Librarianship (IASL), this book shows how collaboration with teachers looks in the international arena. It addresses topics such as collaborating for success with student searching, the roles of librarians and teachers in the research process, principal involvement, information literacy, inquiry-based learning, use of digital resources, models of collaboration for diversity, and evaluation of collaboration. Additionally, the current research findings presented will offer readers new insights into their profession.

Keeping Good Teachers Marge Scherer.2003-12 This book offers suggestions on how to retain good teachers, from strategies for welcoming new teachers to ideas for how to make veteran teachers feel valued.

Primary and Secondary Education During Covid-19 Fernando M. Reimers.2021-09-14 This open access edited volume is a comparative effort to discern the short-term educational impact of the covid-19 pandemic on students, teachers and systems in Brazil, Chile, Finland, Japan, Mexico, Norway, Portugal, Russia, Singapore, Spain, South Africa, the United Kingdom and the United States. One of the first academic comparative studies of the educational impact of the pandemic, the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning, especially for disadvantaged students. Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education. For students, as well as for teachers and school staff, these included the economic shocks experienced by families, in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health. Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus, and by the constraints on learning resulting from students having to learn at home, where the demands of schoolwork had to be negotiated with other family necessities, often sharing limited space. Furthermore, the prolonged stress caused by the

uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives, created a traumatic context for many that undermined the necessary focus and dedication to schoolwork. These individual effects were reinforced by community effects, particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive. This is an open access book.

How Learning Works Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman. 2010-04-16 Praise for How Learning Works How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning. —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching. —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues. —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book. —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Understanding Literacy and Disadvantage Debra Myhill, Annabel Watson, Ruth Newman, Clare Dowdall. 2022-06-02 Addressing literacy and disadvantage requires high-quality teaching, first and foremost: there are no quick fixes, simplistic solutions or silver bullets. Both research and professional evidence from schools have revealed a strong association between social disadvantage and achievement in literacy: in fact, it has been a concern for over 70 years. Yet, many trainee teachers, and teachers in general, feel ill-equipped to deal with the issue. This book supports trainee teachers to explore the complex relationships between literacy achievement and social background. It offers practical strategies for teaching and supports trainee teachers to understand that: *children's individual backgrounds need to be valued and drawn upon; *deficit descriptions of disadvantaged children and low expectations must be avoided and challenged; *schools, teachers and classrooms must provide rich literacy environments for learning.

National Education Technology Plan Arthur P. Hershaft. 2011 Education is the key to America's economic growth and prosperity and to our ability to compete in the global economy. It is the path to higher earning power for Americans and is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. The National Education Technology Plan 2010 calls for revolutionary transformation. Specifically, we must embrace innovation and technology which is at the core of virtually every aspect of our daily lives and work. This book explores the National Education Technology Plan which presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure and productivity.

Doing Case Study Research Dawson R. Hancock, Bob Algozzine, Jae Hoon Lim. 2021-10 Now in a

Fourth Edition, this how-to guide is an excellent starting point for anyone looking to begin case study research. The authors--all professors teaching graduate students in education and other professions--provide the structure, detail, and guidance needed for beginning researchers to complete a systematic case study. Improvements for this edition include more practical and detailed guidance for conducting a literature review, a more efficient and easy-to-understand reorganization of the case study examples, and updated citations throughout the text. As with previous editions, this succinct handbook emphasizes learning how to do case study research--from the first step of deciding whether a case study is the way to go to the last step of verifying and confirming findings before disseminating them. It shows students how to determine an appropriate research design, conduct informative interviews, record observations, document analyses, delineate ways to confirm case study findings, describe methods for deriving meaning from data, and communicate findings. Book Features: Straightforward introduction to the science of doing case study research. A step-by-step approach that speaks directly to the novice investigator. Many concrete examples to illustrate key concepts. Questions, illustrations, and activities to reinforce what has been learned.

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction National Reading Panel (U.S.).2000

Reversing the Cult of Speed in Higher Education Jonathan Chambers,Stephannie S. Gearhart.2018-10-26 A collection of essays written by arts and humanities scholars across disciplines, this book argues that higher education has been compromised by its uncritical acceptance of our culture's standards of productivity, busyness, and speed. Inspired by the Slow Movement, contributors explain how and why university culture has come to value productivity over contemplation and rapidity over slowness. Chapter authors argue that the arts and humanities offer a cogent critique of fast culture in higher education, and reframe the discussion of the value of their fields by emphasizing the dialectic between speed and slowness.

Joint Force Quarterly .1996

Polin: Studies in Polish Jewry Volume 30 Eliyana R. Adler,Antony Polonsky.2018-01-11 An emphasis on education has long been a salient feature of the Jewish experience, yet the majority of historians of east European Jewish society treat educational institutions and pursuits as merely a reflection of the surrounding culture. The essays in this volume seek to address this gap by presenting education as an active and potent force for change, highlighting the interrelationship between Jewish educational endeavours, the Jewish community, and external economic, political, and social forces. *In Search of America's Past* Bruce VanSledright.2002-04-12 Offers alternatives to conventional textbook learning for history students, describing the use of in-depth historical projects and investigations that result in better retention of knowledge.

Teaching at Its Best Linda B. Nilson.2010-04-20 Teaching at Its Best This third edition of the best-selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques, formats, classroom activities, and exercises, all of which can be implemented immediately. This thoroughly revised edition includes the newest portrait of the Millennial student; current research from cognitive psychology; a focus on outcomes maps; the latest legal options on copyright issues; and how to best use new technology including wikis, blogs, podcasts, vodcasts, and clickers. Entirely new chapters include subjects such as matching teaching methods with learning outcomes, inquiry-guided learning, and using visuals to teach, and new sections address Felder and Silverman's Index of Learning Styles, SCALE-UP classrooms, multiple true-false test items, and much more. Praise for the Third Edition of Teaching at Its BestEveryone veterans as well as novices will profit from reading Teaching at Its Best, for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size, ability, and motivation. Wilbert McKeachie, Department of Psychology, University of Michigan, and coauthor, McKeachie's Teaching TipsThis new edition of Dr. Nilson's book, with its completely updated material and several new topics, is an even more powerful collection of ideas and tools than the last. What a great resource, especially for beginning teachers but also for us veterans! L. Dee Fink,

author, *Creating Significant Learning Experiences* This third edition of *Teaching at Its Best* is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn, how students develop, and innovations in instructional strategies complement the solid foundation established in the first two editions. Marilla D. Svinicki, Department of Psychology, The University of Texas, Austin, and coauthor, *McKeachie's Teaching Tips*

Foundations of Forensic Vocational Rehabilitation Rick Robinson. 2013-12-03 Print+CourseSmart

A Path to Learning and Literacy Claire Johnson Machosky. 2020-09-17 *A Path to Learning and Literacy* By: Claire Johnson Machosky *A Path to Learning and Literacy* is an informative and excellent read for secondary students and their parents. This easy-to-read guide informs students on the basics of successful learning with topics such as: getting organized, time management, active listening, study strategies, testing and feedback. Each chapter contains FAQs and checklists that ask students to reflect on their personal learning and studying habits. These sections help students identify the methods that work best for them. A Note to Parents at the end of each chapter is a personal message to help parents encourage and support their children in learning, studying, and doing well in school. With the 2020 Pandemic placing a heavy burden on parents and students with online learning, the topics in *A Path to Learning and Literacy* are valuable and important to all learning.

Elementary Educator's Guide to Primary Sources Tom Bober. 2018-12-04 Focusing on student analysis of primary sources, this book explores several proven analysis strategies to use with students, including methods from the Library of Congress, the Stanford History Education Group, and Harvard's Project Zero. Many elementary school librarians and teachers want to incorporate primary sources into their lessons but struggle with how to do it. Whether you are starting from the beginning, have used strategies that didn't seem to work, or were underwhelmed by others' suggestions, this book shows you how you can successfully supplement and deepen your students' learning with primary sources. Focusing on proven strategies for elementary students, the book is divided into four sections, each of which demonstrates the strategies through real-world examples of student work. In the first three parts, it explores the three major considerations for using primary sources, strategies for analyzing primary sources, effectively using primary sources to teach different subject areas, and special considerations for different primary source formats. In the final part, the author shares tips that he has learned after years of bringing primary sources into his elementary school that will ensure success in students' primary source analysis.

Nineteenth-Century American Women Writers and Theologies of the Afterlife Jennifer McFarlane-Harris, Emily Hamilton-Honey. 2021-07-12 This collection analyzes the theme of the afterlife as it animated nineteenth-century American women's theology-making and appeals for social justice. Authors like Harriet Beecher Stowe, Elizabeth Stuart Phelps, Martha Finley, Jarena Lee, Maria Stewart, Zilpha Elaw, Rebecca Cox Jackson, Catharine Maria Sedgwick, Elizabeth Palmer Peabody, Belinda Marden Pratt, and others wrote to have a voice in the moral debates that were consuming churches and national politics. These texts are expressions of the lives and dynamic minds of women who developed sophisticated, systematic spiritual and textual approaches to the divine, to their denominations or religious traditions, and to the mainstream culture around them. Women do not simply live out theologies authored by men. Rather, *Nineteenth-Century American Women Writers and Theologies of the Afterlife: A Step Closer to Heaven* is grounded in the radical notion that the theological principles crafted by women and derived from women's experiences, intellectual habits, and organizational capabilities are foundational to American literature itself.

American Universities and Colleges Praeger Publishers. 2010-04-16 For well over a half century, *American Universities and Colleges* has been the most comprehensive and highly respected directory of four-year institutions of higher education in the United States. A two-volume set that *Choice* magazine hailed as a most important resource in its November 2006 issue, this revised edition features the most up-to-date statistical data available to guide students in making a smart yet practical decision in choosing the university or college of their dreams. In addition, the set serves as

an indispensable reference source for parents, college advisors, educators, and public, academic, and high school librarians. These two volumes provide extensive information on 1,900 institutions of higher education, including all accredited colleges and universities that offer at least the baccalaureate degree. This essential resource offers pertinent, statistical data on such topics as tuition, room and board; admission requirements; financial aid; enrollments; student life; library holdings; accelerated and study abroad programs; departments and teaching staff; buildings and grounds; and degrees conferred. Volume two of the set provides four indexes, including an institutional Index, a subject accreditation index, a levels of degrees offered index, and a tabular index of summary data by state. These helpful indexes allow readers to find information easily and to make comparisons among institutions effectively. Also contained within the text are charts and tables that provide easy access to comparative data on relevant topics.

Dialogic Collaborative Action Research in Science Education Allan Feldman, Jawaher Alsultan, Katie Laux, Molly Nation. 2023-08-17 This engaging and practical book offers science teacher educators and K-12 science teachers alike the tools to engage in a dialogic mode of collaborative action research (D-CAR), a collaborative mode of action research focused on teachers' experiences with students, reflection upon these experiences, and peer learning. Renowned science educator Allan Feldman and co-authors from across numerous settings in K-12 science education present the theory, methodology, case studies, and practical advice to support the use of D-CAR as a means to enhance teachers' normal practice and address the problems, dilemmas, and dissonances that science teachers must negotiate as they work to meet the needs of an increasingly diverse student population and engage with complex science teaching challenges that disproportionately affect marginalized students. The book will be of use to science teacher educators, pre-service and in-service science teachers, professional development specialists, or any science educator invested in developing creative, reflective, and thoughtful teachers.

Lessons from an Indian Day School Adrea Lawrence. 2011-10-18 Clara D. True and Clinton J. Crandall, teacher and superintendent for the Indian Day School of the Santa Clara Pueblo, were typical agents in the campaign waged by the federal government to assimilate Native Americans into mainstream American society. As the primary Office of Indian Affairs officials for the Pueblo, True and Crandall administered the school and also served as de facto health officials, demographers, arbiters, and legal consultants—as well as the eyes and ears of the government. Drawing upon an extensive correspondence between True and Crandall from 1902 to 1907, Adrea Lawrence provides an intimate look at the daily lives and challenges that the two educators faced as they worked with a diverse community of Tewa Indians and Hispanos. Through this long-overlooked correspondence, Lawrence introduces us to two fascinating characters—flawed but intent individuals charged with the task of carrying out the government's colonialist Indian education policy. Through descriptions of such episodes as their disdain for older Indians' suspicion of vaccination, True and Crandall provide clear examples of the inherent contradictions in the federal government's culturally insensitive approach toward its Indian population. Yet they were also great advocates for the Indians, often stepping in to mediate in matters involving land and taxation. The complex portrait of these educators that emerges is based not just on the letters but also on corresponding documents from Pueblo Indians, periodicals, legal cases, statutes, Indian Office circulars, and anthropological studies conducted by both Native and non-Native scholars. Lawrence reveals the challenges federal employees faced as they tried to execute the federal policy of assimilation while dealing with educative issues—relating to land, disease, citizenship, and modes of education—that confronted Santa Clara Pueblo and its neighbors. Several recurring themes are traced through each chapter, such as colonization as negotiation; place as a participant; True and Crandall's notions of good and bad Indians; and the significance of the relationships among Pueblo Indians, Hispanos, and Anglos. Simultaneously caring and condescending, dedicated yet oblivious to cultural complexities, True and Crandall in these letters offer a rare and nuanced look at the daily interactions between OIA employees and their charges. It makes a unique contribution to both Native American and education history.

Teaching With Primary Sources Quarterly Summer 2010 Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Teaching With Primary Sources Quarterly Summer 2010**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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