

Fonti Storiche Scuola Primaria

Katrin Zwirgmaier

Il curricolo verticale nella scuola del primo ciclo Fiorino Tessaro, 2019-06-01

Didattica della storia e consapevolezza di cittadinanza Tavolo tecnico-scientifico della didattica della storia USR Lombardia, 2022-04-29 La riflessione sulla didattica che sta coinvolgendo in modo consapevole e crescente la scuola italiana non poteva non riguardare l'insegnamento della Storia. Storia come disciplina, storia come oggetto di studio: domini diversi che nella didattica e nell'insegnamento si intersecano particolarmente, convinti come siamo che la scuola è oggi tenuta a offrire competenze abilitanti, oltre che nozioni e cognizioni, a interagire con i significati, più che a riproporre staticamente il già dato. La didattica della storia, in questi termini, si presenta come un banco di prova di grande interesse per il rinnovamento dell'insegnamento. Una rinnovata e più rigorosa, sistematica e consapevole riflessione su di essa si impone come necessaria e opportuna. In un percorso tra il formativo e l'esplorativo, il Tavolo tecnico-scientifico della didattica della storia di USR Lombardia, con un ampio gruppo di docenti delle scuole lombarde, negli anni scolastici 2016-2019 ha inteso 'fare il punto' sulla pratica dell'insegnamento della storia per un rilancio della riflessione metodologica. Gli esiti sono in questa pubblicazione, consegnata ai docenti della disciplina e a quanti considerano irrinunciabile il valore della memoria storica per lo sviluppo delle competenze di cittadinanza e di educazione civica dei nostri giovani.

Storia: Come insegnarla meglio anche a distanza Associazione Clio '92, 2024-12-29 Come aiutare i docenti a liberarsi dalla preoccupazione della quantità di contenuti che si sentono in dovere di proporre con il loro piano di lavoro di Storia? Quali conoscenze significative e quale approccio metodologico possono motivare gli alunni allo studio della disciplina, in particolare durante la Didattica a Distanza imposta dalla pandemia? A queste domande ha cercato di dare delle risposte l'edizione 2020 della Scuola Estiva di Arcevia, tenutasi da remoto attraverso lezioni e attività laboratoriali in modalità sincrona e asincrona. Gli interventi dei relatori e i resoconti dei laboratori, raccolti in questo volume, offrono ai docenti, dalla scuola dell'infanzia alla secondaria di II grado, riflessioni e proposte di lavoro per una nuova storia generale scolastica basata sui nuclei fondanti della disciplina, che sappia coniugare presente e passato, selezionare repertori di conoscenze significative utilizzati in classe attingendo anche a materiali agili da trattare e a conoscenze interessanti e formative non presenti nei manuali. Ciò con l'obiettivo di costruire Unità di Apprendimento e piani di lavoro più attenti alla qualità dei processi di insegnamento-apprendimento che alla quantità delle conoscenze, e di educare i discenti a pensare storicamente, a diventare

cittadini responsabili, capaci di analizzare criticamente la complessità del presente. A cura di Maria Catia Sampaolesi Il libro è la sintesi degli Atti della Scuola estiva di Arcevia del 2020. Ancora attuale Trascorso il periodo della pandemia, il libro non ha perso la sua attualità. Le relazioni e le esperienze laboratoriali sono ovviamente sempre valide e applicabili anche in presenza. Inoltre, situazioni di lavoro a distanza si possono o si vogliono o si debbono a volte mettere in atto.

Incroci di linguaggi Associazione Clio '92, 2016-08-30 Atti del Convegno del 2015 nell'ambito della Scuola estiva di Arcevia. Dopo le due tematiche tra loro intrecciate sulla comprensione dei testi storici e sulla loro produzione, la scuola estiva procede la sua importante attività di ricerca con l'analisi, l'utilizzo e l'applicazione didattica dei graphic novel e dei testi di finzione, con l'incrocio di linguaggi artistici nelle loro varie forme dall'infanzia alla secondaria superiore, la loro sperimentazione e l'analisi di esperienze scolastiche oltre che teoriche che aprono agli insegnanti innumerevoli possibilità di insegnamento e di approcci didattici innovativi ed efficaci. Per non parlare poi degli spunti bibliografici, di lettura, di studio che le relazioni e i laboratori offrono ai docenti.

La Public History tra scuola, università e territorio Gianfranco Bandini, Paolo Bianchini, Francesca Borruso, Marta Brunelli, Stefano Oliviero, 2022-10-12 Il volume si articola in dieci saggi (ai quali seguono trenta schede di Best Practices) che nel loro insieme offrono uno sguardo sugli intrecci fra la Public History e la scuola. I contributi riflettono sul valore educativo implicito della Public History articolando esempi e ipotesi di percorsi didattici e educativi. Nell'incontro fra Public History, scuola e Università diversi passaggi del libro aprono alla sistematica integrazione con il territorio, i suoi pubblici e le sue tradizioni identitarie, in relazione con le altre istituzioni educative dei vari contesti locali, primi fra tutti i musei della scuola. Una particolare attenzione è dedicata alle esperienze digitali e al loro grande contributo alla condivisione dei saperi storici.

I testi storiografici esperti Maria Chiara Di Pofi, 2024-12-01 Come è noto, lo studio della storiografia è solitamente riservato alla scuola secondaria di secondo grado, difficilmente i manuali in uso nella secondaria di primo grado presentano brani tratti da testi esperti, ovvero da quei testi che gli storici scrivono per comunicare ad un pubblico più o meno specializzato di lettori i risultati delle loro ricerche. Tuttavia, la lettura e l'analisi di questi testi possono offrire un prezioso contributo non solo all'acquisizione - da parte degli studenti - di conoscenze, ma possono offrire l'opportunità di metterle in relazione con il presente, di capire, individuare e (in parte) replicare (in vista della costruzione di nuove conoscenze) le operazioni che lo storico ha compiuto per costruirle e per organizzarle in discorso e di sottoporre queste conoscenze a critica. Nella prima parte del volume, l'autrice approfondisce il quadro teorico di riferimento, nella seconda presenta gli strumenti e i risultati di una ricerca empirica svolta per indagare la capacità di comprensione della lettura di testi storiografici esperti da parte di studenti frequentanti la classe terza della scuola secondaria di primo grado. Se si riconosce la necessità di operare un cambiamento nell'approccio didattico all'insegnamento/apprendimento della storia non si può, infatti, prescindere dalla conoscenza approfondita dello status quo.

L'istruzione popolare nello Stato pontificio (1824-1870). E. Formiggini-Santamaria,1909

Rivista di filosofia ,1909

Il mestiere dello storico tra ricerca e impegno civile Patrizia Angelucci,2009

La Scuola cattolica ,1907

I diritti della scuola ,1919

Collectanea Franciscana ,1986

Studi di arte e storia Museo Correr,1920

Gazzetta ufficiale della Repubblica italiana. Parte prima ,1882

Il bracciante e l'alfabeto Alessandro Buda,Angelo Francesco Babini,1998

Annali della Scuola normale superiore di Pisa, Classe di lettere e filosofia ,1996

Catalogo generale della libreria italiana dall'anno 1847 a tutto il 1899 Attilio Pagliaini,Arrigo Plinio Pagliaini,1901

Nuovi annali della Scuola speciale per archivisti e bibliotecari ,2001

Il tomismo a Napoli nel sec. XIX.: Fonti e documenti Pasquale Orlando,1968

Rendiconti ,1984

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