

# thinking like an historian

Thinking Like an Historian: Unlocking the Past with Critical Insight

**thinking like an historian** opens up a fascinating world of inquiry where the past is not just a series of dates and events, but a dynamic story shaped by evidence, perspective, and interpretation. Whether you are a student, a curious reader, or someone who simply loves to understand how our world came to be, adopting the mindset of a historian can transform the way you engage with history and even the present. This approach goes beyond memorizing facts—it involves critical thinking, analyzing sources, and appreciating the complexities of human experience across time.

## What Does It Mean to Think Like an Historian?

Thinking like an historian means developing a set of skills and habits that allow you to investigate the past rigorously and thoughtfully. Historians don't just accumulate information; they question it, evaluate its reliability, and consider multiple viewpoints before drawing conclusions. This process requires curiosity, skepticism, and empathy.

At its core, thinking like an historian involves:

- Examining primary and secondary sources carefully.
- Understanding the context in which events occurred.
- Recognizing bias and perspective in historical narratives.
- Constructing coherent interpretations based on evidence.

These practices help avoid oversimplification and encourage a richer understanding of history's complexities.

## The Role of Evidence in Historical Thinking

One of the cornerstones of thinking like an historian is the use of evidence. Historians rely heavily on primary sources—documents, letters, artifacts, photographs, and more—that come directly from the period under study. They also consult secondary sources, which interpret and analyze primary data.

However, not all evidence is created equal. A key skill is assessing the credibility, origin, and purpose of each source. For instance, a government propaganda poster will tell a different story than a personal diary from the same era. By weighing these sources against each other, historians can piece together a more balanced and nuanced picture.

## Developing Critical Thinking Through Historical Inquiry

Thinking like an historian naturally strengthens critical thinking skills. It encourages asking open-ended questions such as:

- Why did this event happen when it did?
- Who benefited or suffered as a result?
- How might different groups have experienced this event differently?
- What evidence supports or contradicts popular narratives?

These questions push beyond surface-level understanding and challenge assumptions. For example, studying the causes of a war involves not only the obvious political motives but also economic, social, and cultural factors that influenced decision-making.

## **Contextualizing Events: Seeing the Bigger Picture**

Context is everything in history. Thinking like an historian means placing events within their broader social, political, and economic environments. This contextualization helps explain why people acted the way they did and how historical forces interacted.

Take the Industrial Revolution, for example. Understanding it requires looking at technological innovations, labor changes, urbanization, and shifts in political power. Without this wider lens, the story becomes fragmented and less meaningful.

## **Understanding Bias and Perspective in History**

No historical account is completely objective. Every historian, writer, or source brings a perspective shaped by their time, culture, and personal beliefs. Recognizing bias is a fundamental part of thinking like an historian.

## **How to Detect Bias in Historical Sources**

- Consider who created the source and for what purpose.
- Analyze the language used—does it seem persuasive, emotional, or one-sided?
- Compare multiple accounts of the same event from different viewpoints.
- Reflect on what might be omitted or emphasized.

By doing this, historians avoid taking information at face value and strive for a more balanced understanding.

## **The Importance of Narrative and Interpretation**

History is not just a collection of facts; it's a story we tell about the past. Thinking like an historian means recognizing that narratives are constructed and that interpretation plays a critical role. Two historians might look at the same event and come to different conclusions based on their analysis of evidence.

This interpretive nature of history is what makes it so vibrant and relevant. It allows us to revisit and

revise our understanding as new information emerges or as our values change.

## **Tips for Constructing Historical Arguments**

- Start with a clear, focused question or thesis.
- Use evidence systematically to support your claims.
- Acknowledge counterarguments and alternative interpretations.
- Write with clarity and precision to communicate your findings effectively.

These steps help produce well-rounded historical essays or discussions and mirror the work professional historians do.

## **Applying Historical Thinking Beyond the Classroom**

Learning to think like an historian isn't just for academic purposes. These skills are incredibly valuable in everyday life. They enhance media literacy by helping you critically evaluate news sources and social media content. They foster empathy by encouraging you to see events through others' eyes and appreciate different experiences.

Furthermore, historical thinking encourages lifelong learning. Every time you read about current events, understanding their historical roots can deepen your insight and inform your perspective.

## **Practical Exercises to Cultivate Historical Thinking**

- Analyze a historical document or artifact and ask what it reveals about its time.
- Compare news reports from different countries on the same event.
- Research a local historical event and explore its impact on your community.
- Debate historical interpretations with friends or classmates.

These activities sharpen your analytical skills and make history an active, engaging pursuit.

Thinking like an historian transforms history from static knowledge into a vibrant dialogue between the past and the present. It teaches us to question, interpret, and understand the complexities of human experience—a mindset that enriches both our intellectual and personal lives.

## **Frequently Asked Questions**

### **What does it mean to think like a historian?**

Thinking like a historian involves critically analyzing sources, understanding context, evaluating evidence, and considering multiple perspectives to interpret past events accurately.

## **Why is it important to consider multiple perspectives in historical analysis?**

Considering multiple perspectives helps historians avoid bias, understand the complexity of events, and gain a more comprehensive and nuanced view of history.

## **How do historians evaluate the reliability of sources?**

Historians assess the origin, purpose, context, and consistency of sources, cross-referencing with other evidence to determine their credibility and reliability.

## **What role does context play in thinking like a historian?**

Context allows historians to understand the circumstances surrounding events or sources, including cultural, social, political, and economic factors that influenced actions and interpretations.

## **How can thinking like a historian benefit critical thinking skills?**

It enhances critical thinking by encouraging careful examination of evidence, questioning assumptions, recognizing bias, and constructing well-supported arguments.

## **What strategies do historians use to interpret conflicting evidence?**

Historians compare sources, consider the authors' perspectives and motivations, evaluate the evidence's reliability, and acknowledge uncertainties to reconcile or explain conflicting information.

## **Additional Resources**

Thinking Like an Historian: Unlocking the Past Through Critical Inquiry

**thinking like an historian** involves more than merely memorizing dates or recounting events; it requires adopting a mindset centered on critical analysis, contextual understanding, and evidence-based interpretation. This approach is essential not only for scholars but also for anyone seeking a deeper comprehension of how past societies, decisions, and movements shape the contemporary world. In an age where information is abundant yet often fragmented or biased, cultivating the ability to think like an historian is increasingly valuable for navigating complex narratives and discerning fact from fiction.

## **Understanding the Core Principles of Historical Thinking**

At its foundation, thinking like an historian entails a disciplined process that prioritizes inquiry over

acceptance. Historians do not simply accept historical accounts at face value; they interrogate sources, evaluate evidence, and consider multiple perspectives. This analytical rigor forms the backbone of historical methodology and is critical for producing interpretations that withstand scrutiny.

One of the primary tenets is recognizing the importance of context. Events do not occur in isolation; they are products of specific cultural, social, economic, and political conditions. For example, understanding the causes of the French Revolution requires an examination of 18th-century French society's class structures, economic crises, and Enlightenment ideas rather than viewing it solely as a spontaneous uprising.

## **Critical Evaluation of Sources**

A hallmark of thinking like an historian is the ability to assess primary and secondary sources critically. Primary sources such as letters, official documents, photographs, and artifacts offer firsthand accounts but must be examined for biases, limitations, and reliability. Secondary sources, including scholarly articles and history books, provide interpretations that can vary according to the author's perspective and methodology.

This process involves several key questions:

- Who created the source, and what was their purpose?
- What biases or assumptions are present?
- How does this source compare with others from the same period?
- What information is missing, and why might it have been excluded?

By systematically answering these questions, historians can piece together a more nuanced and credible narrative.

## **The Role of Evidence and Interpretation**

While facts are crucial, thinking like an historian also means accepting that history is not a fixed set of truths but rather an evolving interpretation of evidence. Different historians may analyze the same data and arrive at varying conclusions based on their frameworks or new discoveries. This dynamic nature highlights the importance of intellectual flexibility and openness to revision.

For instance, the interpretation of the causes and impacts of World War I has evolved significantly over the last century. Earlier accounts often focused on the actions of a few key leaders, whereas more recent scholarship incorporates broader factors such as economic rivalries, colonial ambitions, and complex alliance systems.

# Chronology and Causation

A crucial aspect of historical thinking is understanding chronology—the sequence of events—and causation, which explores why events happened and their effects. Historians strive to distinguish between correlation and causation to avoid oversimplified conclusions.

Analyzing causation involves:

- Identifying immediate and long-term causes
- Recognizing multiple, interacting factors
- Avoiding presentism, or interpreting past events solely through the lens of contemporary values

This careful examination helps to build a comprehensive picture that accounts for complexity rather than relying on linear cause-effect assumptions.

## Thinking Like an Historian in Contemporary Contexts

The skills associated with historical thinking are increasingly relevant beyond academia. In media literacy, for example, the ability to evaluate sources critically, recognize bias, and contextualize information is vital for navigating news and social media landscapes.

Moreover, policymakers and leaders who think like historians can better anticipate consequences by understanding historical precedents. The study of past pandemics, economic crises, or social movements offers valuable lessons that can inform present-day decision-making.

## Educational Implications and Pedagogical Strategies

Encouraging students to think like historians transforms history education from rote memorization to active inquiry. Educators employ various strategies to foster these skills:

1. Engaging students with primary source analysis exercises
2. Promoting debates that explore multiple interpretations of historical events
3. Using project-based learning to reconstruct historical contexts
4. Teaching the importance of sourcing and corroboration

These approaches not only enhance historical understanding but also cultivate critical thinking and

analytical skills transferable across disciplines.

## Challenges in Adopting a Historian's Mindset

While the benefits of thinking like an historian are clear, several challenges can impede this process. The sheer volume and diversity of historical sources can be overwhelming, sometimes leading to information overload or selective bias. Additionally, the subjective nature of interpretation means that personal or cultural biases can influence historical analysis.

Furthermore, the politicization of history in many societies complicates objective inquiry. Conflicting national narratives or ideological agendas may pressure historians or learners to conform to particular viewpoints, undermining the integrity of historical thinking.

Nevertheless, awareness of these obstacles is part of the historian's critical toolkit, enabling practitioners to navigate and mitigate such issues.

## The Digital Age and Historical Thinking

The digital transformation has both expanded access to historical data and introduced new complexities. Online archives, digitized documents, and multimedia sources have democratized information, allowing broader participation in historical research. However, the proliferation of misinformation and the ease of manipulating digital content demand heightened vigilance.

Thinking like an historian in the digital era means applying traditional source criticism to new media, verifying authenticity, and cross-referencing multiple platforms. Tools such as digital forensics and metadata analysis have become integral to modern historical inquiry.

In conclusion, thinking like an historian represents a rigorous, reflective approach to understanding the past. It equips individuals with the analytical frameworks necessary to interpret complex evidence, challenge assumptions, and appreciate the multifaceted nature of history. Whether applied in academic research, education, media consumption, or public policy, this mindset fosters a deeper, more informed engagement with the narratives that shape human experience.

## Thinking Like An Historian

**thinking like an historian:** Thinking Like a Historian Nikki Mandell, Bobbie Malone, 2013-06-19 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.

**thinking like an historian: Reading Like a Historian** Avishag Reisman, 2011 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..

**thinking like an historian: Reading Like a Historian** Sam Wineburg, Daisy Martin, Chauncey Monte-Sano, 2015-04-26 This practical resource shows you how to apply Sam Wineburg's 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.

**thinking like an historian: Thinking Like a River** Franz Krause, 2023-06-02 The Kemi River is the major watercourse in the Finnish province of Lapland and the »stream of life« for the inhabitants of its banks. Franz Krause examines fishing, transport and hydropower on the Kemi River and analyses the profoundly rhythmic patterns in the river dwellers' activities and the river's dynamics. The course of the seasons and weekly and daily rhythms of discharge, temperature, work and other patterns make the river dwellers' world an ever-transforming phenomenon. The flows of life and the frictions of everyday encounters continually remake the river and its inhabitants, negotiating national strategies, economic power, people's ingenuity, and the currents of the Kemi River.

**thinking like an historian: Cultivating Literate Citizenry Through Interdisciplinary Instruction** Scott, Chyllis E., Miller, Diane M., Albert, Matthew, 2024-04-05 The role of literacy instruction extends far beyond traditional English language arts classrooms. Cultivating Literate Citizenry Through Interdisciplinary Instruction delves into the necessary concepts within the realm of literacy across and within various academic disciplines. From the foundational core courses of English



language arts, mathematics, science, and social studies to enriching extracurricular pursuits like agriculture, theater arts, visual arts, and kinesiology, this book encapsulates the essence of fostering literacy competencies in all domains. This comprehensive resource caters to a diverse audience, spanning preservice and in-service teachers, teacher educators, district and school leaders, and educational researchers. It is a versatile tool, ideal for integrating literacy methods courses focusing on content-area and disciplinary literacy instruction across all age groups. Practicing teachers will find it an invaluable resource for their ongoing professional development, while educational leaders will gain profound insights to inform their instructional support strategies.

**thinking like an historian:** *Document-Based Assessment Activities, 2nd Edition* Marc Pioch, Jodene Lynn Smith, 2020-03-02 Today's students need to know how to evaluate sources and use evidence to support their conclusions. This K-12 resource for teachers provides instructional support as well as a variety of learning opportunities for students. Through the activities in this book, students will ask and answer compelling questions, analyze primary sources, approach learning through an inquiry lens, and hone their historical thinking skills. The lessons teach skills and strategies for analyzing historical documents, partnered with document-based assessments. Graphic organizer templates help students structure their analyses. This resource written by Marc Pioch and Jodene Smith prepares students for standardized tests and engages students with inquiry. The scaffolded approach to teaching analysis skills can be applied across grades K-12.

**thinking like an historian:** *Essential Primary History* Christopher Russell, 2016-07-16 This book is an essential handbook on teaching primary history, combining subject knowledge with practical teaching ideas to ensure your teaching of history is both imaginative and creative. Emphasizing the importance of history and its wider skillset, the book explores the concepts and skills that are the fundamental building blocks of history teaching such as: • Chronological understanding • Concepts and skills • Interpretation and evidence Each chapter offers a structured approach and provides a range of activities that both address specific elements of the history curriculum and help develop this wider skillset. It includes practical ideas for lessons through an essential toolkit of ideas, teaching strategies and activities, with each activity designed to focus on a key skill or attribute associated with teaching primary history. The practical insights accompanied by a grounded rationale for each aspect of history will help you learn the best methods for approaching the teaching of history in the primary school, as well as plan and deliver effective history lessons. This book is ideal if you are training to teach as it will help you with your assignments and your teaching placements. It is also recommended if you are a more experienced practitioner or history coordinator and want to provide the very best experiences in primary history to children in your school. "An essential and inspirational guidebook for the successful teaching of history within the primary classroom! If you are in any way involved with the teaching of history, you owe it to yourself to read this book. A 'must have' for all history coordinators and teachers within the primary sector, from trainees to the experienced, who wish to raise the profile of history within their school. Closely tied to the new primary curriculum, it is enriched with excellent ideas to make history in the classroom a fun and memorable experience." Julia Wilson, Primary Teacher, Hensingham Primary School, UK "This book is easy to read and will enable all teachers (whatever their stage of career development) to become even better at teaching History. The chapter about the history of the curriculum is particularly interesting because it helps us all to understand what has influenced curriculums and pedagogies over time, whereas the Planning, Assessment and Toolkit chapters are useful on a more practical level. What is particularly ideal for trainee teachers is the Theory into Practice chapter that blends the pedagogy of History with learning theory. I will certainly be recommending this text to all my student teachers." Maggie Webster, Senior Lecturer and RE Subject Coordinator, Edge Hill University, UK "Chris Russell has provided a gem of a guide with lots of practical advice for the student and practising teacher of history in the primary classroom, as well as a good book to read in its own right. Marian Hodgson, Head Teacher, St Philips CE Primary School, Litherland, UK

**thinking like an historian: Reconstructing History** Elizabeth Fox-Genovese, Elisabeth

Lasch-Quinn, 2019-10-25 In May 1997, a group of distinguished historians announced the formation of the Historical Society, an organization that sought to be free of the jargon-laden debates and political agendas that have come to characterize the profession. Eugene Genovese, President of the Society, explained the commitment to form a new and genuinely diverse organization. The Society extends from left to right and embraces people of every ideological and political tendency. The Society promotes frank debate in an atmosphere of civility, mutual respect, and common courtesy. All we require is that participants lay down plausible premises; reason logically; appeal to evidence; and prepare to exchange criticism with those who hold different points of view. Our goal: to promote an integrated history accessible to the public. From those beginnings, the Society has grown to include hundreds of members from every level of the profession, from Pulitzer-prize winning scholars to graduate students, across the ideological and political spectrum. In this first book from the Historical Society, several founding members explore central topics within the field; the enduring value of the practice of history; the sensitive use of historical records, sources, and archives; the value of common standards; and much more. An engaging and challenging work that will appeal to scholars, students, educators, and the many public readers who have become lost in the culture wars, *Reconstructing History* is sure to generate the kind of civil, reasoned debate that is a foundational goal of the Historical Society. Contributors include Walter A. McDougall, Marc Trachtenberg, Alan Charles Kors, Deborah A. Symonds, Leo P. Ribuffo, Bruce Kuklick, Elizabeth Fox-Genovese, Gertrude Himmelfarb, Edward Berkowitz, John Patrick Diggins, John Womack, Victor Davis Hanson, Miriam R. Levin, Martin J. Sklar, Eugene D. Genovese, Daniel C. Littlefield, Elisabeth Lasch-Quinn, Russell Jacoby, Rochelle Gurstein, Paul Rahe, Donald Kagan, Diane Ravitch, Sean Wilentz, Louis Ferleger and Richard H. Steckel.

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**thinking like an historian: Reading Research at Work** Katherine A. Dougherty Stahl, Michael C. McKenna, 2006-04-20 This book presents state-of-the-science research on the components of successful literacy learning and how to target them in contemporary classrooms. The volume builds on and extends the work of Steven Stahl, whose pioneering contributions encompassed the key areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and assessment. Ten classic papers by Stahl are accompanied by 16 new chapters by other leading experts, who highlight Stahl's theoretical, methodological, and instructional innovations; describe how knowledge about each domain continues to evolve; and discuss implications for helping all children become better readers.

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**thinking like an historian: It's Critical** Booth David Booth, 2008 Plan literacy events that will engage students as they explore a variety of text forms - from poems to novels, from speeches to blogs, from art to invention.

**thinking like an historian: Knowing and Writing School History** Luciana C. de Oliveira, 2011-03-01 Because school history often relies on reading and writing and has its own discipline-specific challenges, it is important to understand the language demands of this content area, the typical writing requirements, and the language expectations of historical discourse. History uses language in specialized ways, so it can be challenging for students to construct responses to

historical events. It is only through a focus on these specialized ways of presenting and constructing historical content that students will see how language is used to construe particular contexts. This book provides the results of a qualitative study that investigated the language resources that 8th and 11th grade students drew on to write an exposition and considered the role of writing in school history. The study combined a functional linguistic analysis of student writing with educational considerations in the underresearched content area of history. Data set consisted of writing done by students who were English language learners and other culturally and linguistically diverse students from two school districts in California. The book is an investigation of expository school history writing and teachers' expectations for this type of writing. School history writing refers to the kind of historical writing expected of students at the pre-college levels.

**thinking like an historian:** Thinking History 4-14 Grant Bage, 2000 In this book the author looks at the past, present and the future of history teaching in primary schools in an attempt to provide a practical framework for teachers. Section one reviews relevant literature with an aim to clarify the dilemmas and advance present thinking and practice in history teaching in primary schools. Section two offers case studies, curriculum materials and designs, teaching ideas and methods, teacher-development and curriculum development materials, at the same time as tying it in to the existing knowledge-base. Section three considers the 'perennial dilemmas' for school history in the 21st century, including: how can history survive in an increasingly over-crowded and competitive school curriculum? How can history be harnessed to improvements in literacy and numeracy? What should the primary history curriculum contain? How can IT secure easier access to historical information and evidence?

**thinking like an historian:** Oxford IB Diploma Programme: The Move to Global War Course Companion Joanna Thomas, Keely Rogers, 2015-11-26 Drive critical, engaged historical learning. Helping learners more deeply understand historical concepts, the student-centred approach of this new Course Book enables broader, big picture understanding. Developed directly with the IB and fully supporting the new syllabus for first examination 2017, the clear, structured format helps you logically and easily progress through the new course content. Cover the new syllabus in the right level of depth, with rich, thorough subject content Developed directly the with IB, with the most comprehensive support for the new syllabus Truly engage learners with topical, relevant material that convincingly connects learning with the modern, global world Streamline your planning, with a clear and thorough structure helping you logically progress through the syllabus Decipher source evaluation, refine and progress analytical thinking and fully embed vital Paper 1 skills, strengthening exam performance Integrate Approaches to learning with ATLs like thinking, communi

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**thinking like an historian: Social Studies Teacher Education** Christopher C. Martell, 2017-10-01 Over the past decade, the world has experienced a major economic collapse, the increasing racial inequity and high-profile police killings of unarmed Black and Brown people, the persistence of global terrorism, a large-scale refugee crisis, and the negative impacts of global warming. In reaction to social instability, there are growing populist movements in the United States and across the world, which present major challenges for democracy. Concurrently, there has been a rise of grassroots political movements focused on increasing equity in relation to race, gender, class, sexual orientation, and religion. The role of social studies teachers in preparing the next generation of democratic citizens has never been more important, and the call for more social studies teacher educators to help teachers address these critical issues only gets louder. This volume examines how teacher educators are (or are not) supporting beginning and experienced social studies teachers in

such turbulent times, and it offers suggestions for moving the field forward by better educating teachers to address growing local, national, and global concerns. In their chapters, authors in social studies education present research with implications for practice related to the following topics: race, gender, sexual orientation, immigration, religion, disciplinary literacy, global civics, and social justice. This book is guided by the following overarching questions: What can the research tell us about preparing and developing social studies teachers for an increasingly complex, interconnected, and rapidly changing world? How can we educate social studies teachers to “teach against the grain” (Cochran-Smith, 1991, 2001b), centering their work on social justice, social change, and social responsibility?

**thinking like an historian: *Learning From Text Across Conceptual Domains*** Cynthia R. Hynd, 2013-12-16 This volume is an attempt to synthesize the understandings we have about reading to learn. Although learning at all ages is discussed in this volume, the main focus is on middle and high school classrooms--critical spaces of learning and thinking. The amount of knowledge presented in written form is increasing, and the information we get from texts is often conflicting. We are in a knowledge explosion that leaves us reeling and may effectively disenfranchise those who are not keeping up. There has never been a more crucial time for students to understand, learn from, and think critically about the information in various forms of text. Thus, understanding what it means to learn is vital for all educators. Learning from text is a complex matter that includes student factors (social, ethnic, and cultural differences, as well as varying motivations, self-perceptions, goals, and needs); instructional and teacher factors; and disciplinary and social factors. One important goal of the book is to encourage practicing teachers to learn to consider their students in new ways--to see them as being influenced by, and as influencing, not just the classroom but the total fabric of the disciplines they are learning. Equally important, it is intended to foster further research efforts--from local studies of classrooms by teachers to large-scale studies that produce generalizable understandings about learning from text. This volume--a result of the editor's and contributors' work with the National Reading Research Center--will be of interest to all researchers, graduate students, practicing teachers, and teachers in training who are interested in understanding the issues that are central to improving students' learning from text.

**thinking like an historian: *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.

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