

Volume 4, Issue 3

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MIKE'S NOTES

*Primary Sources History
Day Competition at Cal U*

Third Annual

February 18, 2010

*Natali Student Union
Performance Center*

Teachers who prepare or have never prepared students for National History Day competition in Cal U's Primary Source History Day competition. Modeled after National History Day, the competition is open to students from surrounding school districts. The com-

petition is broken down into junior (grades 6-8) and senior (grades 9-12) levels in five categories. Individual and group entries are eligible. Teachers who participate are eligible to receive Act 48 continuing education hours. For more information, contact Nik Roberts at 724-938-6022 or roberts_n@calu.edu.

ASK NIK

There's a false dichotomy that arises in my primary source workshops—namely, the absolutist choice between teaching online and in traditional classrooms. Neither is better overall; learning environments and technologies are never general, but are specific.

What has been shown to be most effective is "blended learning," where teachers combine classroom and online learning (see tinyurl.com/blendyrlearning). However, it may be that blended learning has been

more effective because it is typically more student-centered than one or the other. You can offer and discuss your opinion about effective practices for blended learning with other primary source educators at tinyurl.com/asknik1109

LYNNE SAYS

This month I will provide you with resources for the upcoming Thanksgiving Holiday. These resources will also tie in with the textbook theme about English Colonists.

The first resource is from the Teacher Guide section of the Library of Congress. It is a

Primary Source Set on Thanksgiving: <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/thanksgiving/pdf/overview.pdf>.

This next resource is about Colonial Settlement from 1492—1763. Once on this site, you can click on several other links pertaining to the Colonial

Settlement: <http://www.loc.gov/teachers/additionalresources/relatedresources/ushist/chronological.html>.

The picture to the right can be found on Page 40 of the Prentice Hall Textbook, World Studies: The United States and Canada series.

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TPS SERVICES/UPCOMING EVENTS

TPS Services

Oral History Assistance

Educators seeking to learn about the oral history process, how to conduct oral histories or introduce oral history into the classroom can receive one-on-one Act 48 professional development from Nik Roberts at 724-938-6022 or roberts_n@calu.edu.

National History Day Assistance

Teachers who prepare or want to learn to prepare students for using primary sources for National History Day entries are eligible to receive one-on-one Act 48 professional development from Nik Roberts at 724-938-6022 or email him at roberts_n@calu.edu National History Day judges give high marks to student projects that incorporate primary sources in their entries.

Upcoming Events

*Primary Source History Day
Competition at Cal U*

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*Natali Student Union
Performance Center*

Prizes awarded



<http://hdl.loc.gov/loc.pnp/cph.3g04311>



At the heart of social media is the ability of individuals to interact with other people so that they feel involved and part of a community

SOCIAL MEDIA AND EDUCATION by NIK

An educator familiar with my column recently approached me during a school visit and asked, "What is educational about social media?" (When one person asks a question, I feel that it's probably on other people's minds as well.) I

attempted to answer the teacher's question with another one: "How can primary source learners and educators leverage social media to become better learners and educators?" This very question represents a line of inquiry that

guides our columns and workshops in this area. Online social media isn't always "social," just as personal computers aren't always "personal." The idea is to make online media more social for your courses. We will explore ways to do this next month.



Critical thinking is also creative and playful thinking. It is the possibility of imagining the impossible, which allows us to grow new ways of seeing in our brains. <http://blogs.murdoch.edu.au/juliah/>

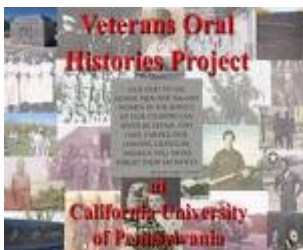
RESEARCH AND CURRENT THINKING



Oral History in the Classroom
Oral history in the classroom is a powerful instructional strategy that can be used at all grade levels in all disciplines. Teachers seeking more information about using oral histories in the classroom will benefit by visiting any of the following links.
The University of North Carolina at Chapel Hill - Learn NC

Incorporating Oral History Into the K-12 Curriculum
<http://www.learnnc.org/lp/pages/764>
Bringing History to Life: Oral History, Community Research, and Multiple Levels of Learning. <http://www.historycooperative.org/journals/jah/88.4/crothers.html>

Character Education Oral History Project
<http://cuip.uchicago.edu/~kharris/oralhist/>
Using Family and Community History to Foster Historical Inquiry in the Elementary Grades
<http://www.socstrp.org/issues/PDF/1.2.6.pdf>
For more links, contact Nik Roberts at 724-938-6022.



<http://www.cup.edu/education/aam/index.jsp?pagelD=1580830010421143853578538>

CENTER FOR ORAL HISTORY

The Center for Oral History at California University of Pennsylvania operates similar to other university-related oral history centers nationwide. Following are links to other university-sponsored programs that serve as models.

Baylor University - Institute for Oral Histories
http://www.baylor.edu/oral_history/

Center for the Study of History and Memory @ Indiana University Bloomington
<http://www.indiana.edu/~cshm/index.html>

Columbia University Libraries: Oral History Research Office
<http://www.columbia.edu/cu/web/indiv/oral/about.html>

Louie B. Nunn Center for

Oral History
http://www.uky.edu/Libraries/libpage.php?lib_id=13&lweb_id=11

UCLA - Center for Oral History Research
<http://oralhistory.library.ucla.edu/about.html>
Reviewing these other models will expand teacher knowledge and broaden perspectives.

COMMUNITY AND CLASSROOM



<http://www.heinzhistorycenter.org/historyCenter.aspx>

Connecting students to community through the study of local history helps students make connections at the national and global levels. Curricular resources to further local understanding can sometimes be found at local museums, libraries, and

historic sites. When no formal teaching materials exist, teachers can create their own materials from repositories of historic photographs, documents, maps, and timelines. Walking tours and guided questions, along with the teacher generated materials, can

engage students and promote inquiry. Timelines and maps are also useful tools. For other tips on methods for teaching local history, visit <http://teachinghistory.org/teaching-materials/ask-master-teacher/22471>

College of Education and Human Services
Library of Congress Teaching with Primary Sources
Keystone Room 112

Phone: 724-938-6025 Fax: 724-938-6024 E-mail: roberts_n@calu.edu
www.calu.edu/education/aam