

Annotated Bibliography - Primary Sources						
Author	Title	Publisher	Pub. Date	Annotation	Grade Level	Type of Primary Source
Barber, Russell	<i>Doing Historical Archaeology: Exercises Using Documentary, Oral, and Material Evidence</i>	Prentice Hall	1994	This exercise book provides a cross-section of the diverse kinds of work that historical archaeologists actually do, and illustrates the different paradigms current in historical archaeology today. - From the publisher		Archaeology
Barrett, Katharine, Lincoln Hergmann, Gigi Domest, Linda Lipner, and Carolyn Willard	<i>Investigating Artifacts: Making Masks, Creating Myths, Exploring Middens for a Walk, and Making Maps: Great Explorations in Math and Science (GEMS) Series.</i>	Lawrence Hall of Science, University of California	2000	This unit presents three intriguing activities related to anthropology, archaeology, and diverse Native American and world cultures. Students are immediately involved, hands-and-minds-on, as they sort and classify material objects found on a walk, they make masks from their materials. They create stories to explain natural phenomena and learn how ancient peoples used folklore to explain and represent the natural world. - From GEMS	K-6	Archaeology
Cochran, Judith	<i>Archaeology: Digging Deeper to Learn about the Past; A Middle School Study Unit</i>	Incentive Publications	1999	Engage your Social Studies students in the lessons of history through the hands-on archaeological activities in this book. Lessons include how to: decipher ancient writing, interpret artifacts, and determine what life was like for ancient Greeks. -From the publisher	6-8	Archaeology
Haslam, Andrew, Clare Doran and Peter Chrtp	<i>Living History: The Hands-on Approach to History</i>	Two-Can Publishing	2001	Explore the Stone Age, Ancient Egypt, the Roman Empire, and the world of the North American Indians in this immense information volume from the Make it Work! History series. Practical role-play activities take children into the past on a journey of discovery. Support photography of model reconstructions. -From hamesanddoble.com	3-5	Archaeology
Baillancourt, Beverly	<i>U.S. History - A Document-Based Skill Book: Thinking and Writing Critically About Primary Sources</i>	People's Publishing Group	2005	From the Declaration of Independence to the Voting Rights Act of 1965, this thought-provoking collection examines 100 seminal documents in American history. For each document, the book provides historical context, critical-thinking questions, and research/extension activities that encourage students to further explore the document and the historical events related to it. The documents are presented in thematic groupings (Liberty, Division of Powers, Foreign Policy, Expansion, Inventions, Civil Rights, Domestic Policy) and also listed chronologically. Illustrated with a variety of primary sources, including photographs, archival drawings, maps, and pictures of artifacts. -From interact-simulations.com		Documents
Carroll, Andrew	<i>Letters of a Nation</i>	Broadway	1999	The letters in this treasure-trove date from September 1630--when John Winthrop, newly ensconced as governor of Massachusetts, "wrote to his wife in England--to August 1906, when a young adopted woman named Michelle Song addressed a moving letter to her yet-undiscovered birth mother. In between are more than 200 other epistles--written by the celebrated and the obscure, the powerful and the powerless--that in aggregate paint a revealing portrait of the United States. The collection's range is enormous--from Groucho Marx's hilarious 1947 tirade to Warner Brothers, which was trying to block them from using <i>A Night in Casablanca</i> as a movie title, to a June 1744 letter from "The Indians of the Six Nations" to William & Mary College, politely declining an offer to educate some of their young (and noting that some previous white-educated Indians "were bad Runners, ignorant of every means of living in the Woods, unable to bear either Cold or Hunger, knew neither how to build a Cabin, take a Deer, or kill an Enemy, spoke our language imperfectly, were therefore neither fit for Hunters, Warriors, or Counsellors.") -From amazon.com	7-12	Documents
Center for Learning and Records	<i>Primary Sources in U.S. History: Revolution and Constitution: 1763- 1791</i>	Center for Learning	2000-2007	Revolution and Constitution: 1763-1791 provides a range of insight and history in many facets of the time period. Students encounter unusual people such as Ann Lee and Elkanah Watson. They are introduced to interesting circumstances and conditions, such as child-rearing beliefs of the era and newspaper advertisements for escaped slaves. Because many primary source materials about the Revolution and Constitution are available, only one lesson is directly linked to the American Revolution and only two are directly linked to the writing of the Constitution. -From centerforlearning.org	9-12	Documents
Colbert, David	<i>Eyewitness to America: 500 years of America in the Words of Those Who Saw It Happen</i>	Vintage	1998	David Colbert has brought together a rich assembly of voices, offering first-hand accounts of American history spanning almost exactly 500 years, from Christopher Columbus's first encounter with Aino Inhabitant in 1492 to the final public display of the AIDS Memorial Quilt at the Washington Mall. At that same mall, in 1963, James Reston and Malcolm X came away with two radically different views of Martin Luther King's "I Have a Dream" speech. For Reston, "Dr. King touched all the themes of the day, only better than anybody else," while Malcolm referred to the entire March on Washington as "another form of the weakening, lulling, and deluding effects of so-called 'integration.'" Within these pages, you will read H.L. Mencken on the Scopes trial, Hunter S. Thompson at Super Bowl VIII, Black Elk's perspective of the Massacre of Wounded Knee, and journal entries from a member of the Donner Party, among many other stories. They are by turns heartbreaking, chilling, mirthful, and exhilarating--and all will remind you that the story of the United States is born in the stories of all its people, famous and "ordinary" alike. -From amazon.com	7-12	Documents
Globe Fearon	<i>Using Primary Sources Level B with Document-Based Question</i>	Pearson Education, Inc.	2003	This resource provides students with the skills and strategies necessary for interpreting, evaluating, and responding to information from historical documents, newspapers, speeches, political cartoons, and other primary-and-secondary-source documents. -From the publisher		Documents
Hilton, Kenneth	<i>Document Based Assessment for U.S. History</i>	J. Weston Walch	2006	Covers significant eras in U.S. history. Encourages students to analyze evidence, documents, and other data to make informed decisions. Includes guidelines for students, answer prompts, and a scoring rubric. Develops essential writing skills. -From altribs.com	8-12	Documents
National Archives and Records Administration	<i>Teaching with Document: The Colonial Period to 1879</i>	National Archives Trust Fund Board	2002	The Article Compilations feature 113 articles, most of which have appeared in Social Education, the journal of the National Council for the Social Studies. Each compilation supports a document from the National Archives, providing a historical context and related teaching activities. The documents reflect U.S. history and policies from the formation of the union to Watergate and each booklet includes a wealth of visual materials, including posters, maps, photographs, charts, drawings, and official government correspondence. Classroom teachers will want to use the interactive CD-ROM in each booklet, which includes digital images of the original documents for engaging class presentations. -From abcio.com		Documents
O'Connor, Edward	<i>Teaching and Using Document-Based Questions for Middle School</i>	Teacher Ideas Press	2002	This guide focuses on using Document Based Questions (DBQs) to challenge students to interpret primary sources such as letters, diaries, speeches and other historical records. -From amazon.com	6-8	Documents
Ravitch, Diane	<i>The American Reader: Words that Moved a Nation</i>	HarperPerennial	2000	The American Reader is a stirring and memorable anthology that captures the many facets of American culture and history in prose and verse. The 200 poems, speeches, songs, essays, letters, and documents were chosen both for their readability and for their significance. These are the words that have inspired, enraged, delighted, chastened, and comforted Americans in days gone by. Gathered here are the writings that illuminate -- with wit, eloquence, and sometimes sharp words -- significant aspects of national consciousness. They reflect the part that all Americans -- black and white, native born and immigrant, Hispanic, Asian, and Native American, poor and wealthy -- have played in creating the nation's character. -From amazon.com		Documents
The National Archives	<i>Our Documents: 100 Milestone Documents from the National Archives</i>	Oxford University Press	2003	Oxford University Press has published a commemorative book of the 100 milestone documents that have shaped our nation. Curated by award-winning judge by the staff of the National Archives, it is essential in the development of the United States from its founding to 1965. "Our Documents" begins with a forward by award-winning historian Michael Beschloss, a preface by John W. Carlin, Archivist of the United States, and an essay on how the documents were selected. The entry for each document includes a short introduction, a facsimile, and a transcript of the document. Filled with color photos and historical illustrations, this book is the perfect companion for students, teacher, and all Americans who appreciate the historical legacy of the nation's archives. - From ourdocuments.gov		Documents
Goldhill Home Media	<i>America's Documents of Freedom: Just the Facts</i>	Goldhill	2002-03	This extensive series examines the historical documents that changed and shaped American history. Each 30-minute program examines an era of American history, including the political, social, and economic factors that contributed to the creation of each document. This unique series enhances the study of American history through World War I. -From amazon.com	7-12	Documents/DVD
Brown, Cynthia Stokes	<i>Connecting the Past: History Workshops in Middle and High Schools</i>	Heinemann	1994	"For the faint-hearted but eager beginner to the practiced but curious old hand, Connecting with the Past offers 'history workshop' as a new way to involve students in learning about the past. . . . A necessary book that confirms how creative writing can help each student make history come alive in analytically astute and freshly dramatic ways."--Margot Fortunato Gall, Author of <i>The Story in History</i>	6-12	General
Craver, Kathleen W.	<i>Using Internet Primary Sources to Teach Critical Thinking Skills in History</i>	Greenwood Press	1999	History teachers and school library media specialists will find this guide a valuable resource for creating technologically advanced, resource-based instructional units in American and World History in grades 7-12. It is filled with 150 recommended primary source Internet sites about history ranging from ancient civilizations to 1998 and is stocked with exciting, interesting, and challenging questions designed to stimulate students' critical thinking skills. Dr. Craver, who maintains an award-winning interactive Internet database and conducts technology workshops for school library media specialists, provides an indispensable tool to enable students to make the best use of the Internet for the study of history. -From amazon.com		General
Hoose, Phillip	<i>We Were There, Too! Young People in U.S. History</i>	Farrar Straus Giroux	2001	Quick--name five noteworthy children in U.S. history. If you're like most, you probably stalled after Sacagawea and Pocahontas. Young people have always gotten short shrift when it comes to the record of American history. And yet, wouldn't the study of history be far more compelling to students if they could relate to figures their own age? Author Phillip Hoose believes so. He found that behind every major event in U.S. history were young people--brave, fearful, poor, rich, adventurous, clever, tragic, curious, and strong. <i>We Were There, Too!</i> examines the lives of dozens of youth who helped shape our nation: Nine months before Rosa Parks refused to give up her seat on a Montgomery, Alabama, bus, 13-year-old Claudette Colvin did the very same thing. On one of Columbus's voyages to the New World, 56 (out of 99) crew members were 18 or younger. In 1814 two sisters from Massachusetts, Rebecca Bates, 19, and Abigail, 15, routed approaching British soldiers by playing "Yankee Doodle" on fife and drum. The British, believing an American army was congregating for an attack, turned and fled. And in contemporary times, 13-year-old Ryan White, infected with AIDS, stood up to a school district that wanted to prevent him from going to school, eating in the cafeteria, and having a normal life with his friends. -From amazon.com	5-12	General
Jenson, Gary "Skip", Ruthven, Rosemary	<i>Write to Know Series: Nonfiction Writing Prompts for United States History</i>	Advanced Learning Press	2005	The value of nonfiction writing lies not only in the writing, but also in the editing and rewriting. Research overwhelmingly indicates that nonfiction writing with feedback and revision leads to higher student achievement in all content areas. These prompts can be used immediately in the classroom with students. -From amazon.com	Secondary Ed	General
MindSparks	<i>History Unfolding: A MindSparks DBQ and Essay Writing Program</i>	MindSparks	2007	This skills-based curriculum consists of eight sequential, cumulative lessons that help students interpret primary sources and answer document-based questions (DBQs). The lessons cover (1) evaluating evidence and primary source documents, (2) analyzing visual primary sources, (3) analyzing the question, (4) developing a thesis statement, (5) outlining and planning essay structure, (6) crafting an introductory paragraph, (7) writing and linking supporting paragraphs, and (8) summing up and concluding. The 74-page student workbook contains 2-4 exercises for each of the eight topics, while a 125-page teacher's manual provides detailed guidelines for teaching each lesson and evaluating student work. MindSparks. ©2007.	7-12	General
Schur, Joan Brodsky	<i>Eyewitness to the Past: Strategies for Teaching American History in Grades 5-12</i>	Stenhouse	2007	Throughout history, people have often expressed controversial and conflicting interpretations of current events. In this unique resource, Joan Brodsky Schur reveals how compelling and engaging the study of history becomes when students use documents to imagine living through events in American history. Eyewitness to the Past examines six types of primary sources: diaries, travelogues, letters, news articles, speeches, and scrapbooks. Teachers will find interactive strategies to help students analyze the unique properties of each, and apply to them their own written work and oral argument. Students learn to express opposing viewpoints in documents, classroom interactions, and simulations such as staging congressional hearings, elections, or protests. They build crucial analytical thinking and presentation skills. Used together, the six strategies offer a varied and cohesive structure for studying the American past that reinforces material in the textbook, encourages creativity, activates different learning styles, and strengthens cognitive skills. -From amazon.com	5-12	General
Veccia, Susan H.	<i>Uncovering Our History: Teaching with Primary Sources</i>	American Library Association	2004	This fantastic book guides teachers in the value and use of primary sources at the elementary, middle, and secondary levels. It explains what primary sources are (examples include personal stories, ongoing investigations, and raw and unvarnished materials) and shares a variety of ways to find and access them for students. The first few chapters cover, in depth, the American Memory Web site from the Library of Congress, which contains a wealth of free information via access to more than 100 primary sources and more than 7.5 million items from the Library of Congress collection. Subsequent chapters convey specific strategies that teachers can use with students on the primary-source journey. Chapters on introducing primary sources to elementary, middle, and secondary students are useful, and a final chapter gives guidelines for a professional development workshop. A highly recommended resource for all school librarians, teachers, and administrators. RBB Copyright © American Library Association.		General
Wilson, Wendy S. & Herman, Gerald H.	<i>Critical Thinking Using Primary Sources in U.S. History</i>	J. Weston Walch	2000	Have your students explore the sometimes-controversial roles played by some of the most important figures in U.S. History. Using extensive primary and secondary source materials, these thirteen engaging case studies provide a balanced treatment of the lives and times of such notables as Samuel Adams, William McKinley, Elizabeth Gurley Flynn, and Cesar Chavez. Use the document based questions about people and key eras in US History to build critical-reading, thinking, and analytical skills. Or, you can truly expand your students' knowledge of the individuals and the times in which they lived through the option of putting them "on trial". -From christianbook.com		General
Crageo, Carol Davidson	<i>How to Read Buildings: A Crash Course in Architectural Styles</i>	Rizzoli	2008	This practical primer is a handbook for decoding a building's style, history, and evolution. Every building contains clues embedded in its design that identify not only its architectural style but also the story of who designed it, who it was built for, and why. Organized by architectural element (roofs, doors, windows, columns, domes, towers, arches, etc.), the book is roughly chronological within each section, examining the elements across history, through different architectural styles, and by geographical distribution. Additional chapters offer overviews of how architecture has been affected by geography, history, and religion, along with an illustrated timeline of architectural elements. Also included is a chapter on applied ornament and a handy introduction to naming each part of a building. All entries are accompanied by examples in the forms of period engravings, line drawings, and pictures. The extended captions make the book invaluable for anyone who has ever pondered the meaning or importance of a hipped roof, rounded doorway, or classical pediment. -From amazon.com		Historic Buildings
McAlester, Virginia & Lee, Alfred Knopf	<i>A Field Guide to American Houses</i>	Knopf	1984	The guide that enables you to identify, and place in their historic and architectural contexts, the houses you see in your neighborhood or on your travels across America. 17th century to the present. -From amazon.com		Historic Buildings
White, Charles	<i>Teaching with Historic Places: A Curriculum Framework for Professional Training and Development</i>	National Trust for Historic Preservation	1995	Practical advice for teachers, preservationists, and museum and site interpreters for developing programs and instructional materials that focus on historic places as teaching tools. -From amazon.com		Historic Buildings
Social Studies School Service	<i>Analyzing Visual Primary Sources</i>	Social Studies School Service	2006-08	These lively and engaging PowerPoint® presentations help teachers walk students step by step through the process of analyzing and interpreting photographs, posters, political cartoons, period illustrations, and other types of visual primary sources. Introductory slides place each source in historical context; subsequent slides combine animations that break down each source into its constituent parts with guided discussion questions that get students to consider things like point of view, intended audience, and historical impact and relevance. Notes pages provide historical background and suggested interpretations of each source. Each presentation also comes with extra primary source images (included on the same CD as the PowerPoint®) for students to analyze on their own. Grades 9-12. Social Studies School Service. ©2007.	8-12	Images/Visual
Social Studies School Service	<i>How to Interpret Primary Sources Poster Kit</i>	Social Studies School Service	2003	Eight posters spell out basic methods and concepts in interpreting primary source documents, an accompanying CD-ROM PowerPoint lecture amplifies the points made by the posters, and reproducible activity sheets reinforce the eight principles by guiding students through analysis of online primary source documents. Poster titles include "Analyzing Primary Sources," "Primary Versus Secondary Sources," "Bias," "How to Analyze an Artifact," "How to Analyze a Political Cartoon." - From the publisher	6-12	Images/Visual
	<i>American History Picture Packs</i>	Instructional Resources Corporation	2001	Each American History PicturePack Collection covers one of ten major periods in American history. Each Collection contains a thorough, in-depth series of visual lessons - each one a segment of history, told in beautiful large-size images and historical captions (articles). PicturePacks are inexpensive, and allow you to order just the historical content you need. Created in html (web-based) format, PicturePacks run in your own Windows web browser (Internet Explorer or Netscape Navigator), so the PicturePack "look and feel" is friendly and familiar, and there is no installation and minimal user instruction. PicturePacks allow independent study, but they are also resources, designed to allow you to use the rich, varied content to create presentations, handouts, student reports, and much more. Simple, clear instructions are included. PicturePack Collections are delivered on CD. -From the publisher	6-12	Images/Visual
	<i>U.S. History Image Library (18th and 19th Century, 20th Century)</i>	Multimedia Learning	2009	Over 3,500 images on each disc, including primary source documents, charts, graphs, photographs, maps, political cartoons, and art from various periods in American and World history. Grouped by topic and labeled with information about the image, they can be used in several ways by both teachers and students. -From the publisher		Images/Visual
Wessels, Tom, Brian D. Cohen, Ann H. Zwinger	<i>Reading the Forested Landscape: A Natural History of New England</i>	Countryman Press	2005	Landscape is much more than scenery to be observed or even terrain to be traveled, as this fascinating and many-layered book vividly shows. Etched into the land is the history of how we have inhabited it, the storms and fires that have shaped it, and its response to these and other changes. An intrepid sleuth and articulate tutor, Wessels teaches us to read a landscape the way we might solve a mystery. What exactly is the meaning of all those stone walls in the middle of the forest? Why do beech and birch trees have smooth bark when the bark of all other northern species is rough? How do you tell the age of a beaver pond and determine if beavers still live there? Why are pine trees dominant in one patch of forest and maples in another? What happened to the American chestnut? Turn to this book and no walk in the woods will ever be the same. -From amazon.com		Landscapes
Wiegand, Patrick	<i>Learning and Teaching with Maps</i>	Routledge	2006	Learning and Teaching with Maps explains how children and young people read, understand, and interpret maps and how teaching with maps can be more effective. Learning about maps has never been so important for children and young people. The rapid growth of internet mapping, digital atlases and Geographical Information Systems (GIS) demands new skills alongside traditional ones such as locating places and using a map to find the way. The book describes how children make meaning with maps, including large scale plans, topographic and thematic maps, globes and maps of the world. The book details how teachers can bring a curriculum to ensure balance and progression and suggests workable classroom activities for children from the early years of primary to secondary school. Particular attention is paid to how learning with maps can contribute to children's developing literacy and numeracy skills. The book draws on the authors' unique experience of teaching primary and secondary schools, teacher training, and extensive research and development in educational cartography. -From amazon.com		Maps and Images
Heyler, Dick, Linda G. Reilly, Diane Skiffington Dickson, Stephanie Romano	<i>Connecting Students to Their Community, Grades 4-8</i>	Heinemann	2006	The Oral History Project is a complete guide to a proven, effective oral history project that will motivate and engage your students, connect them to their community, and teach them valuable, lifelong skills		Oral History
Produced and Directed by Sherma Berger Gluck & Karen Harper	<i>Adventures in Oral History: Using Oral History in K-12</i>			The first and slightly longer program (approximately 35 minutes) is designed for teachers/trainers and includes an introduction with some classroom teachers and a tail end discussion by them. The bulk of the program is devoted to five (five minute) segments of K-12 students either doing interviews or talking about their work. The second, shorter program (approx. 30 minutes) is designed for showing to K-12 students and includes the same five segments with very brief introductions to each. -From csulb.edu The video is available for a small handling and shipping charge (\$15). Contact Sherma Berger Gluck, sbgluck@csulb.edu, or Karen Harper at 562-439-9856.		Oral History
Ritchie, Donald A.	<i>Doing Oral History</i>	Twayne Publishers	2003	Oral history is vital to our understanding of the cultures and experiences of the past. Unlike written history, oral history forever captures people's feelings, expressions, and nuances of language. But what exactly is oral history? How reliable is the information gathered by oral history? And what does it take to become an oral historian? Donald A. Ritchie, a leading expert in the field, answers these questions and, in particular, explains the principles and guidelines created by the Oral History Association to ensure the professional standards of oral historians. Doing Oral History has become one of the premier resources in the field of oral history. It explores all aspects of oral history, from starting an oral history project, including funding, staffing, and equipment to conducting interviews; publishing; videotaping; preserving materials; teaching oral history; and using oral history in museums and on the radio. In this second edition, the author has incorporated new trends and scholarship, updated and expanded the bibliography and appendices, and added a new focus on digital technology and the Internet. Appendices include sample legal release forms and information on oral history organizations. Doing Oral History is a definitive step-by-step guide that provides advice and explanations on how to create recordings that illuminate the human experience for generations to come. Illustrated with examples from a wide range of fascinating projects, this authoritative guide features clear, practical, and detailed advice for students, teachers, researchers, and amateur genealogists who wish to record the history of their own families and communities. - From amazon.com		Oral History
Thompson, Paul	<i>The Voice of the Past: Oral History</i>	Oxford University Press	2000	Now in a new edition, this influential book traces oral history through its own past and weighs up the recent achievements of this international movement. Paul Thompson challenges myths of historical scholarship and looks closely at the use of oral sources by historians. He offers advice on designing a project; discusses reliability of oral evidence; considers the context of the development of historical writing including its social function; and looks at memory, the self and the use of drama and therapy. This new edition has been substantially revised and updated and includes an expanded discussion of narrative approaches and looks at new technology used in the recording of information. -From amazon.com		Oral History
Whitman, Glenn	<i>Dialogue with the Past: Engaging Students and Meeting Standards through Oral History</i>	AltaMira Press	2004	Oral history is a powerful force for empowering young people with a love of history. Peppered with useful tips, examples from students and teachers, and reproducible forms, along with a comprehensive bibliography, this book will be a vital and inspirational tool for anyone working with secondary students to plan and carryout oral history projects. - From amazon.com		Oral History
Wood, Linda	<i>Oral History Projects in Your Classroom</i>	Oral History Association	2001	This guide, written for classroom teachers, includes sample forms, handouts, numerous examples, curriculum suggestions and discussion questions, taken directly from real-life classroom oral history projects around the country. - From amazon.com		Oral History
Yow, Valerie Raleigh	<i>Recording Oral History: A Practical Guide for Social Scientists</i>	Sage Publications	2005	In <i>Recording Oral History</i> , Second Edition, Valerie Raleigh Yow builds on the foundation of her classic text with a fully updated and substantially revised edition. One of the most cited and highly regarded textbooks ever published in the field, <i>Yow's</i> updated edition now includes new material on using the internet, an examination of the interactions between oral history and memory processes, and analysis of testimony and the interpretation of meanings in different contexts. It will interest researchers and students in a wide variety of disciplines including history, sociology, anthropology, education, psychology, social work, and ethnographic methods. -From amazon.com		Oral History
Brooke, Robert	<i>Rural Voices: Place-Conscious Education and the Teaching of Writing</i>	Teachers College Press	2003	Featuring lively essays from rural elementary and secondary teachers, this volume describes the theory and practice of place-conscious education - using one's local place to build real, lasting connections to the world. The teachers describe the development and implementation of rich classroom writing programs that link learners with their rural communities and can serve as models for both public engagement and pedagogy. - From amazon.com		Place-based education
Smith, Gregory A.	<i>Place-Based Education: Learning To Be Where We Are</i>	Phi Delta Kappa, Inc.	2002	A brief narrative description of the journal article, document, or resource Describes the characteristics, benefits, and common elements of place-based education. Identifies five thematic patterns: cultural studies, nature studies, real-world problem solving, internships and entrepreneurial opportunities, and education into community processes. -From eric.ed.gov		Place-based education
Smith, Gregory A. and David A. Gruenewald	<i>Place-Based Education in the Global Age: Local Diversity</i>	Routledge	2007	"The editors and contributors are pioneers in the field of educational theory, policy, and philosophy.... They are opening new areas of inquiry and educational reform in ways that promise to make this book in very short time into a classic.... This practical applications and experiential text includes the rich roots of grassroots initiatives already underway to bring educational theory and policy down to earth. While spanning the richest and deepest intellectual ideas and concepts, the stories told are the types that practitioners and teachers will be able to relate to in their daily undertakings." Madhu Suri Prakash, The Pennsylvania State University		Place-based education
Smith, Gregory A. and David Sobel	<i>Place- and Community-Based Education in Schools</i>	Routledge	2010	Place- and community-based education -- an approach to teaching and learning that starts with the local -- addresses two critical gaps in the experience of many children now growing up in the United States: contact with the natural world and contact with community. It offers a way to extend young people's attention beyond the classroom to the world as it actually is, and to engage them in the process of devising solutions to the social and environmental problems they will confront as adults. -From amazon.com		Place-based education
Sobel, David and James Taylor and the Center for EcoLiteracy (illustrator)	<i>Place-based Education: Connecting Classrooms &amp; Communities, With Index</i>	The Orion Society	2003	The most comprehensive review of place-based education -- its pedagogy and its practice -- yet to appear, by the author of the highly influential book <i>Being a Place</i> . Through academic research, practical examples, and step-by-step strategies drawn from classrooms throughout the United States, Sobel celebrates teachers who emphasize the connection of school, community, and environment. Place-Based Education uses the local economy and environment as the starting place for curriculum learning, strengthening community bonds, appreciation for the natural world, and a commitment to citizen engagement. -From orionmagazine.com		Place-based education
Umphreys, Michael	<i>The Power of Community-Centered Education: Teaching as a Craft of Place</i>	Routledge & Littlefield Education	2007	The Power of Community-Centered Education: sociological, sociological, and philosophical and philosophical insights into why community works so well as an organizing principle for high school. The book concludes with a call to action for all agencies and institutions that have public outreach programs that link learners with their rural communities and support the work of high schools by offering research opportunities and scaffolding to secondary education. -From amazon.com		Place-based education