

Web Resources for *Going for the Silver Medal: Choosing a Vice-President*

www.theatlantic.com/issues/74may/Schlesinger.htm

Article arguing that the office of the vice-president is unnecessary

www.theatlantic.com/doc/print/200407u/vicepresidents

Article arguing whether or not the role of vice-president is needed

www.theatlantic.com/unbound/flashbks/pres/wilmer.htm

Paper in which the issue of presidential succession is examined

www.theatlantic.com/issues/74jul/fordhumphrey.htm

Article written by then Vice-President Gerald Ford arguing that the Vice-Presidency is necessary

www.senate.gov/artandhistory/history/common/briefing/Vice_President.htm

United States Senate site describing the role, history, and duties of the vice-presidency

www.archives.gov/exhibits/american_originals/inaugtxt.html

George Washington's First Inaugural Address

www.firstmonday.org/ISSUES/issue10_6/bloom/index.html

Article for educators of how to use digitized primary source materials with students

www.techlearning.com/shared/printableArticle.php?articleID=10810514

Step by step guide for teachers to teach students how to do online research

www.alaskool.org/resources/teaching/national_archives/introduction.htm

How to teach using primary source documents (from the National Archives)

www.historians.org/Perspectives/issues/2008/0805/0805tec2.cfm

Teaching history with *YouTube* and other primary source video sites on the internet

www.ncmuseumofhistory.org/workshops/womenshistory/Analyzing_Checklist.htm

This is an already created checklist for students to use when analyzing primary sources

www.ncmuseumofhistory.org/workshops/womenshistory/doc_activity.htm

This could be used as a learning center for students to learn the importance of primary documents

www.ncmuseumofhistory.org/workshops/womenshistory/ad_activity.htm

In this activity (another possible learning center) students explore how advertising affects public perceptions

<http://chnm.gmu.edu/loudountah/resources.php>

Series of primary source activities to use with students

<http://www.vlib.us/amdocs/>

AMDOCS site where primary documents can be read (ranging from 9th through 21st centuries)

www.ncmuseumofhistory.org/workshops/womenshistory/Photos_Worksheet.htm
www.ncmuseumofhistory.org/workshops/womenshistory/Cartoons_Worksheet.htm
www.ncmuseumofhistory.org/workshops/womenshistory/artifacts.htm
www.ncmuseumofhistory.org/workshops/womenshistory/artifact_background.htm

The aforementioned four sites link to activities in which students learn how to analyze different forms of digital sources

<http://lcweb2.loc.gov/pp/pphome.html>

Library of Congress web site, where students can look for authentic primary source pictures.

<http://www.archives.gov/education/lessons/constitution-workshop/index.html>

On-line workshop materials to teach students about the U.S. Constitution

<http://www.sdst.org/shs/library/primary.html>

Teacher resources (including several good links) to teach students to research with primary sources

http://www.primarysourcelearning.org/teaching_materials/

Library of Congress link to using primary sources

<http://learning.loc.gov/learn/lessons/fw.html>

Explains how to use primary sources in research papers and projects as a way to engage students with primary historical materials. This framework will help incorporate primary sources throughout teaching.

<http://www.upstatehistory.org/services/DHP/DBQ.html>:

Links to Document Based Questioning resources for teachers and students

<http://www.upstatehistory.org/services/DHP/DBQ.html#Anchor-Resources-11481>

Links to Document Based Questioning sites/resources for teachers

<http://home.earthlink.net/~gfeldmeth/DBQ.html>

Document Based Questioning *Do's and Don'ts*

www.thecaveonline.com/APEH/dbqhowto.html

Guide to writing document based questions (DBQ)