

Second Edition

DOING HISTORY

Investigating With Children
in Elementary and Middle Schools

Linda S. Levstik
Keith C. Barton

Doing History Investigating With Children In Elementary And Middle Schools

Sherry L. Field



Doing History Investigating With Children In Elementary And Middle Schools:

Doing History Linda S. Levstik, Keith C. Barton, 2005 Doing History Investigating With Children in Elementary and Middle Schools Third Edition offers a unique perspective on history instruction in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds the text shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The authors begin with the assumption that children can engage in valid forms of historical inquiry collecting and analyzing data examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts Vignettes in each chapter show communities of teachers and students doing history in environments rich in literature art writing discussion and debate Teachers and students are shown working together to frame and investigate meaningful historical questions Students write personal and family histories analyze primary and secondary sources examine artifacts conduct interviews and create interpretations through drama narrative and the arts The grounding of this book in contemporary sociocultural theory and research makes it particularly useful as a social studies methods text In each chapter the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory thus they not only provide specific examples of successful activities but place them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings Features include Classroom vignettes Rather than a cookbook of lesson ideas this text illustrates the possibilities and obstacles of meaningful teaching and learning in real classroom settings Inquiry oriented instruction The approaches shown in the classrooms portrayed derive from current theory and research in the field of history education This text is not a hodge podge of activities but a consistent and theoretically grounded illustration of meaningful history instruction Diversity of perspectives This is emphasized in two ways First the text helps students look at historical events and trends from multiple perspectives Second the classrooms illustrated throughout the book include teachers and students from a variety of backgrounds this gives the book widespread appeal to educators in a range of settings Assessment Teachers are provided with clear guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children s learning New in the Third Edition Greater attention is given to the role of history education in preparing students for participation in a pluralist democracy Connections are made between instructional activities and the aims of citizenship reflecting the authors view that history should contribute to deliberation over an evolving common good Examples are provided of techniques for scaffolding discussion about controversial issues and for grounding that discussion in historical study International comparisons are included to encourage reflection on the range of perspectives on history education across cultures Bibliographies are updated to incorporate new scholarship on historical thinking and learning New resources are included for children s literature that supports good teaching

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

Doing History Linda S. Levstik, 2005-06-23 Doing History Investigating With Children in Elementary and Middle Schools Third Edition offers a unique perspective on history instruction in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds the text shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The authors begin with the assumption that children can engage in valid forms of historical inquiry collecting and analyzing data examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts Vignettes in each chapter show communities of teachers and students doing history in environments rich in literature art writing discussion and debate Teachers and students are shown working together to frame and investigate meaningful historical questions Students write personal and family histories analyze primary and secondary sources examine artifacts conduct interviews and create interpretations through drama narrative and the arts The grounding of this book in contemporary sociocultural theory and research makes it particularly useful as a social studies methods text In each chapter the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory thus they not only provide specific examples of successful activities but place them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings Features include Classroom vignettes Rather than a cookbook

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Project Based Learning in Real World U.S. History Classrooms Diana B. Turk, Stacie Brensilver Berman, 2024-08-01 Project Based Learning in Real World U S History Classrooms demonstrates how a project based learning approach can enrich and enliven the learning and teaching of U S history for middle and secondary level students It offers rich pedagogically innovative and academically rigorous project based learning units that can help students connect with and deeply understand key events and trends in U S history For each major topic that is covered in U S history classrooms this volume shows how rich historical material can be made accessible and exciting to a wide range of student learners using projects that engage them critically imaginatively and analytically This book is essential reading for pre service and practicing teachers in Social Studies Education History Education and Secondary Education

Teaching History for Justice Christopher C. Martell, Kaylene M. Stevens, 2021 Learn how to enact justice oriented pedagogy and foster students critical engagement in today s history classroom Over the past 2 decades various scholars have rightfully argued that we need to teach students to think like a historian or think like a democratic citizen In this book the authors advocate for cultivating activist thinking in the history classroom Teachers can use Teaching History for Justice to show students how activism was used in the past to seek justice how past social movements connect to the present and how democratic tools can be used to change society The first section examines the theoretical and research foundation for thinking like an activist and outlines three related pedagogical concepts social inquiry critical multiculturalism and transformative democratic citizenship The second section presents vignettes based on the authors studies of elementary middle and high school history teachers who engage in justice

oriented teaching practices Book Features Outlines key components of justice oriented history pedagogy for the history and social studies K 12 classroom Advocates for students to develop thinking like an activist in their approach to studying the past Contains research based vignettes of four imagined teachers providing examples of what teaching history for justice can look like in practice Includes descriptions of typical units of study in the discipline of history and how they can be reimaged to help students learn about movements and social change

Explorations in Curriculum History Sherry L.

Field,2005-02-01 Mission Statement The book series entitled Research in Curriculum and Instruction will focus on a considerations of curriculum practices at school district state and federal levels b relationship of curriculum practices to curriculum theories and societal issues c concerns derived from curriculum policy analyses and from analyses of various curriculum advocacies and d insights derived from investigations into curriculum history Although the series will emphasize the American curriculum scene aspects of curriculum practice and theory embedded in non US countries will not be overlooked Furthermore this series will not restrict its concern to general curriculum matters but it will draw explicit attention to curriculum issues relating to the several curriculum subjects The series primary concern will be to illuminate practice and issues toward informed and improved curriculum practice This volume will contain selected papers presented at meetings of the Society for the Study of curriculum History across the past decade plus several specially commissioned papers from senior scholars in the field Professor Field was the Society s President for some time during that period Papers will treat dimensions of the development of the American school curriculum both elementary and secondary

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 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 explore four principal stances toward history identification analysis moral response and exhibition 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 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 and 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 and 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

History 5-11 Hilary Cooper, 2012-06-25 *History 5-11* addresses the key issues surrounding the teaching of history in the primary curriculum With an emphasis on the importance of learning about the past through the processes of historical enquiry this textbook will be an invaluable resource to all trainee and practising primary teachers interested in teaching history in an accessible dynamic and above all enjoyable way This fully updated second edition highlights Examples of good practice Meaningful assessment and record keeping Planning for progression and differentiation The primary to secondary transition Cross curricular approaches to history This book also analyses the most recent and salient reports concerning primary education including the 2011 Ofsted report History for All the Historical Association Primary Survey 2011 and the findings of the Cambridge Review It contains case studies lesson planning guidance and methods to develop pupils' historical understanding as well as offering creative and innovative ways to teach the subject of history in the primary classroom

History 3-11 Hilary Cooper, 2006-11-21 Replacing the bestselling *The Teaching of History in Primary Schools* acclaimed author Hilary Cooper returns with this invaluable resource showing how to sustain a dynamic history curriculum in the classroom

Reading, Writing, and Performing History in a Secondary Classroom Judith D. Ruggiero-Reed, 2008

Preserving History Scott Monroe Waring, 2011-06-01 What and how to teach in the K-16 classroom history has been a perennial and at times heated debate Beginning as early as 1892 the question of what

knowledge is of the most worth and what should be the central function of the history curriculum became a focus of many interested in education. It was felt that the teachers needed to move away from traditional methods of teaching history such as rote memorization and the dry and lifeless system of instruction by textbook and find new and engaging ways to broaden and cultivate the mind. Unfortunately these recommendations faced many critics and did not take hold in K-16 classrooms at this time or frankly at any point since then. Even though we tend to have a nostalgic memory of earlier time periods and in turn the educational capabilities of the children from various times in our nation's past, the results from multiple studies examining the historical knowledge base of America's youth has remained fairly discouraging. Much of the lack of knowledge present stems from the manner in which history is traditionally taught. Ineffective instructional methods greatly impact the interest levels or more frequently the distaste generated for learning about historical content and thus the public's corresponding perception of the importance of history within K-16 curricula. This book makes an effort at overcoming the persistent boredom and lack of historical knowledge present in our students by focusing on ways in which history instruction can be improved.

Computers in the Social Studies Theresa Johnson, 2002 Social Studies & the Young Learner, 2003 Annual Meeting Program - American Educational Research Association American Educational Research Association, 1997 **Teaching Social Studies in Middle and Secondary Schools** Candy Beal, Cheryl Mason Bolick, Peter H. Martorella, 2009. In the tradition of social studies innovator Peter Martorella, this readable, accessible text offers prospective teachers a comprehensive introduction to teaching social studies to middle and secondary school students. With the purpose of social studies being the development of reflective, competent, concerned citizens, the text first examines the origins and evolution of social studies and citizenship education across the United States. Following this, targeted chapters address the art, science, and craft of social studies teaching as a means for engaging learners in knowledge construction. In the final section, the authors look at ways to improve social studies instruction through the incorporation of emerging technologies and explore the implications of the rich cultural diversity within our nation.

International Bibliography of Book Reviews of Scholarly Literature Chiefly in the Fields of Arts and Humanities and the Social Sciences, 1999

When Teachers are Informed by Research on Children's Thinking Carolyn Joan O'Mahony, 2001 *Social Studies in Elementary Education* Walter Parker, 2009. The author wrote this new edition of the most popular elementary social studies methods text on the market with the following three goals in mind: to present the most powerful social studies content and pedagogy for children in elementary school; to offer the material in simple and accessible ways; and to write in a first-person, active voice. The purpose of this book is to introduce new teachers to the world of social studies teaching and learning in elementary and middle schools. Geography, history, government, and the other social sciences are delivered into the palm of the new teacher's hand along with a suite of tools for bringing social studies to life in the classroom. The book is organized into three sections: the first orients the reader to the mission of social studies education to the increasingly diverse children

we teach the second concentrates on the curriculum and the third deals with instruction how we plan and teach this curriculum Three central themes continue to pervade the book democratic citizenship diversity and the social sciences to ultimately encourage teachers to excite their students about closing the gap between social realities and democratic ideals An exceptionally strong chapter on multicultural issues Chapter 2 helps future teachers truly understand the changing demographics of the American classroom Abridged NCSS standards and their classroom applications are automatically packaged with every copy of the book

Connecting Children with Children, Past and Present Eula T. Fresch, 2004

Ways to engage students in historical inquiry through the use of primary sources *Teaching Together* Mary Christenson, Marilyn Johnston, Marilyn Johnston-Parsons, Jim Norris, 2001

This bulletin a collection of essays provides preservice beginning and experienced social studies teachers with provocative ideas for and a realistic look at the challenges of developing curriculum through collaboration between elementary secondary teachers and university professors The book begins with an introductory essay by the editors Under the first section Elementary are the following essays 1 Teaching Primary Grade Students about Cultural Universals J Alleman J Brophy B L Knighton G M Henig 2 Teaching Social Studies in an Urban Elementary School Collaboration for Integration and Inquiry Learning K C Barton L A Kreimer 3 Service Learning and Community Based Teaching and Learning Developing Citizenship through Social Action S R Beisser D Schmidt 4 Family School University Collaboration To Enrich Social Studies Instruction B Cozza T Mbugua P Noakes M Intoccia L Guzzi M L Kelly and 5 Connecting Family and State Histories A Teacher Educator and Classroom Teacher Collaborate A L McCall T Ristow Essays under the second section Middle School are 6 Students Reclaim Their Community s History Conducting Interdisciplinary Research with Technological Applications M Alibrandi C Beal A V Wilson A Thompson B Mackie N Sinclair V Owens R Hagevik 7 Global Connections Project Collaboration among Middle Level Students and Teachers and University Teacher Education Students and Faculty H Carlson C Holm 8 Developing a Service Ethic Together A Middle School University Partnership A M Harwood C Allsop L Herink C Hart 9 Public Achievement Collaboration Action and Civic Education J Kunkel C Johnson H Bakke J Miller and 10 Integrating the Curriculum and Examining Social Issues in the Sixth Grade A J Milson L Elish Piper P Downey J Nordstrom Essays under the final section High School are 11 School Schedules A Key to Time and Team Teaching in the American Social History Project D Gerwin V Manolios 12 Dual Agendas of Reform and Research Implementing the Reforms of the Coalition of Essential Schools through World Connections M M Merryfield S Shapiro 13 Collaborating on High School Economics N Mallory S L Miller 14 Collaboration on Campus Teaching Rural High School Students through College Methods Classes S B Oldendorf M R Riney J Hutchison 15 Preserving Oral Historical Resources through a Community University and School Based Collaboration W W Wilen L Picicco and 16 Teacher Release to Industry Program as Professional Development of Teachers of Social Studies W Prior R Symons BT

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