**Teaching History with Primary Source Documents: Websites**

As you review four (or more) of the following websites, consider the following:

* alignment with the tenets of powerful social studies (e.g., meaningful, active, value-based, challenging, etc.)
* technological requirements (e.g., teacher expertise required, will a computer be needed for every student, etc.)
* overall strengths and weaknesses of the site and the resources it provides
* availability of resources that could be used in the instructional unit you are developing

**Additional Sites you might find helpful:**

*Critical Past* <http://www.criticalpast.com/>*DocsTeach* <http://docsteach.org/tools>

*National History Education Clearinghouse* [http://teachinghistory.org/](http://teachinghistory.org/best-practices)

Northern Virginia Partnership’s *Teaching with Primary Sources* <http://tpsnva.org/tps/students/>

Minnesota Historical Society (educational resources) <http://www.mnhs.org/school/index.html>

The Visual Resources Database may be of interest <http://collections.mnhs.org/visualresources/search.cfm?bhcp>

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| *Historical Scene Investigation* (Select Investigations)<http://web.wm.edu/hsi/?svr=www> |
| * Powerful social studies   + Meaningful: important social issues to improve the students’ character and citizenship skills   + Active: actively engaged in the program (if the students work online)   + Value-based: mostly controversial issues   + Challenging: asking students to analyze sources and draw conclusions from them gives them the opportunity to practice higher thinking skills * A computer is not needed for every student – the teacher can print the sources * Are not a lot of cases, but there are a lot of sources for each case * Negative: the site doesn’t give follow-up materials – it is up to the teacher to create follow-up activities with the sources |
| *Digital History Reader* <http://www.dhr.history.vt.edu/> |
| * Tenets:   + Meaningful: important issues in history   + Active: actively engaged in different sources   + Value-based: some are controversial issues   + Challenging: asking students to analyze sources and draw conclusions from them gives them the opportunity to practice higher thinking skills * It would be a good active activity for students to be able to look at the different evidence on their own computers, but it can be done by the teacher printing the materials * Positives: There is both US and European history; not a lot of events but each event is thorough; there are evaluations and assignments included in each |
| *America’s History in the Making*  <http://www.learner.org/courses/amerhistory/> |
| * Tenets:   + Meaningful: important issues in history   + Active: actively engaged in different sources   + Value-based: some are controversial issues   + Challenging: asking students to analyze sources and draw conclusions from them gives them the opportunity to practice higher thinking skills * Positives: includes a variety of different sources (visual, text, etc.); very thorough; includes lesson plan; shows how the lesson aligns with state standards * Not an activity for students to need a computer (probably best if not because otherwise they would look at the facilitator’s guide) |
| *The Library of Congress: Learning Page* (be sure to look at the Classroom materials)<http://www.loc.gov/teachers/> |
| * Tenets:   + Meaningful: important issues in history   + Active: actively engaged in different sources   + Value-based: some are controversial issues   + Challenging: asking students to analyze sources and draw conclusions from them gives them the opportunity to practice higher thinking skills * Negatives: only text (not a lot of different media sources); only US governmental issues * Positives: can search by common core/state standards; includes professional development; includes lesson plans; * Students don’t need a computer – mostly a resource for teachers |
| *Stanford History Education Group: Reading Like a Historian* (Select Curriculum) <http://sheg.stanford.edu/> |
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| *National Archives and Records Administration* (<http://www.archives.gov/education/> |
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