

Active Learning Strategies to Engage Students in the History Classroom



Cheryl Lederle, Library of Congress Lynne O'Hara, NBCT, NHD







Teacher Guide



GUIDE TO STUDENT RESEARCH AND HISTORICAL ARGUMENTATION





NHD NATIONAL HISTORY DAY



Student Guide



FINDING, ANALYZING, AND CONSTRUCTING HISTORY: A RESEARCH GUIDE FOR STUDENTS

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STORY DAY	



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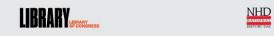
TEACHING WITH PRINARY SOURCES

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GUIDE TO STUDENT RESEARCH AND HISTORICAL ARGUMENTATION





Look for purple boxes!

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FINDING, ANALYZING, AND CONSTRUCTING HISTORY: A RESEARCH GUIDE FOR STUDENTS





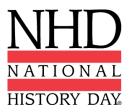
TEACHING WITH PRIMARY SOURCES



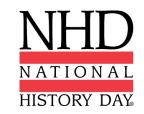
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Learn by **DOING**.





30 seconds – think. Do NOT talk. Look carefully. Don't say a word. Think outside the box.



What's This?





What's This?

Student Guide, pages 35-36











Women workers install fixtures and assemblies to a tail fuselage section of a B-17F bomber at the Douglas Aircraft Company, Long Beach, Calif. Better known as the "Flying Fortress," the B-17F is a later model of the B-17 which distinguished itself in action in the South Pacific, over Germany and elsewhere. It is a long range, high altitude heavy bomber, with a crew of seven to nine men, and with armament sufficient to defend itself on daylight missions

October 1942

Alfred T. Palmer, Farm Security Administration, Office of War Information

https://loc.gov/item/2017878924/



Student Guide, pages 22-30

2. Observe 3. Reflect 4. Question

OBSERVE	REFLECT	QUESTION
JRTHER INVESTIGATION:		
DDITIONAL NOTES:		
JUNIONAL NOTES.		

NAME:

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CHRONICLING AMERICAN NEWSPAPERS

NATIONAL ENDOWMI FOR THE HUMANITI



The Daily Worker Chicago, Illinois August 9, 1924

Perspective

Corroboration



About The daily worker. [volume] (Chicago, Ill.) 1924-1958

Chicago, Ill. (1924-1958)

Browse Issues | About | Libraries that Have It | MARC Record

Title:

The daily worker. [volume] : (Chicago, Ill.) 1924-1958

Place of publication:

Chicago, Ill.

Geographic coverage:

- Chicago, Cook, Illinois | View more titles from this: <u>City County</u>, <u>State</u>
- New York, New York, New York | View more titles from this: <u>City County</u>, <u>State</u>

Publisher:

Daily Worker Pub. Co.

Dates of publication: 1924-1958

Description:

Vol. 1, no. 311 (Jan. 13, 1924)-v. 35, no. 7 (Jan. 13, 1958).

Frequency:

Daily (except Saturday and Sunday) Oct. 20, 1947-<Feb. 26, 1954>

Language:

English

Subjects:

- Chicago (Ill.)--Newspapers.
- Communism--Newspapers.
- Communism.--fast--(OCoLC)fst00870421
- Illinois--Chicago.--fast--(OCoLC)fst01204048
- Labor movement--Newspapers.
- Labor movement.--fast--(OCoLC)fst00990079
- Labor unions--United States--Newspapers.
- Labor unions.--fast--(OCoLC)fst00990260
- New York (N.Y.)--Newspapers.



The daily worker

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In the January 13, 1924 edition, the first under their new name, the paper declared, "Now, in this first issue of *The Daily Worker*, we join hands with the comrades of the Communist International in declaring that the *Daily* is but 'The forerunner of more revolutionary dailies in other parts of the country.'" Most articles covered events that involved collective labor action, including crackdowns by business owners, strikes, and other forms of collective bargaining.



Great Migration

The Daily Worker [Chicago, Illinois] August 9, 1924

Perspective?

https://chroniclingamerica.loc.gov/lc cn/sn84020097/1924-08-09/ed-1/seq-11/

Negro Migration and its Causes

(Continued from page 2.)

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Treatment of the Negro and the Courts.

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NATIONAL HISTORY DAY "It is the lack of educational facilities that serves as an impelling cause . . . "

African Americans are "roughly handled and severely punished by the whites."

"In the cities and towns Negro sections are usually shamefully neglected in the matter of street improvements, sewer facilities, water and light. . ."

"Add to this the horrible lynchings, the burning at the stake of many Negros whose names never get to our larger NHD newspapers."

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NATIONAL HISTORY DAY

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- Communism.--fast--(OCoLC)fst00870421
- Illinois--Chicago.--fast--(OCoLC)fst01204048
- Labor movement--Newspapers.
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Reflect

+What is an idea that you could input into your classroom next week? *What do you need to explore more before putting it into your classroom?



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