

# TEACHING HISTORY FOR THE COMMON GOOD



KATHLEEN C. BARTON — LINDA S. LEVSTIK

# Teaching History For The Common Good

**M. Grever, S. Stuurman**



## **Teaching History For The Common Good:**

*Teaching History for the Common Good* Keith C. Barton, Linda S. Levstik, 2004-07-13 In *Teaching History for the Common Good* Barton and Levstik present a clear overview of competing ideas among educators, historians, politicians, and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students' historical thinking. In many cases, disagreements about what should be taught to the nation's children and how it should be presented reflect fundamental differences that will not easily be resolved. A central premise of this book, though, is that systematic theory and research can play an important role in such debates by providing evidence of how students think, how their ideas interact with the information they encounter both in school and out, and how these ideas differ across contexts. Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education. The authors review research on students' historical thinking and set it in the theoretical context of mediated action, an approach that calls attention to the concrete actions that people undertake, the human agents responsible for such actions, the cultural tools that aid and constrain them, their purposes, and their social contexts. They explain how this theory allows educators to address the breadth of practices, settings, purposes, and tools that influence students' developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools. Beyond simply describing the factors that influence students' thinking, Barton and Levstik evaluate their implications for historical understanding and civic engagement. They base these evaluations not on the disciplinary study of history but on the purpose of social education: preparing students for participation in a pluralist democracy. Their ultimate concern is how history can help citizens engage in collaboration toward the common good. In *Teaching History for the Common Good*, Barton and Levstik discuss the contribution of theory and research, explain the theory of mediated action and how it guides their analysis, and describe research on children's and adults' knowledge of and interest in history. They lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students' learning. They explore four principal stances toward history: identification, analysis, moral response, and exhibition. They review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy. They address six of the principal tools of history: narrative structure, stories of individual achievement and motivation, national narratives, inquiry, empathy as perspective taking, and empathy as caring. They review research and conventional wisdom on teachers' knowledge and practice and argue that for teachers to embrace investigative, multi-perspectival approaches to history, they need more than knowledge of content and pedagogy; they need a guiding purpose that can be fulfilled only by these approaches. Preparation for participatory democracy provides such purpose. *Teaching History for the Common Good* is essential reading for history and social studies professionals, researchers, teacher educators,

and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject      **Teaching History with Big Ideas** S. G. Grant, Jill M.

Gradwell, 2010-07-16 In the case studies that make up the bulk of this book middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas Framing a teaching unit around a question such as Why don't we know anything about Africa offers both teacher and students opportunities to explore historical actors ideas and events in ways both rich and engaging Such an approach exemplifies the construct of ambitious teaching whereby teachers demonstrate their ability to marry their deep knowledge of subject matter students and the school context in ways that fundamentally challenge the claim that history is boring      *The Teaching American History Project* Rachel G. Ragland, Kelly A. Woestman, 2010-05-26 This collection of essays and research reports from participants in The Teaching American History Project 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

**Teaching History 11-18** Husbands, Chris, Kitson, Alison, 2010-07-01 This book provides a comprehensive and radical guide to the challenges facing history and history teaching in contemporary schools      **The Wiley International Handbook of History Teaching and Learning** Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day      **Teaching Difficult History through Film** Jeremy Stoddard, Alan Marcus, David Hicks, 2017-06-26 Teaching Difficult History through Film explores the potential of film to engage young people in controversial or contested histories and how they are represented ranging from gender and sexuality to colonialism and slavery Adding to the education

literature of how to teach and learn difficult histories contributors apply their theoretical and pedagogical expertise and experiences to a variety of historical topics to show the ways that film can create opportunities for challenging conversations in the classroom and attempts to recognize the perspectives of historically marginalized groups Chapters focus on translating research into practice by applying theoretical frameworks such as critical race theory auto ethnography or cultural studies as well as more practical pedagogical models with film Each chapter also includes applicable pedagogical considerations such as how to help students approach difficult topics model questions or strategies for engaging students and examples from the authors own experiences in teaching with film or in leading students to develop counter narratives through filmmaking These discussions of the real considerations facing classroom teachers and professors are sure to appeal to experienced secondary teachers pre service teacher education programs graduate students and academic audiences within education history and film studies Part and chapter discussion guides full references of the films included in the book and resources for teachers are available on the book s companion website [www.teachingdifficulthistory.com](http://www.teachingdifficulthistory.com)

**Beyond the Canon** M. Grever,S. Stuurman,2007-10-11 Beyond the Canon deals with recent politicized processes of canonization and its implications for historical culture in a globalizing and postcolonial world The volume discusses the framing and transmission of historical knowledge and its consequences for the construction of narratives and the teaching of history in multicultural environments

**The Palgrave Handbook of History and Social Studies Education** Christopher W. Berg,Theodore M. Christou,2020-04-03 This Handbook presents an international collection of essays examining history education past and present Framing recent curriculum reforms in Canada and in the United States in light of a century long debate between the relationship between theory and practice this collection contextualizes the debate by exploring the evolution of history and social studies education within their state or national contexts With contributions ranging from Canada Finland New Zealand Sweden the Netherlands the Republic of South Africa the United Kingdom and the United States chapters illuminate the ways in which curriculum theorists and academic researchers are working with curriculum developers and educators to translate and refine notions of historical thinking or inquiry as well as pedagogical practice

**Historical Thinking for History Teachers** Tim Allender,2020-07-16 Effective Australian history education has never been more important for the development of critically aware and thoughtful young people History fosters important skills in reasoning historical consciousness and empathy and an appreciation of history is crucial to the development of students understanding of the very nature of our society This edited collection comprises contributions from leading historians educators and practising teachers and surveys Australian history teaching today from the development of the national curriculum to fostering historical thinking and promoting effective engagement in the history classroom The book begins with an analysis of the principles underlying the drafting of the national curriculum and features insights from the writers of the curriculum themselves It focuses on the curriculum from primary and secondary school teaching perspectives Part 2 examines the

teaching of historical expertise including historical thinking and value formation as well as productive assessment and the important role social history can play in the classroom Part 3 concentrates on specific approaches to history teaching including teacher talk the use of historical fiction and film digital technology and the internet as well as museums as a teaching medium Part 4 analyses key aspects of Australian history teaching including Indigenous perspectives teaching citizenship and assisting the pre service teacher in their transition to becoming a professional Rich with insights into historical skills historical concepts and critical thinking as well as practical guidance on translating principles into engaging classroom approaches this is an essential reference for both pre service and in service history teachers and educators

*History Education and Historical Inquiry* Bob Bain, Arthur Chapman, Alison Kitson, Tamara Shreiner, 2024-04-01 Inquiry plays a vital role in history as a discipline which constructs knowledge about the past and it is a vital organizing principle in history education in many countries around the world Inquiry is also much debated however and although it has prominent contemporary advocates around the world it also has prominent critics in education studies This volume in the International Review of History Education explores the role of historical inquiry in history curricula and in history classrooms and addresses a series of linked questions including the following What does historical inquiry mean in history classrooms What forms does classroom based historical inquiry take and to what extent is it understood in differing ways in different contexts What do we know about the affordances and constraints associated with inquiry based learning in history what is the evidence of the effectiveness or ineffectiveness of inquiry based historical learning We address these questions in the volume by presenting seventeen papers from eight different international contexts exploring historical inquiry that will be of interest both to history teachers curriculum designers and history education researchers seven papers from England three from the US two from Sweden and one each from Argentina Australia Belgium Canada and Singapore The volume adds to our knowledge about teachers thinking about inquiry and teachers inquiry practices It adds to our knowledge about the impact and value of inquiry in developing children s historical learning It also explores the challenges that implementing inquiry can present for history teachers and provides support for implementation and examples of successful practice ENDORSEMENT A wonderful overview of the global story of historical inquiry Canvassing everything from finding opportunities to teach history through all levels of education through to the complexities of navigating different views on the past inside and outside of the classroom History Education and Historical Inquiry provides a practical and empowering approach for educators around the world Recommended reading for anyone who wants to feel the support of educators from around the world in strengthening the place of inquiry in complex times Marnie Hughes Warrington University of South Australia *Beyond History for Historical Consciousness* Stéphane Lévesque, Jean-Philippe Croteau, 2020-03-23 This book offers the first ever comparative study of historical consciousness among young citizens from different regions provinces identities and first languages

*Doing History* Linda S. Levstik, Keith C. Barton, 2022-09-06 Now in its sixth edition Doing History offers a unique

perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The book is grounded in the view that children can engage in valid forms of historical inquiry asking questions collecting and analyzing evidence examining the varied perspectives and experiences of people in the past and creating evidence based historical accounts and interpretations Grounded in contemporary sociocultural theory and research the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature art writing and discussion The authors explain how these classrooms reflect contemporary principles of teaching and learning and thus the descriptions not only provide specific examples of successful activities but also place them in a context that allows teachers to adapt and apply them in a wide range of settings Doing History emphasizes diversity in two ways Readers encounter students from a variety of backgrounds and see how their diverse experiences can form the foundation for learning and they also see examples of how teachers can engage students with diverse experiences and perspectives in the past including those that led to conflict and oppression The book also discusses principles for working with English learners and newcomers and it provides guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning Updates to this edition include updated historical and instructional examples to ensure currency new suggestions for children s literature to support good teaching expanded attention to teaching about oppressed groups in history and greater attention to when historical perspective taking is and is not appropriate

**Teaching controversial issues in Secondary Education** Delfín Ortega-Sánchez, Esther Sanz De La Cal, Jaime Ibáñez Quintana, Eduardo Encabo-Fernández, 2025-04-01 Despite the difficulties in defining the concept of controversial issue it can be stated that it has general characteristics based on the integration of conflicting values and interests on the presence of individual or social sensitivities and on the potential generation of emotions Its approach leads to multiple solutions open to discussion such as climate change terrorism or war From the theoretical principles of education for global citizenship the development and acquisition of social competences aimed at providing solutions to contemporary controversial issues is expected The didactic treatment of these contents favors the contrast of argued perspectives elective rationality in decision making in controversial or problematic contexts and social commitment as an inherent part of the democratic process

**Research on Technology in Social Studies Education** John Lee, Adam M. Friedman, 2009-11-01 Despite technology s presence in virtually every public school its documented familiarity and use by youth outside of school and the wealth of resources it provides for teaching social studies there has been relatively little empirical research on its effectiveness for the teaching and learning of social studies In an effort to begin to fill this gap in research literature this book focuses on research on technology in social studies education The objectives of this volume are threefold to describe research frameworks provide examples of empirical research and chart a course for

future research endeavors Accordingly the volume is divided into three overarching sections research constructs and contexts research reports and research reviews The need for research is particularly acute within the field of social studies and technology As the primary purpose of social studies is to prepare the young people of today to be the citizens of tomorrow it is necessary to examine how technology tools impact improve and otherwise affect teaching and learning in social studies Given these circumstances we have prepared this collection of research conceptualizations reports and reviews to achieve three goals 1 Put forward reports on how research is being conducted in the field 2 Present findings from well designed research studies that provide evidence of how specific applications of technology are affecting teaching and learning in social studies 3 Showcase reviews of research in social studies It is with this framework that we edited this volume Research on Technology and Social Studies Education as an effort to address emerging concerns related to theorizing about the field and reporting research in social studies and technology The book is divided into four sections The first section of the book includes three descriptions of research constructs and contexts in social studies and technology The second section is focused on research reports from studies of student learning in social studies with technology The third section contains research reports on teachers pedagogical considerations for using technology in social studies In the fourth and final section we present work that broadly reviews and critiques research in focused areas of social studies and technology This volume contains twelve chapters each of which focuses on social studies content and pedagogy and how the field is affected and enhanced with technology The volume includes research and theoretical works on various topics including digital history digital video geography technology use in the K 12 social studies classroom and artificial intelligence

**The Primary Curriculum** Patricia Driscoll, Andrew Lambirth, Judith Roden, 2011-08-12 Lecturers why waste time waiting for the post to arrive Request and receive your e inspection copy today Providing an overview of the knowledge skills and understanding needed to teach the primary curriculum this book offers an informed critical approach to the teaching of core and foundation subjects in primary education Underpinned by contemporary research and current policy The Primary Curriculum combines coverage of key subject specific issues with relevant pedagogical approaches to teaching offering a comprehensive overview of each major subject of primary education Particular emphasis is placed on cross curricular and creative approaches to teaching intelligently across different subject areas within the current curriculum framework Curriculum progression from Foundation Stage through to Key Stage 2 is also emphasised The Primary Curriculum is an essential companion for all students on primary initial teacher education courses Patricia Driscoll and Judith Roden are established primary education authors and teach on initial teacher education courses at Canterbury Christ Church University Andrew Lambirth is Professor of Education at University of Greenwich

**Mentoring History Teachers in the Secondary School** Victoria Crooks, Laura London, Terry Haydn, 2023-12-07 Mentoring History Teachers in the Secondary School supports mentors to develop the knowledge skills and understanding essential to the successful mentoring of beginning



history teachers who are undertaking their initial teacher training or being inducted into the profession as early career teachers The authors critically explore models of mentoring and place subject specificity at the heart of every chapter offering practical mentoring strategies rooted in the best evidence and research from the history teaching community This book is a vital source of encouragement and inspiration for all those involved in developing the next generation of history teachers providing accessible summaries of history specific thinking on a range of topics alongside mentoring support Key topics include Understanding what being a subject specific mentor of beginning history teachers involves Establishing a dialogic mentor mentee relationship Supporting beginning teachers to develop the substantive and disciplinary knowledge they need to become excellent history teachers Guiding beginning history teachers through the lesson planning process Conducting subject specific lesson observations and pre and post lesson discussions Supporting beginning history teachers to consider the purpose of history education and how they can navigate this in relation to values education the use of ICT and the teaching of controversial and sensitive issues Mentoring History Teachers in the Secondary School offers an accessible and practical guide to mentoring beginning history teachers with ready to use strategies to support and inspire both mentors and beginning teachers alike

**40 Ways to Diversify the History Curriculum** Elena Stevens, 2022-07-14 In writing this book Elena Stevens aim is to respond to calls for a more diverse decolonised curriculum calls which have become more insistent following the reinvigoration of the Black Lives Matter movement the MeToo movement and other landmark events Highlighting the lived experiences of women the working classes and BAME and LGBTQ communities in particular 40 Ways to Diversify the History Curriculum draws upon a wide range of personal stories to exemplify significant historical moments and shed new light on topics that have traditionally been taught through narrower lenses The book serves as a resource bank for teachers wishing to enliven and diversify history lessons at Key Stages 2 3 GCSE A level and beyond Elena helpfully opens with a discussion of the theoretical historiographical developments that lay behind calls to diversify the curriculum and to accompany each of the 40 historical case studies she provides ideas and activities for translating the case studies into lesson plans and enquiries Furthermore Elena also guides teachers in shaping new enquiries from scratch Suitable for teachers of secondary school and Key Stage 2 history

*History Education and the Construction of National Identities* Mario Carretero, Mikel Asensio, María Rodríguez-Moneo, 2013-01-01 How is history represented As just a record of the past as a part of a present identity or as future goals This book explores how historical contents and narratives are presented in school textbooks and other cultural productions museums monuments etc and also how they are understood by students in the context of increasing globalization In these contemporary conditions the relation between history learning processes in and out of school and the construction of national identities presents an ever more important topic It is being studied by looking at the appropriation of historical narratives which are frequently based on the official history of a nation state Most of the chapters in this volume are educational studies about how the learning of history takes place in school settings of different

countries such as Canada France Germany Latin America Spain the Netherlands the United Kingdom and the United States Covering such a broad sample of cultural and national contexts they provide a rich reflection on history as a subject related to patriotism cosmopolitanism both or neither Conflicts in History Education in Europe Ander Delgado,Andrew Mycock,2023-07-01 The heightened resonance of identity driven politics in many states across twenty first century Europe emphasizes the critical role of history in shaping public contestation of the idea of the nation and accordant manifestations of nationalism and national identity How the past is interpreted or what and how is remembered has proven increasingly febrile contentious and divisive Debates about history have gone beyond academia and have permeated and polarised politics and society in many European countries Intense debate and dispute about national history and culture has often focused on the history teaching in schools colleges and universities According to the aforementioned it is evident that the teaching of history in the classroom is a relevant topic within the educational system For this reason it is not surprising that many times the choice of what kind of history to teach becomes a controversial topic The existence in a given society of different visions about the nation or the various responses proposed to face the social challenges existing in it immigration independence nationalisms can turn the teaching of history into a debated and controversial topic Logically depending on the specific political context of each country this debate can acquire different developments and characteristics The school is not an institution isolated from its socio political context In fact both areas constantly interact Therefore this book proposes an approach to this topic that tries to connect the specific political context of different countries with the debates about education and history teaching from 1990 until the present It deals with the extent to which the social and political context affects the history teaching practice developed in the classrooms through the decisions made on the official curricula and textbooks Emphasizing this connection between both aspects is one of the strengths of this book That is the reason why this book proposes an approach to that reality from diverse points of view and show the different materializations observed in this area in the studied cases The chapters of this volume allow us to verify this heterogeneous reality and help enrich our knowledge on this broad and interesting topic **Social Studies Today** Walter C. Parker,2015-04-10 Social Studies Today will help educators teachers curriculum specialists and researchers think deeply about contemporary social studies education More than simply learning about key topics this collection invites readers to think through some of the most relevant dynamic and challenging questions animating social studies education today With 12 new chapters highlighting recent developments in the field the second edition features the work of major scholars such as James Banks Diana Hess Joel Westheimer Meira Levinson Sam Wineburg Beth Rubin Keith Barton Margaret Crocco and more Each chapter tackles a specific question on issues such as the difficulties of teaching historical thinking in the classroom responding to high stakes testing teaching patriotism judging the credibility of Internet sources and teaching with film and geospatial technologies Accessible compelling and practical these chapters full of rich examples and illustrations showcase some of the most original thinking in

the field and offer pre and in service teachers alike a panoramic window on social studies curricula and instruction and new ways to improve them Walter C Parker is Professor and Chair of Social Studies Education and by courtesy Professor of Political Science at the University of Washington Seattle

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