Closing the Reading Gap

Reading Like A Historian Teaching Literacy In Middle And High School History Classrooms

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Multicultural Curriculum Transformation in Social Studies and Civic Education

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Closing the Reading Gap

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A People's History of the United States

Multicultural Curriculum Transformation in Social Studies and Civic Education

Mark McCormack, dubbed 'the most powerful man in sport', founded IMG (International Management Group) on a handshake. It was the first and is the most successful sports management company in the world, becoming a multi-million dollar, worldwide corporation whose activities in the business and marketing spheres are so diverse as to defy classification. Here, Mark McCormack reveals the secret of his success to key business issues such as analysing yourself and others, sales, negotiation, time management, decision-making and communication. What They Don't Teach You at Harvard Business School fills the gaps between a business school education and the street knowledge that comes from the day-to-day experience of running a business and managing people. It shares the business skills, techniques and wisdom gleaned from twenty-five years of experience.

Why Study History? Examines three key works by women--the fifteenth-century "Book of the City of Ladies" by Christine de Pizan, Elizabeth Cady Stanton's memoirs, and Virginia Woolf's "A Room of One's Own," to explore the making of history from a woman's perspective.

Closing the Reading Gap 'An excellent companion to Learning to Teach in Secondary School full of good ideas and better advice Mentors will certainly want to use it, and so, I'm sure, will the rest of the history department Make sure they buy one, and keep your copy under lock and key.' – Michael Duffy, Times Educational Supplement 'A very well written and readable book. Overall, this is an excellent book and one which students and teachers outwith England would find a valuable addition to their library.' – Scottish Association of Teachers of History, Resources Review 'This book is without question the standard text for the history PGCE market.' – Dr Ian Davies, University of York, on the first edition. Learning to Teach History in the Secondary School provides an accessible introduction to teaching and learning history at secondary level. Underpinned by a theoretical perspective and backed up by the latest research, it encourages student teachers to develop a personal approach to teaching history. This fourth edition has been thoroughly updated for the new curriculum, with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice. It provides an array of references and materials that give a sound theoretical foundation for the teaching of history, including weblinks to further resources, while a range of tasks will enable students to put their learning into practice in the classroom. Practical advice is combined with reference and access to a wide range of recent and relevant research in the field of history education, to
Access Free Reading Like A Historian Teaching Literacy In Middle And High School History Classrooms support Masters Level research and aid reflective practice. Key issues covered include: The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher, this book remains an invaluable resource for all training and newly qualified history teachers.

Teaching Machines A philosophical interpretation of history, examining the significance of historical study as a science and a reflection of social values

A Practical Guide to Teaching History in the Secondary School This book presents the historical, theoretical and empirical foundations of educational practices involving dialogue and argumentation.

The Orbis Pictus of John Amos Comenius "As elegantly practical as it is theoretically elegant. It is a guided tour, as one examines the tools of expert teachers as they engage students in a journey that is aptly dubbed Reading Apprenticeship?learning how to become a savvy, strategic reader under the tutelage of thoughtful, caring, and demanding teachers." P. David Pearson, University of California, Berkeley, and founding editor of the Handbook of Reading Research. Reading for Understanding is a monumental achievement. It was a monumental achievement when it came out as a first edition in 1999, bringing years of rigorous reading research together in a framework for teaching that made sense in actual secondary school classrooms. Now, just thirteen years later, Schoenbach and Greenleaf have several randomized clinical trials and multiple on-going studies at their fingertips to demonstrate the effects of this approach for developing the reading and thinking of young people in our nation?s middle and high school classrooms, as well as in community college classrooms. Their careful work on developing disciplinary literacy among all students represents a passion for and commitment to supporting students?and their teachers?in reading for understanding, which translates to reading for enjoyment, self-awareness, learning, and for purposeful and informed action in our society. ?Elizabeth Moje, Arthur F. Thurnau Professor and Associate Dean for Research, School of Education, University of Michigan Reading Apprenticeship has proven to be an inspiration to Renton Technical College faculty and students alike. They have learned together to view themselves as readers in transformative ways, as they embrace powerful techniques to increase reading comprehension. The ideas and strategies in Reading for Understanding anchor this new and broad-based energy around reading and an enthusiasm among our faculty to model effective reading strategies for our students. ?Steve Hanson, President, Renton Technical College, Renton, Washington Reading for Understanding has the finest blend I have seen of research, strategies, and classroom vignettes to deepen teacher learning and help them connect the dots between theory and practice. ?Curtis Refior, Content Area Literacy Coach, Fowlerville Community Schools, Fowlerville, Michigan A teacher-tested, research-based resource for dramatically improving reading skills Published in partnership with WestEd, this significantly updated second edition of the bestselling book contains strategies for helping students in middle school through community college gain the reading independence to master subject area textbooks and other material. Based on the Reading Apprenticeship program, which three rigorous "gold standard" research studies have shown to be effective in raising students' reading achievement Presents a clear framework for improving the reading and subject area learning of all students, including English learners, students with special needs, as well as those in honors and AP courses Provides concrete tools for classroom use and examples from a range of classrooms Presents a clear how-to for teachers implementing the subject area literacies of the Common Core Standards Reading for Understanding proves it's never too late for teachers and students to work together to boost literacy, engagement, and achievement.

Teaching History This book focuses on multicultural curriculum transformation in social students and civic education subject areas. The discussion of each area outlines critical considerations for multicultural curriculum transformation for the area by grade level and then by eight organizing tools, including content standards, relationships with and among students and their families, and evaluation of student learning and teaching effectiveness. The volume is designed to speak with PK-12 teachers as colleagues in the multicultural...
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curriculum transformation work. Readers are exposed to “things to think about,” but also given curricular examples to work with or from in going about the actual, concrete work of curriculum change. This work supports PK-12 teachers to independently multicultural adapt existing curriculum, to create new multicultural curriculum differentiated by content areas and grade levels, and by providing ample examples of what such multicultural transformed social studies and civic education curricula looks like in practice.

What is History? In some hands, history can be an inspirational and rewarding subject, yet in others it can seem dry and of little relevance. The aim of this textbook is to enable student teachers to learn to teach history in a way that pupils will find interesting, enjoyable and purposeful. It incorporates a wide range of ideas about the teaching of history with practical suggestions for classroom practice. This is the third edition of a textbook that has established itself as the leading text for student teachers of history. It has been thoroughly updated, with a revised chapter on the use of ICT in history teaching and major new sections in the areas of inclusion, resources, assessment and professional development. It provides an array of references and materials that give a sound theoretical foundation for the teaching of history, including weblinks to further resources. A range of tasks enable students to put their learning into practice in the classroom. The book also provides reference and access to a wide range of recent and relevant research in the field of history education, which will be of use to student teachers pursuing courses that have a Masters Level component. In all, it is an invaluable resource for student and beginning history teachers.

Learning to Teach History in the Secondary School This practical resource shows you how to apply Sam Wineburgs highly acclaimed approach to teaching, "Reading Like a Historian," in your middle and high school classroom to increase academic literacy and spark students curiosity. Chapters cover key moments in American history, beginning with exploration and colonization and ending with the Cuban Missile Crisis.

Reading, Thinking, and Writing About History This book offers the tools teachers need to get started with an innovative approach to teaching history, one that develops literacy and higher-order thinking skills, connects the past to students' lives today, and meets Common Core State Standards (grades 7-12). The author provides over 60 primary sources organized into 7 thematic units, each structured around an essential question from U.S. history. As students analyze carefully excerpted documents--speeches by presidents and protesters, Supreme Court cases, political cartoons--they build an understanding of how diverse historical figures have approached key issues. At the same time, students learn to participate in civic debates and develop their own views on what it means to be a 21st-century American. Each unit connects to current events and dynamic classroom activities make history come alive. In addition to the documents themselves, this teaching manual provides: strategies to assess student learning; mini-lectures designed to introduce documents; activities to help students process, display, and integrate their learning; guidance to help teachers create their own units, and more.

Teaching Difficult History through Film Showcasing cutting-edge findings on adolescent literacy teaching and learning, this unique handbook is grounded in the realities of students' daily lives. It highlights research methods and instructional approaches that capitalize on adolescents' interests, knowledge, and new literacies. Attention is given to how race, gender, language, and other dimensions of identity--along with curriculum and teaching methods--shape youths' literacy development and engagement. The volume explores innovative ways that educators are using a variety of multimodal texts, from textbooks to graphic novels and digital productions. It reviews a range of pedagogical approaches; key topics include collaborative inquiry, argumentation, close reading, and composition.

Learning to Teach History in the Secondary School Teachers, especially those in nursery and pre-primary schools, know that it takes specialized learning aids to help children learn how to identify objects, develop eye-hand and fine motor coordination, improve attention span, and learn to focus on the activity in which they are participating. The aim of BEE CLEVER Activity Books Keeping these important learning factors in mind, a pre-school educator and
counsellor has created a series of simple and stimulating activity books. These help develop the skills a child needs, plus contribute to the further development of the child's 'writing readiness'. Pallavi Dalal - the creator of BEE CLEVER Activity Books - has spent over 25 years working with pre-school children. She says, "There has been much thought, care, understanding, laughter and joy that has gone into creating these books. I can only hope that they will bring children many 'magical moments' of learning, and spending time with each other in a happy and relaxed frame of mind." Two Important Factors While planning any activity for children, two important principles of learning are always uppermost in her mind: 1. "I see and I remember." 2. "I do and I understand." She has designed these books to develop differentiating and logical thinking skills in children and evaluate their interests in certain areas, without making them feel like they are being 'tested'! How BEE CLEVER books are DIFFERENT - Objects illustrated are those a child is generally familiar with. - Instructions can be read to a child without having to simplify them. - Illustrations are bold and clear for the child to see and work comfortably. - Accurate use of grammar, punctuation and spelling. - Each book in the series explains the value of doing that specific activity. - Simple 'Do's and Don'ts' create a 'win-win' situation for the child. BEE CLEVER SERIES: - Colouring 1 - Colouring 2 - Join the Dots 1 - Join the Dots 2 Matching - Mazes 1 - Mazes 2 - Numbers 1 - Numbers 2 - Odd One Out - Opposites 1 - Opposites 2 - Pattern & Letter Writing 1 - Pattern & Letter Writing 2 - Phonics 1 - Phonics 2 - Shapes 1 - Shapes 2 - Story Sequence - What's Different? - What's Next? - What's Wrong? Illustrations by Pallavi Basu

What They Don't Teach You At Harvard Business School This practical workbook contains all the advice, guidance and resources new and student history teachers need to reflect on and develop their teaching practice, helping them to plan lessons across the subject in a variety of teaching situations. Helpful features include: case studies examples of pupils' work examples of existing good practice a range of tried-and-tested teaching strategies photocopiable resources and training materials activities in each chapter to help student history teachers analyze their learning and performance web links for further reading on evidence-based practice. Designed to be used independently or as an integrated extension of the popular textbook, Learning to Teach History in the Secondary School which provides detailed examples of theory in practice, this book is packed with examples of how to analyze practice to ensure maximized learning in the classroom.

Dialogue, Argumentation and Education Thinking Like a Historian: Rethinking History Instruction by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides "how to" examples for building historical literacy in classrooms at all grade levels. With practical examples, engaging and effective lessons, and classroom activities that tie to essential questions, Thinking Like a Historian provides a framework to enhance and improve teaching and learning history. We invite you to use Thinking Like a Historian to bring history into your classroom or to re-energize your teaching of this crucial discipline in new ways. The contributors to Thinking Like a Historian are experienced historians and educators from elementary through university levels. This philosophical and pedagogical guide to history as a discipline uses 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.

Understanding and Teaching American Slavery Howard Zinn is one of the most celebrated historians and social activists of our time. Raised in a working class family in Brooklyn, he was a shipyard worker and union organizer when World War II began. He served as a bombardier in the European Theatre and this experience shaped his opposition to war as an instrument of foreign policy. He became active in the civil rights movement as well as the anti-war movement from the 1950s to the 1970s. He is perhaps best known as the author of A People's History of the United States, published in 1980. This study of Zinn's life and work opens the door to many aspects of historical study generally untouched in traditional secondary and collegiate survey courses in United States history. To Zinn, history is not an objective account of the past to be indelibly carved into the brains of American citizens; rather, history is an ever-changing palette of events as people react to the contexts and
cultures they find themselves immersed in. By considering the lives and thoughts of less politically and socially prominent individuals, students have the opportunity to re-examine their own beliefs and assumptions about contemporary American life. Students will gain insight into how history is constructed and recorded through a consideration of the life and writings of Howard Zinn.

Look Up! The ultimate aim of reading is not the process but to understand what we read and comprehension can take place at many different levels. There has been an increasing emphasis on the importance of reading comprehension in recent years but despite this there is very little written on this vital topic accessible to trainee and practicing teachers. The Handbook of Reading Comprehension presents an overview of recent findings on reading comprehension and comprehension problems in children. It provides a detailed examination of the characteristics of children who have reading comprehension difficulties, and examines ways in which comprehension can be supported and improved. It is accessibly written for students and professionals with no previous background in the psychology of reading or reading problems. This indispensable handbook asks the question ‘what is comprehension?’ The authors consider comprehension of different units of language: understanding single words, sentences, and connected prose and outline what readers (and listeners) have to do to successfully understand an extended text. This book also considers comprehension for different purposes, in particular reading for pleasure and reading to learn and explores how reader characteristics such as interest and motivation can influence the comprehension process. Different skills contribute to successful reading comprehension. These include word reading ability, vocabulary knowledge, syntactic skills, memory, and discourse level skills such as the ability to make inferences, knowledge about text structure, and metacognitive skills. The authors discuss how each one contributes to the development of reading comprehension skill and how the development of these skills (or their precursors) in pre-readers, provides the foundation for reading comprehension development. Areas covered include:- Word reading and comprehension Development of comprehension skills Comprehension difficulties Assessment Teaching for improvement Throughout the text successful experimental and classroom based interventions will be highlighted, practical tips for teachers and summary boxes detailing key points and explaining technical terms will be included in each chapter

Adolescent Literacies This is a bank of ideas designed to help teachers to develop the writing of primary-school pupils. It is concerned mainly with the compositional aspects of writing, rather than spelling, handwriting and punctuation, and consists of five main sections, dealing with writing stories and poems, writing for information, writing from reading, writing from personal experience, and redrafting and proof-reading.

Knowledge to Support the Teaching of Reading This book presents an ambitious model for how educators can design high-quality, challenging, and supportive learning opportunities for English Learners and other students identified to be in need of language and literacy support. Starting with the premise that conceptual, analytic, and language practices develop simultaneously as students engage in disciplinary learning, the authors argue for instruction that amplifies—rather than simplifies—expectations, concepts, texts, and learning tasks. The authors offer clear guidance for designing lessons and units and provide examples that demonstrate the approach in various subject areas, including math, science, English, and social studies. This practical resource will guide teachers through the coherent design of tasks, lessons, and units of study that invite English Learners (and all students) to engage in productive, meaningful, and intellectually engaging activity. “This book offers the most detailed guide available for designing instruction for students categorized as ELLs. Theoretically grounded and informed by years of implementation and study, this work is without equal in the field. I recommend the book enthusiastically as required reading in all teacher preparation programs.” —Guadalupe Valdés, Bonnie Katz Tenenbaum Professor of Education, Stanford Graduate School of Education “Reflecting its title, this book is an amplification of what it means to provide the best learning opportunities for English Language learners. Drawing on classroom-based research, Amplifying the Curriculum offers many practical examples of intellectually engaging units and tasks. This innovative book
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belongs on the bookshelves of all teachers. “—Pauline Gibbons, UNSW Sydney “This timely book is a call to educators across the nation to integrate language, literacy, and disciplinary knowledge to improve the education of our new American students.” —Tatyana Kleyn, The City College of New York

Well-Behaved Women Seldom Make History

Carrie's War 3 2 1 LIFT OFF. Let science-mad chatterbox Rocket launch into your hearts in this inspiring picture book from two incredible debut talents. Rocket's going to be the greatest astronaut, star-catcher, space-traveller that has ever lived! But First, she needs to convince her big brother Jamal to stop looking down at his phone and start LOOKING UP at the stars. --- Bursting with energy and passion about space and the natural world, this heartwarming picture book will reignite your desire to turn off those screens and switch on to the outside world.

Teaching History at University A practical and engaging guide to the art of teaching history

Well-grounded in scholarly literature and practical experience, Teaching History offers an instructors’ guide for developing and teaching classroom history. Written in the author's engaging (and often humorous) style, the book discusses the challenges teachers encounter, explores effective teaching strategies, and offers insight for managing burgeoning technologies. William Caferro presents an assessment of the current debates on the study of history in a broad historical context and evaluates the changing role of the discipline in our increasingly globalized world. Teaching History reveals that the valuable skills of teaching are highly transferable. It stresses the importance of careful organization as well as the advantages of combining research agendas with teaching agendas. Inspired by the Scholarship of Teaching and Learning movement, the book encourages careful reflection on teaching methods and stresses the importance of applying various approaches to promote active learning. Drawing on the author's experience as an instructor at the high school and university levels, Teaching History: Contains an authoritative and humorous look at the profession and the strategies and techniques of teaching history incorporates a review of the current teaching practice in terms of previous methods, examining nineteenth and twentieth century debates and strategies includes a discussion of the use of technology in the history classroom, from the advent of course management (Blackboard) systems to today's digital resources Covers techniques for teaching the history of any nation not only American history Written for graduate and undergraduate students of history teaching and methods, historiography, history skills, and education. Teaching History is a comprehensive book that explores the strategies, challenges, and changes that have occurred in the profession.

Understanding and Teaching Reading Comprehension In this Second Edition of this radical social history of America from Columbus to the present, Howard Zinn includes substantial coverage of the Carter, Reagan and Bush years and an Afterword on the Clinton presidency. Its commitment and vigorous style mean it will be compelling reading for undergraduate and post-graduate students and scholars in American social history and American studies, as well as the general reader.

Teaching Readers (Not Reading) This practical guide presents six research-tested historical investigations along with all corresponding teacher materials and tools that have improved the historical thinking and argumentative writing of academically diverse students.

Teaching and Learning in History Reading instruction is too often grounded in a narrowly defined "science of reading" that focuses exclusively on cognitive skills and strategies. Yet cognition is just one aspect of reading development. This book guides K–8 educators to understand and address other scientifically supported factors that influence each student's literacy learning, including metacognition, motivation and engagement, social–emotional learning, self-efficacy, and more. Peter Afflerbach uses classroom vignettes to illustrate the broad-based nature of student readers’ growth, and provides concrete suggestions for instruction and assessment. The book's utility is enhanced by end-of-chapter review questions and activities and a reproducible tool, the Healthy Readers Profile, which can be
Amplifying the Curriculum In this essential introduction to the study of Stuart history, Ronald Hutton provides a clear and authoritative guide to the main themes of the subject, as well as to the current condition of the discipline and its historiography. Ideal for both students and teachers, Debates in Stuart History: * helps students to understand key recent issues and debates and shows how to set their reading in context * provides a new sense of why historians of the Stuart period, both collectively and individually, perceive the past in particular ways * shows how these perceptions alter over time * aids our understanding of historians, and of the ways in which they use and interpret data

Debates in Stuart History Provides information on effective teaching of language and literacy skills.

Reading, Learning, Teaching Howard Zinn 'This book, informed by exceptionally wide inquiry into current history teaching practices in the English-speaking world, is a real achievement. The authors convey current context and challenges with great insight, and they move through possibilities in sequencing, content, skills and assessment, without strident comment, extending our knowledge of options and pitfalls in the process' - Peter N. Stearns, Provost, George Mason University 'Comprehensive, persuasive, and at all times accessible in style and argument, this text both encourages and empowers university historians to review and enhance their teaching practices. All key facets of programme development are explored with reference to an extensive and well-chosen range of international examples. The chapter on the historian's skills and qualities of mind is one of several that I will be referring to frequently' - Jeanine Graham, Senior Lecturer, History, University of Waikato ' the varied findings make fascinating reading this book should be required reading for everyone involved in teaching history: there is plenty here for us all to learn from' - ESCalate 'In providing such a clear, informative and thoughtful exploration of the current state of history in higher education, and in helping to raise the quality of critical debate about its future, this book contributes greatly to the growing scholarship of teaching and learning in the discipline. It should also become a vital resource for all historians who wish to honour the old dictum that, in teaching as in research, the one duty we owe history is to rewrite it' - Professor Paul Hyland, Director of History in the Subject Centre for History, Classics and Archaeology 'E XTREMELY USEFUL PROVIDES A THOUGHT-PROVOKING AND USEFUL DISCUSSION CONCERNING THE TASK OF ACTUALLY TEACHING HISTORY AT UNIVERSITY LEVEL THIS TIMELY BOOK NEEDS TO BE READ WIDELY, AND THE MANY ISSUES IT RAISES SHOULD COMMAND OUR CLOSEST ATTENTION' - Higher Education Review

Over the last 10 years or so, history as an academic discipline has become steeped in controversy and introspection. Additional areas of interest have opened up, fresh perspectives and approaches have been offered, and new teaching and learning strategies have been advocated. There has been an increasing emphasis on producing well-qualified graduates equipped with the skills, knowledge and attitudes to cope with the changing demands of the world of work. This book suggests how these issues may be managed. The authors identify and discuss the underlying principles, and consider ways in which they can be applied at module and programme levels. The Teaching & Learning in the Humanities series, edited by Ellie Chambers and Jan Parker, is for beginning and experienced lecturers. It deals with all aspects of teaching individual arts and humanities subjects in higher education. Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline-specific practices.

Reading Like a Historian Reflective practice is at the heart of effective teaching, and this book will help you develop into a reflective teacher of history. Everything you need is here: guidance on developing your analysis and self-evaluation skills, the knowledge of what you are trying to achieve and why, and examples of how experienced teachers deliver successful lessons. The book shows you how to plan lessons, how to make the best use of resources and how to assess pupils' progress effectively. Each chapter contains points for reflection, which encourage you to break off from your reading and think about the challenging questions that you face as a history teacher. The book comes with access to a companion website, where you will find: - Videos of real lessons so you can see the skills discussed in
Bee Clever Series Somebody once quipped that any work of Australian historical fiction is a 'burning fuse', travelling over decades through Australian culture and society. In some manner, every newly published Australian historical novel is connected to what it has preceded. Each work belongs to a proud history. Through multiple examples, Grant Rodwell encourages readers to see how a work of historical fiction has evolved. Thus, under various themes, WHOSE HISTORY? examines the traditions in Australian historical fiction, and ponders how Australian historical novels can engage teachers and student teachers. WHOSE HISTORY? aims to illustrate how historical novels and their related genres may be used as an engaging teacher/learning strategy for student teachers in pre-service teacher education courses. It does not argue all teaching of History curriculum in pre-service units should be based on the use of historical novels as a stimulus, nor does it argue for a particular percentage of the use of historical novels in such courses. It simply seeks to argue the case for this particular approach, leaving the extent of the use of historical novels used in History curriculum units to the professional expertise of the lecturers responsible for the units.

Whose History? Enthusiasm about the instructional potential of primary sources dates to the late 19th century and has been echoed recently in the work of literacy experts, historians, and educational psychologists. Yet, no extended intervention study has been undertaken to test the effectiveness of primary source instruction in real history classrooms. This study, with 236 eleventh-grade students in five San Francisco high schools, represented the first large-scale extended curriculum intervention in disciplinary reading in an urban district. The Reading Like a Historian (RLH) curriculum constituted a radical departure from traditional textbook-driven instruction by using a new activity structure, the "Document-Based Lesson," in which students used background knowledge and disciplinary reading strategies to interrogate, and then reconcile, historical accounts from multiple texts. A quasi-experiment control design measured the effects of a six-month intervention on four dimensions: 1) students' historical thinking; 2) their ability to transfer historical thinking strategies to contemporary issues; 3) their mastery of factual knowledge; and 4) their growth in general reading comprehension. MANCOVA analysis yielded significant main effects for the treatment condition on all four outcome-measures. Qualitative analyses of videotaped classroom lessons were conducted to determine the frequency and nature of whole-class text-based discussion. Only nine whole-class text-based discussions were identified in over 100 videotaped classroom lessons, despite the presence of instructional materials explicitly designed to support student discussion of debatable historical questions. Analysis of teacher and student participation suggests a relationship between active teacher facilitation that reviews background knowledge and poses direct questions about texts and higher levels of student argumentation. This dissertation is structured as three free-standing papers, each of which addresses one aspect of the larger study. In the first paper, I discuss the design of the quasi-experimental study and report quantitative findings. In the second paper, I locate teacher facilitation of whole-class historical discussion in the literature on classroom discourse, and I propose a developmental framework for analyzing student historical argumentation in classroom discussion. In the third and final paper, I discuss the theoretical underpinnings of the intervention curriculum and offer two examples to illustrate the structure of the "Document-Based Lesson."

Writing How ed tech was born: Twentieth-century teaching machines--from Sidney Pressey's mechanized test-giver to B. F. Skinner's behaviorist bell-ringing box. Contrary to popular belief, ed tech did not begin with videos on the internet. The idea of technology that would allow students to "go at their own pace" did not originate in Silicon Valley. In Teaching
Machines, education writer Audrey Watters offers a lively history of predigital educational technology, from Sidney Pressey's mechanized positive-reinforcement provider to B. F. Skinner's behaviorist bell-ripping box. Watters shows that these machines and the pedagogy that accompanied them sprang from ideas--bite-sized content, individualized instruction--that had legs and were later picked up by textbook publishers and early advocates for computerized learning. Watters pays particular attention to the role of the media--newspapers, magazines, television, and film--in shaping people's perceptions of teaching machines as well as the psychological theories underpinning them. She considers these machines in the context of education reform, the political reverberations of Sputnik, and the rise of the testing and textbook industries. She chronicles Skinner's attempts to bring his teaching machines to market, culminating in the famous behaviorist's efforts to launch Didak 101, the "pre-verbal" machine that taught spelling. (Alternate names proposed by Skinner include "Autodidak," "Instructomat," and "Autostructor.") Telling these somewhat cautionary tales, Watters challenges what she calls "the teleology of ed tech"--the idea that not only is computerized education inevitable, but technological progress is the sole driver of events.

Reading for Understanding 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.

What Should Schools Teach? When the Second World War air raids threaten their safety in the city, Carrie and her brother Nick are evacuated to a small Welsh village. But the countryside has dangers and adventures of its own - and a group of characters who will change Carrie's life for ever. There's mean Mr Evans, who won't let the children eat meat; but there's also kind Auntie Lou. There's brilliant young Albert Sandwich, another evacuee, and Mr Johnny, who speaks a language all of his own. Then there's Hepzibah Green, the witch at Druid's Grove who makes perfect mince pies, and the ancient skull with its terrifying curse For adults and young people aged eight and over. Emma Reeves has created a stunning stage adaptation of Nina Bawden's much loved classic account of life as an evacuee in the 1940s, which opened at the Lillian Bayliss Theatre in November 2006. This edition includes teachers' notes and activities for classes based on the play.

Teaching and Learning History Research on history instruction and learning is emerging as an exciting new field of inquiry. The editors prepared this volume because the field is at an important moment in its development -- a stage where there is research of sufficient depth and breadth to warrant a collection of representative pieces. The field of research on history teaching and learning connects with both traditional research on social studies and with recent cognitive analyses of domains such as mathematics and physics. However, the newer research goes beyond these activities as well. Where traditional research approaches to social studies instruction and learning have focused on curriculum, they have avoided the study of purely disciplinary features, the textual components of history and the concomitant
demands, as well as the nature of various learners. Where recent cognitive analyses of
mathematics and physics have dealt with misconceptions and knowledge construction, they
have avoided topics such as perspective-taking, interpretation, and rhetorical layerings. The
new work, by contrast, has been concerned with these issues as well as the careful analyses
of the nature of historical tasks and the nature of disciplinary and instructional explanations.
The lines of research presented in these chapters are both compelling and diverse and
include a range of topical questions such as: * What affects the quality of teaching? * How
are historical documents interpreted in the writing of history? * How is history explained? * What
are the classroom demands on an elementary school social studies teacher? * What
does text accomplish or fail to accomplish in educational settings? * How do teachers think
about particular topics for history teaching? Although much of the research reflects a
grounding in, or the influence of, cognitive psychology, not all of it derives from that
tradition. Traditions of rhetoric, curriculum analysis, and developmental psychology are also
woven throughout the chapters. The editors envision this volume as a contribution to
educational research in a subject matter, and as a tool for practitioners concerned with the
improvement of instruction in history. They also anticipate that it will contribute to cognitive
science.

Teaching U.S. History Thematically Drawing on a wide range of international research,
reflections and experiences of university historians, this book links theory and practice and
examines how high quality history teaching and learning can be achieved today in
universities world wide.

Reading Like a Historian Whether he is comparing how students and historians interpret
documentary evidence or analyzing children’s drawings, Wineburg’s essays offer rough maps
of how ordinary people think about the past and use it to understand the present. These
essays acknowledge the role of collective memory in filtering what we learn in school and
shaping our historical thinking.

Thinking Like a Historian The design of school curriculums involves deep thought about the
nature of knowledge and its value to learners and society. It is a serious responsibility that
raises a number of questions. What is knowledge for? What knowledge is important for
children to learn? How do we decide what knowledge matters in each school subject? And
how far should the knowledge we teach in school be related to academic disciplinary
knowledge? These and many other questions are taken up in What Should Schools Teach?
The blurring of distinctions between pedagogy and curriculum, and between experience and
knowledge, has served up a confusing message for teachers about the part that each plays
in the education of children. Schools teach through subjects, but there is little consensus
about what constitutes a subject and what they are for. This book aims to dispel confusion
through a robust rationale for what schools should teach that offers key understanding to
teachers of the relationship between knowledge (what to teach) and their own pedagogy
(how to teach), and how both need to be informed by values of intellectual freedom and
autonomy. This second edition includes new chapters on Chemistry, Drama, Music and
Religious Education, and an updated chapter on Biology. A revised introduction reflects on
emerging discourse around decolonizing the curriculum, and on the relationship between the
knowledge that children encounter at school and in their homes.

Teaching History Our pupils’ success will be defined by their ability to read fluently and
skilfully. But despite universal acceptance of reading’s vital importance, the reading gap in
our classroom remains, and it is linked to an array of factors, such as parental wealth,
education and book ownership, as well as classroom practice. To close this gap, we need to
ensure that every teacher has the knowledge and skill to teach reading with confidence. In
Closing the Reading Gap, Alex Quigley explores the intriguing history and science of reading,
synthesising the debates and presenting a wealth of usable evidence about how children
develop most efficiently as successful readers. Offering practical strategies for teachers at
every phase of their teaching career, as well as tackling issues such as dyslexia and the role
of technology, the book helps teachers to be an expert in how pupils ‘learn to read’ as well
as how they ‘read to learn’ and explores how reading is vital for unlocking a challenging
Access Free Reading Like A Historian Teaching Literacy In Middle And High School History Classrooms

academic curriculum for every student. With a focus on nurturing pupils’ will and skill to read for pleasure and purpose, this essential volume provides practical solutions to help all teachers create a rich reading culture that will enable every student to thrive in school and far beyond the school gates.

Historical Thinking and Other Unnatural Acts Considering studying history at university? Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it’s actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That’s where the Why Study series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.

A People's History of the United States No topic in U.S. history is as emotionally fraught, or as widely taught, as the nation's centuries-long entanglement with slavery. This volume offers advice to college and high school instructors to help their students grapple with this challenging history and its legacies.

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