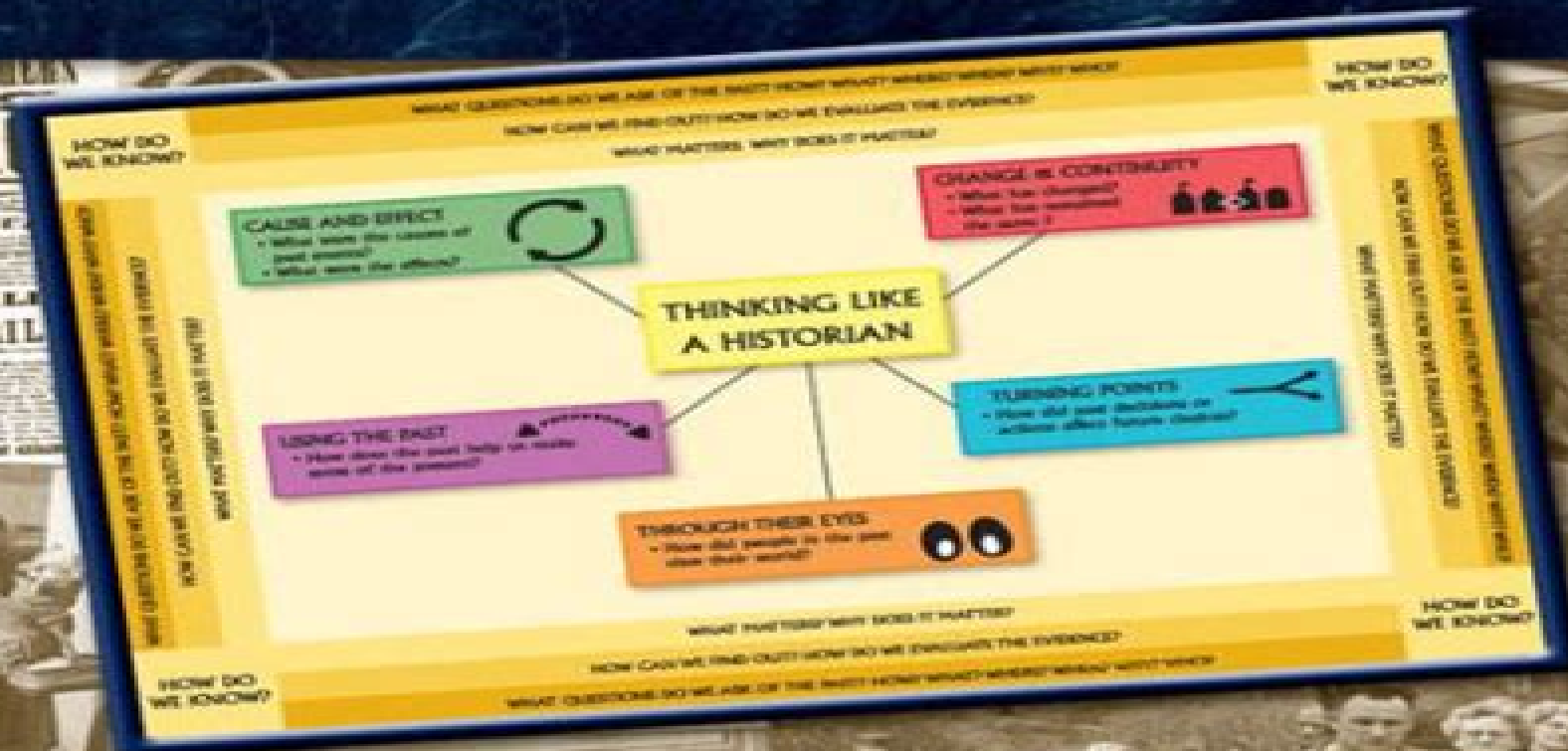


THINKING LIKE A HISTORIAN

Rethinking History Instruction



Thinking Like A Historian Rethinking History Instruction

Rachel G. Ragland, Kelly A. Woestman



Thinking Like A Historian Rethinking History Instruction:

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

Thinking Like a Historian Nikki Mandell,Bobbie Malone,2013-06-19 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

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

Developing Historical Thinkers Bruce A. Lesh, 2023 This practical book addresses the consistent questions that were posed by secondary social studies teachers during professional learning sessions In particular it examines ways to break through the inclination and perception expressed by many teachers that My kids cannot do that Drawing on 22 years as a high school history teacher 7 years as a state level curriculum specialist and extensive work with in service teachers across the country the author provides research based

guidance for engaging students in investigating the past Lesh examines ways to develop effective questions that guide historical inquires how to utilize discussion in the classroom and how to align assessment to inquiry He also shows teachers how to incorporate difficult histories within an inquiry framework Each chapter uses a specific lesson framed by student work to illuminate approaches in real classroom scenarios Topics include The Pullman Strike of 1894 the Marcus Garvey question Dust Bowl Migrants Mao and Communist China the LGBTQ fight for rights and multiple lessons from World War I This follow up to the author s book Why Won t You Just Tell Us the Answer fills in gaps and expands tools and classroom examples to assist today s teachers Book Features Offers ways to promote teacher growth as it pertains to historical thinking Demonstrates how to align investigating the past with the needs of reluctant readers and students with special needs Provides lesson materials and instructional guidance Addresses how to teach difficult subjects such as LGBTQ history Aligns historical literacy with inquiry based instruction

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

Creative Dimensions of Teaching and Learning in the 21st Century Jill B. Cummings, Mary L. Blatherwick, 2017-09-12 In a rapidly changing world the importance of creativity is more apparent than ever As a result creativity is now essential in education Creative Dimensions of Teaching and Learning in the 21st Century appeals to educators across disciplines teaching at every age level who are challenged daily to develop creative practices that promote innovation critical thinking and problem solving The thirty five original chapters written by educators from different disciplines focus on theoretical and practical strategies for teaching creatively in contexts ranging from mathematics to music art education to second language learning aboriginal wisdom to technology and STEM They explore and illustrate deep learning that is connected to issues vital in education innovation identity engagement relevance interaction collaboration on line learning dynamic assessment learner autonomy sensory awareness social justice aesthetics

critical thinking digital media multi modal literacy and more The editors and authors share their passion for creativity teaching learning curriculum and teacher education in this collection that critically examines creative practices that are appearing in today s public schools post secondary institutions and adult and community learning centres Creativity is transforming education in the 21st century

"Why Won't You Just Tell Us the Answer?" Bruce Lesh, 2023-10-10 Every major measure of students historical understanding since 1917 has demonstrated that students do not retain understand or enjoy their school experiences with history Bruce Lesh believes that this is due to the way we teach history lecture and memorization Over the last fifteen years Bruce has refined a method of teaching history that mirrors the process used by historians where students are taught to ask questions of evidence and develop historical explanations And now in his new book Why Won t You Just Tell Us the Answer he shows teachers how to successfully implement his methods in the classroom Students may think they want to be given the answer Yet when they are actively engaged in investigating the past the way professional historians do they find that history class is not about the boring memorization of names dates and facts Instead it s challenging fun Historical study that centers on a question where students gather a variety of historical sources and then develop and defend their answers to that question allows students to become actual historians immersed in an interpretive study of the past Each chapter focuses on a key concept in understanding history and then offers a sample unit on how the concept can be taught Readers will learn about the following Exploring Text Subtext and Context President Theodore Roosevelt and the Panama Canal Chronological Thinking and Causality The Rail Strike of 1877 Multiple Perspectives The Bonus March of 1932 Continuity and Change Over Time Custer s Last Stand Historical Significance The Civil Rights Movement Historical Empathy The Truman MacArthur Debate By the end of the book teachers will have learned how to teach history via a lens of interpretive questions and interrogative evidence that allows both student and teacher to develop evidence based answers to history s greatest questions

Practical and Professional Ethics Wade L. Robison, 2021-06-17 Before we can resolve or avoid an ethical problem we need to understand what makes something ethical Practical and Professional Ethics Key Concepts introduces us to a series of real cases where the stakes can be high the situations complex and the ethical issues often difficult to see Drawing on examples from medicine law science and engineering it offers a practical approach to thinking critically about the ethical problems that occur in our lives and professions teaching us how to focus on the ethical aspects of any situation distinguish between different kinds of ethical problems tailor our response to the kind of problem we face construct arguments we can plausibly attribute to those involved identify the role of power discretion and moral blindness By guiding us through the concepts issues and skills at play when we face an ethical problem we learn how to find a solution Ideal for students or professionals this book provides the grounding required to become a more complex moral thinker a quality that can be applied in a number of fields and jobs

Teaching History, Celebrating Nationalism Krzysztof Jaskułowski, Piotr Majewski, Adrianna Surmiak, 2021-08-01 This book analyses the relationship

between history education and nationalism in the context of the dominant structures of collective memory in Poland Drawing on original qualitative research with history teachers it explores the ways in which teachers understand the aims of history teaching and how they teach history with some contesting or negotiating official and hegemonic nationalist memory projects while others predominantly reproduce or radicalise them A study of teachers tendencies to approach history through the prism of nationalism this study reveals a view of history lessons as a means of instilling national identity in students as the past is constructed in nationalist terms and no contradiction is identified in viewing history as both an objective science and a nationalising tool An examination of the means by which a dominant nationalist discourse is reinforced through historical education *Teaching History Celebrating Nationalism* will appeal to scholars of sociology and education with interests in nationalism and memory studies *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

Disciplinary Literacy in Action ReLeah Cossett Lent, Marsha McCracken Voigt, 2018-08-16 You wouldn't tell a heart surgeon to also do pediatrics so why would we tell content area educators they must do literacy Math history English and science teachers are passionate about their specialties and that's why authors Releah Lent and Marsha Voight designed a framework that keeps teachers subjects at the center of daily classroom life while also helping them pool strengths with colleagues Based on years of successful implementation this powerful PL cycle drops in seamlessly to any school setting so teachers schoolwide take on innovative practices of reading writing thinking and doing within their areas of expertise

Classroom Strategies for Interactive Learning Doug Buehl, 2023-10-10 Educators across all content areas have turned to Classroom Strategies for Interactive Learning for almost two decades The fourth edition delivers rich practical and research based strategies that readers have found invaluable in today's classrooms Author Doug Buehl has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand research based comprehension strategies for content classrooms Tap into students background knowledge to build upon and enhance comprehension of complex texts Teach students how to question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than 40 classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes In addition each strategy is cross referenced with the Common Core's reading writing speaking listening and language standards

Teaching Critically About Lewis and Clark Alison Schmitke, Leilani Sabzalian, Jeff Edmundson, 2020 The Lewis and Clark Corps of Discovery is often presented as an exciting adventure story of discovery friendship and patriotism However this same period in U.S. history can be understood quite differently when viewed through anticolonial lens and the Doctrine of Discovery How might educators critically interrogate the assumptions that underlie this adventure story through their teaching This book challenges dominant narratives and packaged curriculum about Lewis and Clark to support more responsible social studies instruction The authors provide a

conceptual framework ready to use lesson plans and teaching resources to address oversimplified versions of the Lewis and Clark expedition Indigenous perspectives along with contemporary issues are embedded in each lesson to encourage active and critical engagement with history and the legacies of conquest those living in what is now called the United States have inherited Book Features Offers a new look at social studies curriculum about the Corps of Discovery and Manifest Destiny through the Doctrine of Discovery Includes examples of how Indigenous peoples have long engaged in philosophical legal and political challenges to the principles of the Doctrine Provides social studies lesson plans for elementary and secondary classrooms Offers useful curriculum materials to help teachers present a deeper examination of this topic *Disciplinary and Content Literacy for Today's Adolescents, Sixth Edition* William G. Brozo, 2017-04-25 Well established as a clear comprehensive course text in five prior editions this book has now been extensively revised with a focus on disciplinary literacy It offers a research based framework for helping students in grades 6 12 learn to read write and communicate academic content and to develop the unique literacy language and problem solving skills required by the different disciplines In an engaging conversational style William G Brozo presents effective instruction and assessment practices illustrated with extended case studies and sample forms Special attention is given to adaptations to support diverse populations including English language learners Prior edition title Content Literacy for Today's Adolescents Fifth Edition New to This Edition Shift in focus to disciplinary literacy as well as general content area learning Chapter on culturally and linguistically diverse learners Incorporates a decade of research and the goals of the Common Core State Standards Increased attention to academic vocabulary English language learners the use of technology and multiple text sources such as graphic novels and digital texts Pedagogical features chapter opening questions plus new case studies classroom dialogues practical examples sample forms and more **Developing Readers in the Academic Disciplines** Doug Buehl, 2023-10-10 Being literate in an academic discipline is more than being able to read and comprehend text you can think speak and write as a historian scientist mathematician or artist Author Doug Buehl strips away the one size fits all approach to content area literacy and presents an instructional model for disciplinary literacy which honors the discipline and helps students learn within that area In this revised second edition *Developing Readers in the Academic Disciplines* shows how to help students adjust their thinking to comprehend a range of complex texts that fall outside their reading comfort zones Inside you'll find Instructional tools that adapt generic literacy practices to discipline specific variations Strategies for frontloading instruction to activate and build background knowledge New approaches for encouraging inquiry around disciplinary texts In depth exploration of the role of argumentation in informational text Numerous examples from science mathematics history and social studies English language arts and related arts to show you what vibrant learning looks like in various classroom settings Designed to be a natural companion to Buehl's *Classroom Strategies for Interactive Learning* *Developing Readers in the Academic Disciplines* introduces teachers from all disciplines to new kinds of thinking and ultimately teaching that helps students

achieve new levels of understanding *Cinematic Social Studies* William B. Russell, Stewart Waters, 2017-01-01 Action Film is a common and powerful element in the social studies classroom and Cinematic Social Studies explores teaching and learning social studies with film Teaching with film is a prominent teaching strategy utilized by many teachers on a regular basis Cinematic Social Studies moves readers beyond the traditional perceptions of teaching film and explores the vast array of ideas and strategies related to teaching social studies with film The contributing authors of this volume seek to explain through an array of ideas and visions what cinematic social studies can should look like while providing research and rationales for why teaching social studies with film is valuable and important This volume includes twenty four scholarly chapters discussing relevant topics of importance to cinematic social studies The twenty four chapters are divided into three sections This stellar collection of writings includes contributions from noteworthy scholars like Keith Barton Wayne Journell James Damico Cynthia Tyson and many more *We Will Always Be Here* Jenny Kalvaitis, Kristen Whitson, 2021-05-19 This inspiring and educational book presents examples of LGBTQ activism throughout Wisconsin s history for young people to explore and discuss Drawing from a rich collection of primary sources including diary entries love letters zines advertisements oral histories and more the book provides a jumping off point for readers who are interested in learning more about LGBTQ history and activism as well as for readers who want to build on the work of earlier activists We Will Always Be Here shines a light on powerful and often untold stories from Wisconsin s history featuring individuals across a wide spectrum of identities and from all corners of the state The LGBTQ people allies and activists in this guide changed the world by taking steps that young people can take today by educating themselves telling their own stories being true to themselves building communities and getting active The aim of this celebratory book is not only to engage young people in Wisconsin s LGBTQ history but also to empower them to make positive change in the world

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