

THINKING LIKE A HISTORIAN

Rethinking History Instruction



Votes for Women

*A Framework to Enhance and Improve
Teaching and Learning*

Nikki Mandell and Bobbie Malone

Thinking Like A Historian Rethinking History Instruction

Rachel G. Ragland, Kelly A. Woestman

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Thinking Like a Historian Nikki Mandell, Bobbie Malone, 2008-12-15 Thinking Like a Historian will help you bring history to your classroom and reenergize your teaching of this crucial discipline in new ways A group of experienced Wisconsin historians and educators representing elementary through university levels developed and piloted this framework The Thinking Like a Historian charts which are the centerpiece of Thinking Like a Historian were created by condensing into simplified and easily remembered language the combined expertise of the historical profession as expressed in the published standards of the American Historical Association the Organization of American Historians the National Council for History Education the National History Standards and state standards for Wisconsin and California Thinking Like a Historian is the fruit of our thinking and practice grounded in the highest standards of the discipline designed to stimulate your own thinking planning and teaching Adapt or draw inspiration from the examples for engaging and effective lessons and classroom activities Return again and again to the common language of Thinking Like a Historian as a foundation that can connect and develop students curiosity about and understand of history throughout their school years As history educators we wholeheartedly embrace the responsibility and opportunity to guide the next generation to think more deeply about the past to think like historians

Introduction to Public History Cherstin M. Lyon, Elizabeth M. Nix, Rebecca K. Shrum, 2017-03-06 Introduction to Public History Interpreting the Past Engaging Audiences is a brief foundational textbook for public history It is organized around the questions and ethical dilemmas that drive public history in a variety of settings from local community based projects to international case studies This book is designed for use in undergraduate and graduate classrooms with future public historians teachers and consumers of history in mind The authors are practicing public historians who teach history and public history to a mix of undergraduate and graduate students at universities across the United States and in international contexts This book is based on original research and the authors first hand experiences offering a fresh perspective on the dynamic field of public history based on a decade of consultation with public history educators about what they needed in an introductory textbook Each chapter introduces a concept or common practice to students highlighting key terms for student review and for instructor assessment of student learning The body of each chapter introduces theories and basic conceptual building blocks intermixed with case studies to illustrate these points Footnotes credit sources but also serve as breadcrumbs for instructors who might like to assign more in depth reading for more advanced students or for the purposes of lecture development Each chapter ends with suggestions for activities that the authors have tried with their own students and suggested readings books and websites that can deepen student exposure to the topic

Teaching for Historical Literacy Matthew T. Downey, Kelly A. Long, 2015-07-30 Teaching for Historical Literacy combines the elements of historical literacy into a coherent instructional framework for teachers It identifies the role of historical literacy analyzes its importance in the evolving educational landscape and details the action steps necessary for teachers to implement its

principles throughout a unit. These steps are drawn from the reflections of real teachers grounded in educational research and consistent with the Common Core State Standards. The instructional arc formed by authors Matthew T. Downey and Kelly A. Long takes teachers from start to finish from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study. It includes introducing topics by creating a conceptual overview, helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual, procedural, conceptual and metacognitive. This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education.

The Teaching American History Project Rachel G. Ragland, Kelly A. Woestman, 2010-05-26 The premise of the Teaching American History (TAH) project, a discretionary grant program funded under the U.S. Department of Education's Elementary and Secondary Education Act, is that in order to teach history better, teachers need to know more history. Unique among professional development programs in emphasizing specific content to be taught over a particular pedagogical approach, TAH grants assist schools in implementing scientifically based research methods for improving the quality of instruction, professional development, and teacher education in American history. Illustrating the diversity of these programs as they have been implemented in local education agencies throughout the nation, this collection of essays and research reports from TAH participants provides models for historians, teachers, teacher educators, and others interested in the teaching and learning of American History and presents examples of lessons learned from a cross section of TAH projects. Each chapter presents a narrative of innovation, documenting collaboration between classroom, community, and the academy, that gives immediate and obvious relevance to the teaching and learning process of American history. By sharing these narratives, this book expands the impact of emerging practices from individual TAH projects to reach a larger audience across the nation.

Handbook of Multiple Source Use Jason L.G. Braasch, Ivar Bråten, Matthew T.

McCradden, 2018-04-09 The *Handbook of Multiple Source Use* draws on theory and research within cognitive and educational psychology, the learning sciences, disciplinary education, information literacy, reading psychology, and social psychology to present the first comprehensive research volume on this topic. Many learners, both in and out of school, have almost instantaneous access to an enormous range of information sources at present. In this book, broken into six sections, international scholars come together toward understanding factors that influence how individuals cope with the challenge of building knowledge from diverse, often conflicting information.

Teaching Historical Narratives Jon A. Levisohn, 2024-11-28 With this book, Jon Levisohn argues that current history education is set up in a way that sees students of history at one end of a continuum with the academic experts in the field of history at the other, and where the goal of history education is to help students to think like historians. Building on a critical engagement with Carl Hempel, Hayden White, and David Carr, as well as contemporary work in virtue epistemology, Levisohn proposes a new theory of historiography.

which serves as a set of guidelines for the teaching and learning of history According to the theory the work of historiography is best characterized as a negotiation among narratives weaving together received narratives with new information and ideas in order to construct a new narrative This negotiation happens with a particular orientation towards negative evidence or flexible disconfirmationism and is assessed according to the openness sensitivity responsibility creativity boldness and humility i e the virtues of historical interpretation The book rethinks the work of history education offering new ways of thinking about the goals of the teaching of history namely in terms of the cultivation of the interpretive virtues *Exploring Signature Pedagogies* Regan A. R. Gurung,Nancy L. Chick,Aeron Haynie,2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by the articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords *Wisconsin Magazine of History* ,2009 **Current Index to Journals in Education** ,1996 Serves as an index to Eric reports microform *The Challenge of Rethinking History Education* Bruce VanSledright,2010 Every few years in the United States history teachers go through what some believe is an embarrassing national ritual A representative group of students sit down to take a standardized U S history test and the results show varied success Sizable percentages of students score at or below a basic

understanding of the country's history Pundits seize on these results to argue that not only are students woefully ignorant about history but history teachers are simply not doing an adequate job teaching historical facts The overly common practice of teaching history as a series of dates memorizing the textbook and taking notes on teachers' lectures ensues In stark contrast social studies educators like Bruce A VanSledright argue instead for a more inquiry oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation Detailed case studies of exemplar teachers are included in this timely book to make visible in an easily comprehensible way the thought processes of skilled teachers Each case is then unpacked further to clearly address the question of what history teachers need to know to teach in an investigative way The Challenge of Rethinking History Education is a must read for anyone looking for a guide to both the theory and practice of what it means to teach historical thinking to engage in investigative practice with students and to increase students' capacity to critically read and assess the nature of the complex culture in which they live *Journal of Developmental Education*, 2015 **The Historian**, 1986 **AHA Perspectives**, 1996 **Perspectives**, 1996 **The Challenge of Rethinking History Education** Bruce A.

VanSledright, 2010-09-13 Every few years in the United States history teachers go through what some believe is an embarrassing national ritual A representative group of students sit down to take a standardized U.S. history test and the results show varied success Sizable percentages of students score at or below a basic understanding of the country's history Pundits seize on these results to argue that not only are students woefully ignorant about history but history teachers are simply not doing an adequate job teaching historical facts The overly common practice of teaching history as a series of dates memorizing the textbook and taking notes on teachers' lectures ensues In stark contrast social studies educators like Bruce A VanSledright argue instead for a more inquiry oriented approach to history teaching and learning that fosters a sense of citizenship through the critical skills of historical investigation Detailed case studies of exemplar teachers are included in this timely book to make visible in an easily comprehensible way the thought processes of skilled teachers Each case is then unpacked further to clearly address the question of what history teachers need to know to teach in an investigative way The Challenge of Rethinking History Education is a must read for anyone looking for a guide to both the theory and practice of what it means to teach historical thinking to engage in investigative practice with students and to increase students' capacity to critically read and assess the nature of the complex culture in which they live *Resources in Education*, 1995

Re-thinking History Keith Jenkins, Alun Munslow, 2003 History means many things to many people But finding an answer to the question What is history is a task few feel equipped to answer If you want to explore this tantalising subject where do you start What are the critical skills you need to begin to make sense of the past The perfect introduction to this thought provoking area Jenkins' clear and concise prose guides readers through the controversies and debates that surround historical thinking at the present time providing them with the means to make their own discoveries *Historical Abstracts*

,1987 Paperbacks in Print ,1978 *Arts & Humanities Citation Index* ,1987 A multidisciplinary index covering the journal literature of the arts and humanities It fully covers 1 144 of the world s leading arts and humanities journals and it indexes individually selected relevant items from over 6 800 major science and social science journals

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