

A vintage map of the Indian subcontinent and Southeast Asia is shown. A pair of brown-rimmed glasses is placed over the map, with the right lens resting over the Indian subcontinent. A brass compass rose is also visible on the map, positioned to the left of the glasses. The map features various geographical labels such as 'INDIA', 'CEYLON', 'SOUTH INDIA', 'ARABIA', 'SOMALIA', 'MALAYA', 'INDONESIA', and 'SINGAPORE'. The text 'Teaching Local History in Primary School' is overlaid in white, bold font across the center of the map.

# 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

**The Teaching of Local History in American Schools** Lenore Evelyn Rimer, 1949 *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

**Teaching Local History** New-York Historical Society. Department of Education, 2000 [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

**Teacher Education and Teacher Professional Development in the COVID-19 Turn** Nur Arifah Drajadi, 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

Teaching for Global Community César Augusto Rossatto, 2011-06-02 Teaching for Global Community examines the role of education in building community resistance against centralization globalization and commodification It honors Freirean principles and explores critical pedagogy race theory globalization critiques and more aiming to transform public education into an emancipatory social project

Pedagogy, Learning, and Creativity Maria Ampartzaki, Michail Kalogiannakis, 2023-10-11 The chapters in this book explore the methods by which the many aspects of creative pedagogy might be implemented in the context of teaching and learning One chapter proposes a creative approach to studying local history while another suggests a pedagogical framework for coding education that has the potential to foster the development of creative thinking abilities and equip individuals to actively participate in global affairs The utilization of case studies in the field of Citizen Science demonstrates the implementation of a comprehensive and innovative learning framework that incorporates several sensory modalities Another chapter demonstrates the potential of maker spaces in fostering active and creative learning as well as enhancing student engagement among underrepresented and minority populations One chapter explores the emergence of flow in STEAM activities as a means to promote heightened levels of comprehension and active engagement in science

education The book concludes with the presentation of two scholarly studies on the implementation of creative pedagogy within the context of Higher Education The first study explores the advantages of collaborative creativity within the bachelor of social work programs The second delves into the pursuit of an innovative design that effectively connects the curriculum with the work environment resulting in the integration of valuable educational content inside professional settings

**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

**Methods of Teaching Local History in the Elementary and Secondary Schools** Margaret Hilmer, 1928 **Trends in Education**, 1977 **Teaching**, 1921 Proceedings of the Fifth Sriwijaya University Learning and Education International Conference (SULE-IC 2022) Meilinda, Jeri Araiku, Saparini, Meryansumayeka, Erika Kurniadi, Weni Dwi Pratiwi, Dedi Kurniawan, Dian Eka Amrina, Muhammad Akbar Budiman, 2023-03-07 This is an open access book The 5th Sriwijaya University Learning and Education International Conference 5th SULE IC 2022 was held on October 5 2022 in Palembang South Sumatera Indonesia Palembang is a historic city located on the island of Sumatera It was the capital of the Empire of Sriwijaya During the glory of the Empire it was one of the major learning centers in Asia To continue the legacy of the Empire s spirit of learning the conference will once more be the gathering for academicians and professionals from education and related fields all over the world to share ideas and innovations The main goal of the 2022 SULE IC is to provide an opportunity for academicians and professionals from various education related fields from all over the world to come together and learn from each other Furthermore the additional goal is to provide a place for academicians and professionals with disciplinary interests related to education to meet and interact with members inside and outside their own particular disciplines 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

*The Washington Historical Quarterly* ,1914     Michigan Historical Magazine ,1917     **School and Community** ,1922     **The Local Historian** ,1968

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