



Where do I find sources?
IDM Quick Guide to Sources
Swan & Lee 2015

Kentucky Council for the Social Studies: EDUCATE (lists several of these, and other, resources)

<http://www.kysscouncil.org/educate.html>

Historical:

Library of Congress:

<http://www.loc.gov/teachers/>

Library of Congress (world):

<http://www.loc.gov/wdl/>

National Archives:

<http://www.archives.gov/education/> (scroll to bottom where it says primary sources)

United Kingdom National Archives: <http://www.nationalarchives.gov.uk/education/>

The Gilder Lehrman Institute of American History

<https://www.gilderlehrman.org/collections>

Smithsonian Museum of American History:

<http://objectofhistory.org/>

History Matters:

<http://historymatters.gmu.edu/>

Historical Thinking Matters:

<http://historicalthinkingmatters.org/>

American Experience on PBS:

<http://www.pbs.org/wgbh/americanexperience/>

PBS Learning Media:

<http://www.pbslearningmedia.org/>

Living Room Candidate (political ads):

www.livingroomcandidate.org

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World History for Us All:

<http://worldhistoryforusall.sdsu.edu/>

Facing History and Ourselves:

<https://www.facinghistory.org/for-educators/educator-resources#top>

World History Matters:

<http://worldhistorymatters.org/>

Our Documents:

<http://www.ourdocuments.gov/index.php?flash=true&>

Contemporary:

National Public Radio (NPR):

www.npr.org

New York Times:

www.newyorktimes.com

British Broadcasting Corporation (BBC):

www.bbc.com

The Atlantic:

<http://www.theatlantic.com/>

Time for Kids (K-6):

<http://www.timeforkids.com/>

Center for Civic Education:

<http://www.civiced.org/index.php>

C-Span in the Classroom:

<http://www.c-spanclassroom.org/>

Federal Election Commission (Campaign Finance Maps):

<http://www.fec.gov/disclosurehs/hsnational.do>

The Center for Information and Research on Civic Learning and Engagement (CIRCLE):

<http://www.civicyouth.org/>

Geographic:

Historical and Contemporary Maps through The University of

Alabama: <http://alabamamaps.ua.edu/>

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Geographic Resources through the Smithsonian:

<http://smithsonianeducation.org/mywonderfulworld/>

National Atlas:

http://nationalmap.gov/small_scale/

University of Texas Map Collection:

<http://www.lib.utexas.edu/maps/index.html>

National Geographic:

http://education.nationalgeographic.com/education/?ar_a=1

Smithsonian Geography Resources:

<http://smithsonianeducation.org/mywonderfulworld/>

Census Resources:

<http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>

National Council for Geographic Education:

<http://ncge.org/resources>

Economics:

Forbes:

<http://www.forbes.com/>

Center for American Progress:

<https://www.americanprogress.org/>

Pew Research Center:

<http://www.pewresearch.org/>

Harvard Business Review:

<https://hbr.org/>

The Economist:

<http://www.economist.com/>

Federal Reserve:

<https://www.federalreserveeducation.org/>

Council for Economic Education:

<http://www.councilforeconed.org/resources/type/classroom-resources/>

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NPR Marketplace:

<http://www.marketplace.org/>

Economic Education Web (out of Nebraska, but generally helpful):

<http://ecedweb.unomaha.edu/home.cfm>

The Stock Market Game:

<http://www.smgww.org/>

Scaffolds or Tools for Using Sources:

In “What Does it Mean to Think Historically?” Andrews and Burke (2007) outline what they call the Five C’s of Historical Thinking: Change over Time, Context, Causality, Contingency, and Complexity. The goal of the Five C’s is to give students and teachers a glimpse into how historians think. Furthermore, Andrews and Burke (2007) provide examples of how these Five C’s might be implemented in authentic and meaningful ways in modern classrooms.

(<http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm>)

Library of Congress: Provides teacher and student tools both for general analysis and the analysis of specific types of sources (e.g. photographs and prints, maps, sound recordings). Also provides guidance for teachers on how to use primary sources in the classroom. (<http://www.loc.gov/teachers/usingprimarysources>)

National Archives - Docs Teach: Similar to the Library of Congress, provides suggestions for integrating primary sources into the classroom along with tools to help students analyze specific types of sources. (<http://docsteach.org>)

SCIM-C: Provides a structure for interpreting historical sources that asks students to Summarize, Contextualize, Infer, Monitor, and Corroborate and demonstrates the SCIM C process with three example sources. (<http://www.historicalinquiry.com/>)

DBQ-Project: Provides a process for students to read and analyze sources as they prepare to write an essay answering a document- based question. The DBQ Project has curriculum for both middle school and high school students but could be adapted for other levels as well. (<http://www.dbqproject.com>)

Historical Thinking Project: The historical thinking project provides tools for analyzing primary sources and discusses six historical thinking concepts: historical significance, cause & consequence, historical perspective-taking, continuity and change, the use of primary source evidence, and the ethical dimension of history.

(<http://historicalthinking.ca>)

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Beyond the Bubble: Partnered through Library of Congress and Stanford University, Beyond the Bubble provides tools for assessing 21st century skills using Library of Congress documents. (<https://beyondthebubble.stanford.edu/>)

New York Toolkit Project: The New York Toolkit Project has a wealth of documents, and scaffolds that have already been placed into existing C3 Inquiries using the IDM Blueprint. To see and download the inquiries visit: (www.c3teachers.org/inquiries)

In addition, there is a wealth of books written with the idea of using historical inquiry with students, using primary sources to teach history. These are definitely worth a look:

Brophy, J., & VanSledright, B.A. (1997). *Teaching and learning history in elementary schools*. New York, NY: Teachers College.

Levstik, L. S. & Barton, K. C. (2011). *Doing history: Investigating with children in elementary and middle schools*. New York, NY: Routledge.

Seixas, P. & Morton, T. (2013). *The big six historical thinking concepts*. Scarborough, ON: Nelson Education.

Wineburg, S., Martin, D., & Monte-Sano, C. (2011). *Reading like a historian: Teaching literacy in middle and high school history classrooms*. New York, NY: Teachers College.

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