

Chapter 1 : Primary Sources | History Detectives | PBS

Sources Of Food Hello Friends, In this video lets understand different sources of our food. Food From Plants Food from Animals Watch our other vide.

In the Bible where a variety of earlier sources have been quoted, the historian seeks to identify and date those sources used by biblical writers as the first step in evaluating their historical reliability. In other cases, Bible scholars use the way a text is written changes in style, vocabulary, repetitions, and the like to determine what sources may have been used by a biblical author. With some reasonable guesswork it is possible to deduce sources not identified as such e. Some inter-biblical sources can be determined by virtue of the fact that the source is still extant, for example, where the Books of Chronicles quotes or retells the accounts of the books of Samuel and Kings. Documentary hypothesis The documentary hypothesis considers the sources for the Pentateuch the first five books of the Bible , claiming that it derives from four separate sources: It is thought to have been written c. The Elohist E source is characterized with God being called Elohim, and deals more with the kingdom of Israel. The Deuteronomistic D source is characterized by a sermon like style mostly concerned with law. The Priestly P is characterized by a formal style that is mostly concerned with priestly matters. For example, of the two creation stories at the start of Genesis, the first is ascribed to P, while the second the creation of Adam and Eve in chapter 2 is ascribed to J. While the documentary hypothesis has widespread support among biblical scholars, other hypotheses such as the "fragmentary" and "supplementary" have also been proposed[citation needed]. Other cases[edit] The writers of the Tanakh sometimes mention sources they use. These include Acts of Solomon 1 Kings A more complicated and speculative form of source criticism results from critical evaluation of style, vocabulary, reduplication, and discrepancies. An example of this kind of source criticism is found in the book of Ezra-Nehemiah typically treated by biblical scholars as one book where scholars identify four types of source material: It is thus deduced that the writer of Ezra-Nehemiah had access to these four kinds of source material in putting together his book. Source criticism also leads many scholars towards redaction of the book of Isaiah from original multiple authorship. Biblical criticism Source criticism is the search for the original sources which lie behind a given biblical text. Critics noticed that the three Synoptic Gospels, Matthew , Mark and Luke , were very similar, indeed, at times identical. The dominant theory to account for the duplication is called the two-source hypothesis. This suggests that Mark was the first gospel to be written, and that it was probably based on a combination of early oral and written material. Matthew and Luke were written at a later time, and relied primarily on two different sources: This latter document has now been lost, but at least some of its material can be deduced indirectly, namely through the material that is common in Matthew and Luke but absent in Mark. In addition to Mark and Q, the writers of Matthew and Luke made some use of additional sources, which would account for the material that is unique to each of them. There is general consensus among New Testament scholars that the Mark used a variety of sources, most of them written, and that the authors of Matthew and Luke were dependent on some version of Mark plus a lost collection of "sayings" called the Q Document. There is less of a consensus that the writers of the Gospel of John may have used a hypothetical Signs Gospel.

*Women in World History: v. 2: Readings from to the Present (Sources and Studies in World History) [Sarah Shaver Hughes, Brady Hughes] on www.nxgvision.com *FREE* shipping on qualifying offers. This work is one of two volumes presenting selected histories from Asia, Africa, Europe and the Americas.*

Overview[edit] Verification is intended to check that a product, service, or system or portion thereof, or set thereof meets a set of design specifications. In the post-development phase, verification procedures involve regularly repeating tests devised specifically to ensure that the product, service, or system continues to meet the initial design requirements, specifications, and regulations as time progresses. Verification can be in development, scale-up, or production. This is often an internal process. Validation is intended to ensure a product, service, or system or portion thereof, or set thereof results in a product, service, or system or portion thereof, or set thereof that meets the operational needs of the user. A set of validation requirements as defined by the user , specifications, and regulations may then be used as a basis for qualifying a development flow or verification flow for a product, service, or system or portion thereof, or set thereof. Additional validation procedures also include those that are designed specifically to ensure that modifications made to an existing qualified development flow or verification flow will have the effect of producing a product, service, or system or portion thereof, or set thereof that meets the initial design requirements, specifications, and regulations; these validations help to keep the flow qualified. This often involves acceptance of fitness for purpose with end users and other product stakeholders. This is often an external process. It is sometimes said that validation can be expressed by the query "Are you building the right thing? In some contexts, it is required to have written requirements for both as well as formal procedures or protocols for determining compliance. It is entirely possible that a product passes when verified but fails when validated. Activities[edit] Verification of machinery and equipment usually consists of design qualification DQ , installation qualification IQ , operational qualification OQ , and performance qualification PQ. DQ may be performed by a vendor or by the user, by confirming through review and testing that the equipment meets the written acquisition specification. This kind of the DIY approach is also applicable to the qualifications of software, computer operating systems and a manufacturing process. The full scales of some equipment qualifications are even time dependent as consumables are used up i. Torres and Hyman have discussed the suitability of non-genuine parts for clinical use and provided guidelines for equipment users to select appropriate substitutes which are capable to avoid adverse effects. Instead, the asset has to be recycled for non-regulatory purposes. Categories of validation[edit] Validation work can generally be categorized by the following functions: Prospective validation â€” the missions conducted before new items are released to make sure the characteristics of the interests which are functioning properly and which meet safety standards. If any critical data is missing, then the work can not be processed or can only be completed partially. Some of the examples could be validation of: The most important and significant effects are tested. From an analytical chemistry perspective, those effects are selectivity, accuracy, repeatability, linearity and its range. Examples of these changes could be.

Chapter 3 : Verification and validation - Wikipedia

Using Visual Primary Sources in the Social Studies Classroom Michael Hutchison, Lincoln High School Vincennes, Indiana HTUmhutch@www.nxgvision.com UTH Topics covered in the presentation.

Estimated Time of Completion: Four to five minute class sessions

I. In the quest for sources, students will learn how to use primary and secondary sources to investigate history and will explore and appreciate the individuals behind these sources. Whether it is a photograph, book, map, letter, postcard, newspaper, or official document, students can use sources to reconstruct and relive history. Students will be challenged with the opportunity to act and think as historians. In this lesson, the support materials will encourage students to use the investigative processes to study "The Trail of Tears," although students can apply the same investigative process to primary documents, an historical era or an event.

Objectives

Students will distinguish between primary and secondary sources

Students will acquire and apply investigative skills to locate and use sources

Students will learn how information and experiences affect, are interpreted, and evolve from different frames of reference, people, and culture

Students will articulate the implications of cultural diversity, as well as cohesion, within and across groups

Students will collect, study, and use primary sources to compare, contrast, and articulate cultural diversity, events, and impact from the past to the present

Students will understand how early state and federal policy influenced the Native American Cherokee tribe

Students will understand shifts in federal and state policy toward Native Americans

e. A family Bible is a primary source. Discuss the differences between primary documents original and secondary documents taken from an original source. Discuss with the students how someone might feel when they realize that they have located lost information about their individual history. Ask the class to share sources to which they might have access. Brainstorm primary sources of their personal history. Brainstorm with students the impact of documents on United States history. How do primary documents lend credibility? Have students make a "T-chart" of the Trail of Tears. A T-chart divides the paper in half and on one side of the paper, the student lists what the Trail of Tears looked like. Thousands of Cherokee are being moved from another state across many miles to another. Thousands of Cherokee are dying because of the harsh conditions, etc. On the other side of the "T," students list what this event sounded like. Speeches from Jackson to relocate these people, sounds of cries of protest, sounds of cries from sickness and weariness, etc. Use these to inspire students to visualize history. Some students will know much about the Trail of Tears; others will not. Students will list and share what they have written. Use these sites to introduce or provide information about this era of United States history.

Class 2

After students have a grasp of the historical background information, ask them about who might give slanted opinions and perspectives of this incident and why. Ask students to comment about racial bias in this situation. How did President Jackson feel about the American Indians? Explain to students that historians study events and records in context to what really happened. Explain that different historical accounts are the result of different viewpoints and opinions. It is important for students to confirm facts, check settings, examine circumstances, determine perspectives, and clarify reliability of sources before believing just any media commercials, documentaries, and sources. Students are to become historians and realize that they have tools readily available for studying and investigating history and forming their own opinions. Remind students that primary documents will allow them to understand historical events and attitudes and to allow them to "walk in the shoes" of ancestors. Visit the Digital History and Trail of Tears site with students for a collection of several public primary sources surrounding the Trail of Tears historical event. There are photographs, letters, and treaties from this era. Have students study, examine, describe, analyze, and reflect upon this document. Have students imagine when it was written and with what feelings. Have students imagine that they are in the room when it was written. Encourage students to think about what information may be inferred from this document:

Class 3

Brainstorm ways that those involved coped with this move. Some hid in the mountains of North Carolina, some gave up, some fought with words, some fought with weapons, some encouraged others, etc. Have them answer for themselves how they might have handled this situation. Be sure that students know that Ross lost his wife on this migration and due to the hardships of The Trail of Tears. Ask students if they

can compare or contrast this event to other United States events or eras that may have been unfair to other cultures, such as another migration or immigration population. Also, have students think and write about how the Trail of Tears had an impact on the Native American culture and on United States history in general. Have students think about how things might have been different had the Indians resisted. Display moccasins and have students imagine life as Ross, the leader of the Cherokee. Class 4 Have students find another primary source or copy of another historical era with implications to our present and explain to the class where it was obtained and how and why they chose this document to share with the class. Have students locate, draw or orally suggest an example of a secondary source for this historical era. Students can distinguish between primary and secondary sources by correctly providing an example of each. Students will acquire and apply investigative skills to locate and use sources to present implications of the Trail of Tears on our American history. Students will learn how information and experiences affect, are interpreted, and evolve from different frames of reference, people, and culture when writing from a viewpoint of this era. Students can articulate the implications of cultural diversity, as well as cohesion, within and across groups as assessed in how well students can articulate a comparison or contrast of two groups throughout history. Students will collect, study, and use primary sources to compare, contrast, and articulate cultural diversity, events, and impact from the past to the present assessed through research progress.

Chapter 4 : Prospective, Retrospective, Case-control, Cohort Studies - StatsDirect

Selected food sources of magnesium are listed in Table 2. Tap, mineral, and bottled waters can also be sources of magnesium, but the amount of magnesium in water varies by source and brand (ranging from 1 mg/L to more than mg/L) [8].

Increase ventilation when using products that emit VOCs. Meet or exceed any label precautions. Do not store opened containers of unused paints and similar materials within the school. Formaldehyde, one of the best known VOCs, is one of the few indoor air pollutants that can be readily measured. Identify, and if possible, remove the source. If not possible to remove, reduce exposure by using a sealant on all exposed surfaces of paneling and other furnishings. Use integrated pest management techniques to reduce the need for pesticides. Make sure you provide plenty of fresh air when using these products. Throw away unused or little-used containers safely; buy in quantities that you will use soon. Keep out of reach of children and pets. Never mix household care products unless directed on the label. Follow label instructions carefully. Potentially hazardous products often have warnings aimed at reducing exposure of the user. For example, if a label says to use the product in a well-ventilated area, go outdoors or in areas equipped with an exhaust fan to use it. Otherwise, open up windows to provide the maximum amount of outdoor air possible. Throw away partially full containers of old or unneeded chemicals safely. Because gases can leak even from closed containers, this single step could help lower concentrations of organic chemicals in your home. Be sure that materials you decide to keep are stored not only in a well-ventilated area but are also safely out of reach of children. Do not simply toss these unwanted products in the garbage can. Find out if your local government or any organization in your community sponsors special days for the collection of toxic household wastes. If such days are available, use them to dispose of the unwanted containers safely. If no such collection days are available, think about organizing one. If you use products only occasionally or seasonally, such as paints, paint strippers and kerosene for space heaters or gasoline for lawn mowers, buy only as much as you will use right away. Keep exposure to emissions from products containing methylene chloride to a minimum. Consumer products that contain methylene chloride include paint strippers, adhesive removers and aerosol spray paints. Methylene chloride is known to cause cancer in animals. Also, methylene chloride is converted to carbon monoxide in the body and can cause symptoms associated with exposure to carbon monoxide. Carefully read the labels containing health hazard information and cautions on the proper use of these products. Use products that contain methylene chloride outdoors when possible; use indoors only if the area is well ventilated. Keep exposure to benzene to a minimum. Benzene is a known human carcinogen. The main indoor sources of this chemical are:

Chapter 5 : Source criticism (biblical studies) - Wikipedia

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