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Thomas E. Gray is a middle school social studies teacher in the DeRuyter schools located in central New York state. He has served as consultant for the National Archives in the development of educational materials and document kits using primary sources. He has written many grants and conducted numerous workshops

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Both an invaluable resource and a how-to-manual, this book is unlike any other on the market! All materials are reproducible! Two early charts help teachers to quickly determine which lessons can be used with which instructional units and which skills are emphasized in each item. Without sacrificing content, this book offers a happy compromise to teachers who are often dissatisfied with traditional rote instruction and with many of the substantively weak solutions designed to enliven courses. This book was written with the practicing teacher in mind. It offers ten tested, varied, and refined simulations that will enliven a classroom in grades 7-12 without sacrificing content! In fact, these lessons help a teacher teach

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concepts, material, and skills more effectively. The lessons are ready-to-use, including directions, background context, reproducible materials, and guidelines for assessment. Topics include: Constructing a New American Government, The Mighty Dorito Cartel, and Making the United Nations Work. The author also provides discussion on designing, modifying, running, and assessing simulations. Rick Hess is currently an assistant professor of education and government at the University of Virginia. His current research emphasizes the effects (or non-effects) of competition on public school systems.

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A collection of hands on learning activities with creative ideas that fit in nicely with alternative assessments.

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*



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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

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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.

Experiential exercises tap into students' intrapersonal and body-kinesthetic intelligences, allowing students to "experience" key social studies concepts firsthand.

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