



Knowing, Teaching, and Learning History: National and International Perspectives

From imusti



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As issues of history and memory collide in our society and in the classroom, the time is ripe to rethink the place of history in our schools. **Knowing, Teaching, and Learning History** represents a unique effort by an international group of scholars to understand the future of teaching and learning about the past. It will challenge the ways in which historians, teachers, and students think about teaching history.

The book concerns itself first and foremost with the question, "How do students develop sophisticated historical understandings and how can teachers best encourage this process?" Recent developments in psychology, education, and historiography inform the debates that take place within **Knowing, Teaching, and Learning History**. This four-part volume identifies the current issues and problems in history education, then works towards a deep and considered understanding of this evolving field. The contributors to this volume link theory to practice, making crucial connections with those who teach history.

Published in conjunction with the American Historical Association.

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Knowing, Teaching, and Learning History: National and International Perspectives From imusti Bibliography

- Sales Rank: #675606 in Books
- Brand: imusti
- Published on: 2000-09-01
- Released on: 2000-09-01
- Original language: English
- Number of items: 1
- Dimensions: 9.00" h x 1.24" w x 6.00" l, 1.40 pounds
- Binding: Paperback
- 482 pages



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Editorial Review

Review

"A state-of-the-art compendium of interdisciplinary understandings of how we best learn history."

-Leon Fink, professor of history, University of Illinois at Chicago; Vice President, Teaching Division, AHA

"A remarkable intellectual synthesis by the key people who have made history education a very new field, linking practice, theory and historical perspective."

-William Weber, editor of *The History Teacher*

"Knowing, Teaching, and Learning History examines the current state of history education by exploring the connections between the historical discipline, learning theory, and classroom practice. This interdisciplinary collection of articles addresses recent developments in the theory and practice of history education by scrutinizing how historical narratives are learned and what disciplinary practices and habits of mind facilitate historical understanding. Contributions by historians, teacher educators, educational psychologists, and classroom teachers bridge institutional boundaries and explore history education from elementary schools to university classrooms."

-Loretta Sullivan Lobes, Executive Director, National History Education Network, Carnegie Mellon University

"This is not a static voyage; rather, it is one that will take the interested reader on a wonderful journey of discovery and reexamination. . . . Captured within its pages, **Knowing** provides an educational framework that anchors the discipline and centers its impact upon society."

-*Canadian Social Studies*

"The 22 useful and engaging essays in this book represent leading work in the scholarship of teaching and learning related to history. The collection is a valuable effort. Hopefully these essays will do much to bridge the gap between historians, teacher educators, and teachers."

-*Teaching History*

From the Back Cover

As issues of history and memory collide in our society and in the classroom, the time is ripe to rethink the place of history in our schools. *Knowing, Teaching, and Learning History* represents a unique effort by an international group of scholars to understand the future of teaching and learning about the past. It will challenge the ways in which historians, teachers, and students think about the teaching of history.

Peter N. Stearns, provost of George Mason University, has been vice president of the American Historical

Association and head of its teaching division. His book *Fat History: Bodies and Beauty in the Modern West* was a finalist for the *Los Angeles Times* Book Prize. Professor of Curriculum Studies at the University of British Columbia, Peter Seixas has taught in high schools for 15 years, earned a Ph.D. in history from UCLA, and has published numerous articles on social studies curriculum, historical understanding, and school-university collaboration. Professor of Educational Psychology and Adjunct Professor of History at the University of Washington, Sam Wineburg was a member of the NRC-National Academy of Science Commission that produced the 1999 report "How People Learn," and he is author of *Historical Thinking and Other Unnatural Acts*.

About the Author

Peter N. Stearns is Provost and University Professor at George Mason University. Since 1967, he has served as editor-in-chief of *The Journal of Social History*. His numerous books include *World History in Documents; American Behavioral History; and Anxious Parents*.

Professor of Curriculum Studies at the University of British Columbia, **Peter Seixas** has published numerous articles on social studies curriculum, historical understanding, and school-university collaboration.

Professor of Educational Psychology and Adjunct Professor of History at the University of Washington, **Sam Wineburg** is author of the forthcoming *Historical Thinking and Other Unnatural Acts*.

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Jennifer Dillon:

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