

Capstone Annotated Bibliography

“AllSides Media Bias Chart.” *AllSides*, www.allsides.com/media-bias/media-bias-chart. Accessed 30 Jan. 2021.

I felt it was significant to include this source in my bibliography because even though it doesn't directly address my project it points out the bias known to be within not just text books but media and all other aspects of History. Pointing this out makes it clear to any skepticism that no matter no matter what, In order to write this narrative or create any piece like this, no one will never be Able to create a source without bias not even professionals.

How Do I Know If a Source Is Reliable? - Got a Question? Fast Answers and FAQs.

libanswers.tcl.edu/faq/6286. Accessed 29 Jan. 2021.

With moving into the writing aspect I knew that I couldn't write a historical narrative without looking into what makes a good source. This article went into the details of how it's important to know who published a source, the purpose of a source, when said source was created/updated, and the specifics of its content. Even though we've been taught to see the signs of this throughout multiple history classes I wanted to make sure that my memory, when writing, was as updated as possible; giving insight on this angle of sourcing.

“How Do Textbooks Get Developed?” *Professor Jack C. Richards*,

www.professorjackrichards.com/how-do-textbooks-get-developed/. Accessed 29 Jan. 2021.

Sticking to the structural aspect of my textbook I realize that I needed to do research on how textbooks were actually made in the real world. This was so that I could have a skeleton or a somewhat mold of which I could follow. After reading through the source it was made clear to me that, in literal terms, textbooks are written by historians, teachers, or a group of people fully knowledgeable on a specific subject. This information it's crucial to my project because it establishes/identifies credibility within my peers and I to write about our journey at SLA.

Is My Source Credible? - UMGC Library. sites.umgc.edu/library/libhow/credibility.cfm. Accessed 30 Jan. 2021.

I selected this source because it goes into depth about what credibility is, what it means, and how it can affect the entirety of another source. It starts off by giving a definition and then from there gives different elements that determine credibility within any form of information that could be looked into. This will be helpful to my project because it'll force me to stay within certain guidelines in order to create something that can last for years and be used for actual educational purposes.

Pros and Cons of Textbook Schooling | LetsHomeschoolHighschool.com.

<https://letshomeschoolhighschool.com/2014/05/13/pros-cons-textbook-schooling/>. Accessed 29 Jan.

2021.

I selected this source because the writer discusses the different pros and cons of textbooks and schools using textbooks. It gives multiple reasons for both sides while also giving readers advice on how to approach a textbook if they are to use one. I thought this was important because as a society we have an idea about textbooks and based off of that idea we form an opinion of whether or not we trust, read, or rely on them at all. With this Source I wanted to show both sides of the connotations that come with a textbook in order to keep them in mind when it came time for me to create one.

Tablets vs. Textbooks - Pros & Cons - ProCon.org. <https://tablets-textbooks.procon.org/>. Accessed 29 Jan. 2021.

This source is a website that also talks about the pros and cons of textbooks. I found this source useful because, unlike the others it offers an alternative - the usage of tablets for children in grades K-12; the most developmental years. I thought this was an interesting piece because not only is it expressing an understanding for the uses of textbooks but instead of giving cons on the subject as a whole, is arguing whether they should be done in a new way; so instead of it being a pro and con of whether to use textbooks it's a pro and con of which type of textbook is more useful today.

“Textbook.” *Wikipedia: The Free Encyclopedia*, Wikimedia Foundation, Inc.,

simple.wikipedia.org/wiki/Textbook. Accessed 29 Jan. 2021.

This source provides information about what a textbook is and its purpose. It goes over the different versions of textbooks and their publications. It, however, lacks the important information of how they became, but no longer are, the core of education. I wanted to make sure to research this first because I knew it was important to include the basis for what a textbook was before even proposing the idea. In order to create a new structure for a textbook I had to go back to the core/foundation and start from the beginning.

The Role of Bias in Historical Writing | Society for US Intellectual History.

<https://s-usih.org/2011/09/role-of-bias-in-historical-writing/>. Accessed 30 Jan. 2021.

When researching I selected this source because I knew the symbolism behind its message would have to come across within my artifact for it to have been done right. The source basically obviates the lack of knowledge behind once realizing there will always be bias within something said bias starts to play its own role for the readers; one that they may be unaware of. It expresses how bias within a text can actually be a good thing even though it has a bad connotation around it. This good thing being a comfortability within readers that allows them to approach a text or piece in a more humane way without realization.

What Is History?: Bias. community.dur.ac.uk/4schools.resources/History/Biasintro.htm. Accessed 30 Jan. 2021.

The source like the others discusses bias, but introduces ways for readers to find it on their own. Although we know bias exists within history, knowing the tools to actively observe it gives us another level of understanding history that may never be written within a text. It dives into the understanding that since history is a subject where people express their opinion/takes on events, that means that we have to be very careful to watch out for bias by identifying it.

“Who Writes History? | KQED.” *KQED*, www.kqed.org/perspectives/201601139073/who-writes-history.

Accessed 30 Jan. 2021.

From a more philosophical lens this source dives into the meaning behind the perspectives of history and what it means for what was written. It goes into the idea of what it means for someone to be able to write history physically, socially, and philosophically; point being that when we look at history it is important to note who the writer is. I wanted to include this in my sources because I know that when writing my text book I want it to be as neutral as possible and in order to do that I have to make sure that SLA's history is being written by as many perspectives as possible.

Bibliography managed by [Scribble Writer](#). [FAQ](#).