

Teaching Iowa History

October 2019

Why is teaching history important?

TO OURSELVES

IDENTITY » History nurtures personal and collective identity in a diverse world. People discover their place in time through stories of their families, communities, and nation. These stories of freedom and equality, injustice and struggle, loss and achievement, and courage and triumph **shape people's personal values that guide them through life.**

CRITICAL THINKING » History teaches vital skills. Historical thinking requires **critical approaches to evidence and argument and develops contextual understanding** and historical perspective, encouraging meaningful engagement with concepts like continuity, change, and causation, and the **ability to interpret and communicate** complex ideas clearly and coherently.

TO OUR COMMUNITIES

VIBRANT COMMUNITIES » History is the foundation for strong, vibrant communities. A place becomes a community when wrapped in human memory as told through family stories, tribal traditions, and civic commemorations as well as discussions about our roles and responsibilities to each other and the places we call home.

ECONOMIC DEVELOPMENT » History is a catalyst for economic growth. Communities with cultural heritage institutions and a strong sense of historical character attract talent, increase tourism revenues, enhance business development, and fortify local economies.

TO OUR FUTURE

ENGAGED CITIZENS » History helps people envision a better future. Democracy thrives when individuals convene to express opinions, listen to others, and take action. Weaving history into discussions about contemporary issues clarifies differing perspectives and misperceptions, reveals complexities, grounds competing views in evidence, and introduces new ideas; all can lead to greater understanding and viable community solutions.

LEADERSHIP » History inspires leaders. History provides today's leaders with role models as they navigate through the complexities of modern life. The stories of persons from the past can offer direction to contemporary leaders and help clarify their values and ideals.

LEGACY » History, saved and preserved, is the foundation for future generations. Historical knowledge is crucial to protecting democracy. By preserving authentic and meaningful documents,

artifacts, images, stories, and places, future generations have a foundation on which to build and know what it means to be a member of the civic community.

to read in its entirety: <https://www.historyrelevance.com/>

What is a Primary Source?

A first-hand, original account or creation, record, or evidence about a person, place, object, or piece of art. It also can be an event, oral histories, objects, photographs, and documents such as newspapers, ledgers, census records, diaries, journals, and inventories. These are all are primary sources .

Why should we use Primary Sources?

- Primary sources help students develop and refine cognitive, investigative, deductive reasoning, and problem-solving skills . Students draw conclusions from information they have found through deciphering primary source materials .
- Through use of a variety of primary sources, teachers address the whole spectrum of learning styles . For example, oral histories for the auditory learner, and photographs and objects for the visual learners. Students experience primary sources according to each student's own learning style.
- Students of any age find primary sources appealing because they are tangible and real.
- Primary sources engage students in active learning . By drawing their own conclusions from primary sources, students construct meaning and direct their own learning.
- Different kinds of primary sources provide students with varying perspectives on a person or event and offer a sense of balance .

Reaching all types of learners with Primary Sources!

Using primary sources in the classroom enables you to reach all types of learners. Howard Gardner and others developed a highly accepted model of multiple intelligences . The application of primary sources in the classroom provides teachers with an avenue in which to address the eight forms of intelligence. According to the multiple intelligences theory, everyone possesses each intelligence to one degree or another. A well-developed lesson addresses more than one intelligence. By using a variety of primary sources, teachers can ensure that they address all intelligences.

Linguistic:

think in words, using language to express and understand complex meanings; reading, writing, speaking skills

Logical/Mathematical:

think of cause-and-effect connections and understand relationships among actions, objects, or ideas; problem solving, calculation skills

Bodily-Kinesthetic:

think in movement; physical skills such as balance, dance, acting, and working with one's hands

Spatial:

think in pictures and perceive visual world accurately; artistic design and construction skills

Musical:

think in sounds, melodies, rhythms, and rhymes; musical ability, vocal and instrument ability

Interpersonal:

think about and understand other people; group interaction skills and sensitivity to people's motives, intentions, and moods

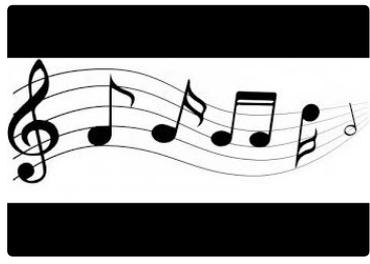
Intrapersonal:

think about and understand oneself; skill in self-assessment

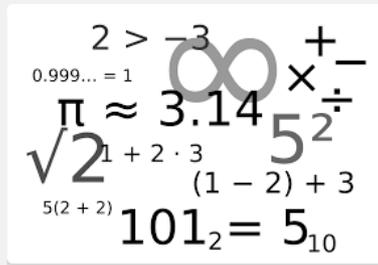
Naturalist:

think in terms of the natural world, understanding patterns of life and natural forces; skill in animal and plant care

to read in its entirety: <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>



**Music
Connections!**



Math Connections!



**Spatial
Connections!**

How do I teach with Primary Sources?

Where can I find how to teach with Primary Sources? A big thank you to our to our Museum Studies students at the University of Iowa for the following videos!

[Teaching with Primar...](#)

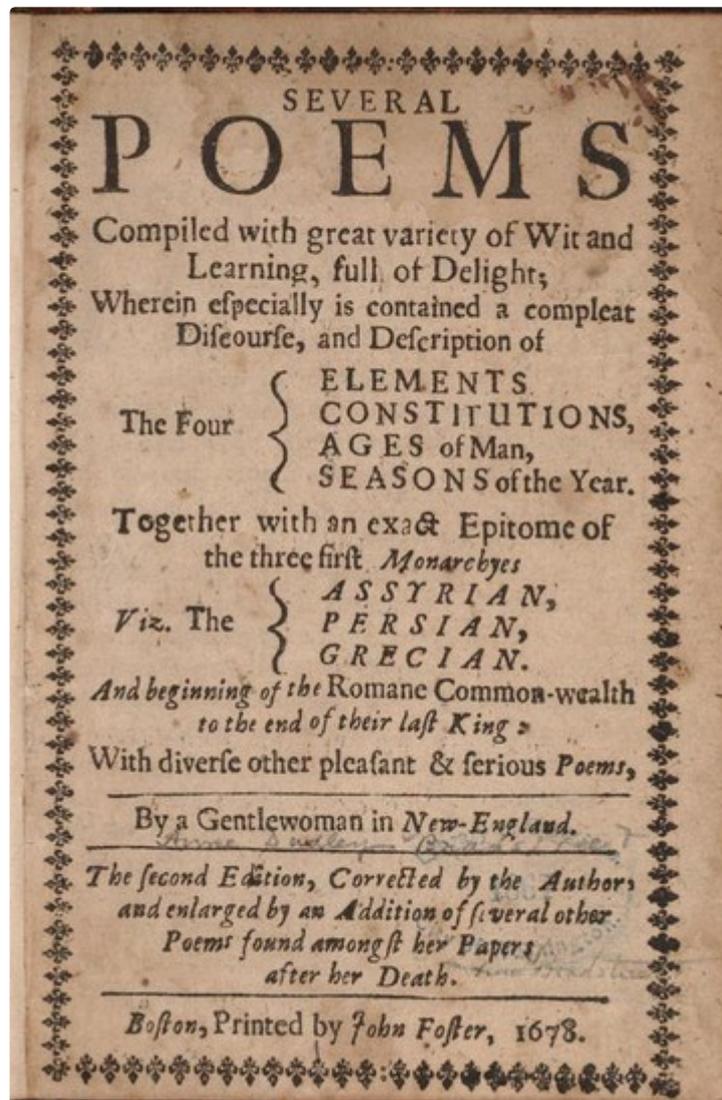
teachingiowahistory.com

Check this out!

Reading Standards for Literacy in History/Social Studies Grades 6-12

Digging deeper with Primary Sources!

<https://teachingiowahistory.com/educator-resources>



How to Analyze a Primary Source

Steps

1. Read any introductory material that accompanies the document. If you have found a primary source in an archive or online, there may be a short summary of the document set. ...
2. Summarize. ...
3. Ask questions. ...
4. Make connections. ...
5. Make inferences. ...
6. Write down anything else you thought of while reading the document.

Primary Sources in Iowa

[Iowa Museum Associ...](#)

iowamuseums.pastperfectonline.com

Check out the NEW Iowa Standards

*Social studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, **social studies provides coordinated, systematic study** drawing upon such disciplines as anthropology, archaeology, economics, geography, **history**, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. **The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.***

<https://iowacore.gov...>

iowacore.gov

Teaching Iowa History

Use TIH to jump start your schedule planning and use primary sources to engage your students!

[Teaching Iowa History](#)

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IOWA
Museum
Association
www.iowamuseums.org

Teaching IOWA History

www.teachingiowahistory.com

Educator Feedback Please!

We hope that you find the [Teaching Iowa History](#) website useful for your lesson planning and we would love to have your feedback on any of the lessons that you've tested in your classrooms! So

please take a moment and visit our survey page so we can better serve you now and in the future!
Thank you so much!

Survey link below!



uiowa.qualtrics.com

Questions?

Need assistance? Have an idea for us? Please feel free to reach out with any questions. We are here to help!



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