Metaphors
The TPCK Model
Making Sense of Evidence

This section helps students and teachers make effective use of primary sources. "Making Sense of Documents" provide strategies for analyzing online primary materials, with interactive exercises and a guide to traditional and online sources. "Scholars in Action" segments show how scholars puzzle out the meaning of different kinds of primary sources, allowing you to try to make sense of a document yourself through audio clips in which leading scholars interpret the document and discuss strategies for overall analysis.

Making Sense of Documents

Making Sense of Oral History
Written by Linda Shopes, this guide presents an overview of oral history and ways historians use it, tips on what questions to ask when listening to Oral History.

Making Sense of Films
Written by Tom Gunning, this guide offers an overview of early twentieth-century film and how historians use it, tips on what questions to ask when watching films.

Making Sense of Maps
This guide offers an overview of the history of maps and how historians use them, a breakdown of the elements of a map, tips on what questions to ask when looking at maps.

Making Sense of Numbers
Written by David E. Yohe, this guide offers an overview of how historians use numerical data and tips on what questions to ask when examining statistics.

Scholars in Action

Analyzing 1804 Inventory
In this interview Barbara Clark Smith discusses strategies for analyzing household possessions, specifically an 1804 inventory of the possessions of... [more]

Analyzing Political Cartoons
In this interview, Michael O'Malley discusses strategies for interpreting political cartoons, specifically an 1876 Thomas Nast cartoon. The cartoon... [more]

Analyzing Blues Songs
In this interview, Lawrence Levine discusses strategies for listening to and interpreting music, specifically two blues songs, "Two White Horses"... [more]

Analyzing Photographs
In this interview, Frank Goodeaux discusses strategies for analyzing photographs... [more]
The SAMR Model
**Substitution**  
Tech acts as a direct tool substitute, with no functional change

**Augmentation**  
Tech acts as a direct tool substitute, with functional improvement

**Modification**  
Tech allows for significant task redesign

**Redefinition**  
Tech allows for the creation of new tasks, previously inconceivable

Podcasts on iTunes U: http://tinyurl.com/aswemayteach
Marzano: Six Steps to Effective Vocabulary Instruction

• Step 1: The Teacher Provides a Description, Explanation, or Example of the New Term

• Step 2: Students Restate the Explanation of the New Term in Their Own Words

• Step 3: Students Create a Nonlinguistic Representation of the Term

• Step 4: Students Periodically Do Activities That Help Them Add to Their Knowledge of Vocabulary Terms

• Step 5: Periodically Students Are Asked to Discuss the Terms with One Another

• Step 6: Periodically Students Are Involved in Games That Allow Them to Play with the Terms
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Additional Resources
Resources

Metaphors:

SAMR and TPCK:
• AACTE (Eds.) The Handbook of Technological Pedagogical Content Knowledge for Educators. New York:Routledge, 2008.