

9-4-2014

Connecting Historical Thinking and Technology in the Classroom

Victoria McDonough
Cleveland State University, victoriamcdonough92@gmail.com

Shelley Rose
Cleveland State University, shelley.rose@csuohio.edu

Follow this and additional works at: https://engagedscholarship.csuohio.edu/u_poster_2014

 Part of the [Educational Psychology Commons](#)

How does access to this work benefit you? Let us know!

Recommended Citation

McDonough, Victoria and Rose, Shelley, "Connecting Historical Thinking and Technology in the Classroom" (2014). *Undergraduate Research Posters 2014*. 24.

https://engagedscholarship.csuohio.edu/u_poster_2014/24

This Article is brought to you for free and open access by the Undergraduate Research Posters at EngagedScholarship@CSU. It has been accepted for inclusion in Undergraduate Research Posters 2014 by an authorized administrator of EngagedScholarship@CSU. For more information, please contact library.es@csuohio.edu.



This digital edition was prepared by MSL Academic Endeavors, the imprint of the Michael Schwartz Library at Cleveland State University.

SOCIAL @ CSU STUDIES

Topics Featured on the Website:

- American History
- Modern World History
- Contemporary World Issues
- Economics and Financial Literacy
- American Government
- World Geography

Also included in the blog postings were features on the online gaming sensation, Minecraft, and interviews with students and teachers about how to implement various technological resources into Social Studies classrooms.

Social Studies @ CSU Summer Blog “Connecting Historical Thinking and Technology in the Classroom”

Project:

The motivation behind the Social Studies @ CSU summer blog series is to encourage discussion among teachers about connecting historical thinking and technology with the content of their Social Studies courses. The current model of Ohio Social Studies content standards and research completed by Sam Wineburg and Daisy Martin formed the basis for the Social Studies @ CSU summer blog series. These principles provided the blog with technological and lesson planning resources and methods for integrating technology and historical thinking with Social Studies content. The results were seventeen blog postings that provide online resources and ideas that help teachers connect the content of the current Social Studies standards with modern technologies. Also featured are games and interviews with students and teachers that give practical advice and strategies about employing unconventional teaching methods to increase student engagement in Social Studies courses.

Resources Featured on the Blog:

- Historical Thinking Matters** (<http://historicalthinkingmatters.org/>) – Provides documents and resources to help students become critical thinkers in their Social Studies courses
- Gapminder** (<http://www.gapminder.org/>) – Encourages a fact-based worldview through statistics, videos and graphics representations
- Reacting to the Past** (<https://reacting.barnard.edu/>) – Resources to create historical role play experiences in the classroom
- Campaign for the Civic Mission of Schools** (<http://www.civicmissionofschools.org/>) – Research, lesson plans and plans for model schools that emphasize civic education and activism
- United Nations Human Rights** (<http://www.ohchr.org/EN/Issues/Pages/ListofIssues.aspx>) – Lists contemporary issues that prevent the justice and equality of all people globally
- Federal Reserve Education** (<http://www.federalreserveeducation.org/>) – Interactive games and resources that educate students about the role of government organizations in the national economy
- World History Resource Center** (http://wadsworth.cengage.com/history_d/special_features/ext/world_hist/WorldCiv-ch01.html) – Various World History topics broken down into chapters with accompanying pictures, maps, timelines and simulations

Ohio Content Standards for Social Studies Education:

(<http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards/Social-Studies>)



Scan the QR code to see the Social Studies @ CSU Blog!

What is Historical Thinking? (<http://teachinghistory.org/nhec-blog/24434>)

Developed by Sam Wineburg and Daisy Martin, historical thinking is a critical thinking process using five criteria (multiple accounts and perspectives, analysis of primary documents, sourcing, understanding historical context, and claim-evidence connection) to determine the validity of information and gain a better understanding of what truly happened in the past.

Undergraduate Researcher: Victoria McDonough
Faculty Mentor: Dr. Shelley Rose, History Department