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Heather Hickman, Brad J. Porfilio



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World History Fredrik Talmage Hiebert, 2016 **World History and Geography** Jackson J. Spielvogel, Jay McTighe, McGraw-Hill Education (Firm), 2013 *World history* Jackson J. Spielvogel, 2003 *Teaching World History: A Resource Book* Heidi Roupp, 2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided *The New World History* Ross E. Dunn, Laura J. Mitchell, Kerry Ward, 2016-08-23 The New World History is a comprehensive volume of essays selected to enrich world history teaching and scholarship in this rapidly expanding field The forty four articles in this book take stock of the history evolving literature and current trajectories of new world history These essays together with the editors introductions to thematic chapters encourage educators and students to reflect critically on the development of the field and to explore concepts approaches and insights valuable to their own work The selections are organized in ten chapters that survey the history of the movement the seminal ideas of founding thinkers and today s practitioners changing concepts of world historical space and time comparative methods environmental history the big history movement globalization debates over the meaning of Western power and ongoing questions about the intellectual premises and assumptions that have shaped the field *A Handbook for History Teachers* Dorothy Dymond, 2023-11-06 First Published in 1929 A Handbook for History Teachers is an attempt on the part of a number of teachers many of them members of the S E London branch of the Historical Association to offer some practical help in the choice of historical material for children It discusses themes like schemes of work in elementary junior and senior schools textbooks for pupils under fifteen class library books for pupils under fifteen book lists for teachers and sources for the preparation of history stories by the teacher This is an essential read for history teachers and education **Initial Training for History Teachers** Alois Ecker, 2003-01-01 The Council of Europe s work on history teaching in secondary schools has three main thrusts curriculum development textbooks and teaching materials and teacher training which should take into account societal developments and the cultural needs of coming generations This pilot study is the first comparative study on the structures of initial training for history teachers to be carried out in several European countries Its aim is to provide information that will raise the level of professionalism not only of history teaching but also of teacher training Publisher s description **The Wiley International Handbook of History Teaching and Learning** Scott Alan Metzger, Lauren McArthur Harris, 2018-03-02 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse

perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to the present day

Encounters Old and New in World History Alan Karras, Laura J. Mitchell, 2017-06-30 This collection of essays asserts the specific value of world history research and teaching showing how the field contributes to the larger historical profession and offering concrete suggestions to develop more interaction between the academy and the public The twelve contributors each with their own academic areas of interest are experienced scholars and classroom teachers Uniting them together in this volume is their professional relationship with Jerry H Bentley 1949-2012 This shared connection served as a catalyst to showcase Bentley's enduring legacy a commitment to investigating large scale questions with detailed empirical evidence that explains the human condition documenting both patterns of similarity and difference in ways that account for regional and temporal variations The volume continues Bentley's meticulous attention to world historical methods focus on scale cross cultural encounter comparison periodization critical geography and interdisciplinarity *Encounters Old and New in World History* responds to provocations that Jerry Bentley tendered in his scholarship and through his professional activities Contributors interrogate the institutional settings disciplinary proclivities methodological choices and diverse source bases of world history research and teaching Several essays address the ways in which present day concerns influence research on local and global scales Other essays pay particular attention to the production and circulation of knowledge across regional temporal and class boundaries as well as between the academy and the wider public Claiming the centrality of globally informed and focused approaches to historical inquiry researchers continue the conversations that Bentley carried on through his own scholarship teaching editing of the *Journal of World History* participating in public forums and contributing to public discussions about the place of history in understanding today's global integration The stakes involved in asking questions about the shared history of humankind continue to increase in the current era of intensified globalization It is incumbent upon scholars with the skills to work across linguistic geographic temporal and disciplinary boundaries to show the ways that cross cultural encounters happened historically and to point out how such interactions play out in the institutions classrooms and public debates where historical interpretations are created and shared

Teaching Recent Global History Diana B. Turk, Laura

J. Dull, Robert Cohen, Michael R. Stoll, 2014-03-05 *Teaching Recent Global History* explores innovative ways to teach world history beginning with the early 20th century. The authors' unique approach unites historians, social studies teachers, and educational curriculum specialists to offer historically rich, pedagogically innovative, and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history. Highlighting the best scholarship for each major continent, the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students. Each of the eight main chapters highlights a particularly important event or theme, which is then complemented by a detailed discussion of a particular methodological approach. Key features include: An overarching narrative that helps readers address historical arguments; Relevant primary documents or artifacts plus a discussion of a particular historical method well suited to teaching about them; Lesson plans suitable for both middle and secondary level classrooms; Document-based questions and short bibliographies for further research on the topic. This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students. **Routledge Library Editions: Curriculum** Various, 2021-07-09

Reissuing works originally published between 1971 and 1994, this collection includes books which offer a broad spectrum of views on curriculum, both within individual schools and the wider issues around curriculum development, reform, and implementation. Some cover the debate surrounding the establishment of the national curriculum in the UK, while others are more international in scope. Many of these books go beyond theory to discuss practical issues of real curriculum changes at primary or secondary level. The Set includes books on cross-curricular topics such as citizenship and environment, and also guidance, careers, life skills, and pastoral care in schools. A fantastic collection of education history with much still relevant today. **Resources in Education**, 1996 **The New Politics of the Textbook** Heather Hickman, Brad J.

Porfilio, 2012-10-13 In an age of unprecedented corporate and political control over life inside of educational institutions, this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in K-16 schools to perpetuate their interests at the expense of minoritized social groups. The contributors provide a comprehensive examination of how textbooks, the most dominant cultural force in which corporations and political leaders impact the schooling curricula, shape students' thoughts and behavior, perpetuate power in dominant groups, and trivialize social groups who are oppressed on the structural axes of race, class, gender, sexuality, and disability. Several contributors also generate critical insight in how power shapes the production of textbooks and evaluate whether textbooks still perpetuate dominant Western narratives that normalize and privilege patriotism, militarism, consumerism, White supremacy, heterosexism, rugged individualism, technology, and a positivistic conception of the world. Finally, the book highlights several textbooks that challenge readers to rethink their stereotypical views of the Other, to reflect upon the constitutive forces causing oppression in schools and in the wider society, and to reflect upon how to challenge corporate and political dominance over knowledge.

production **Teaching Medieval and Early Modern Cross-Cultural Encounters** K. Attar, L. Shutters, 2014-12-17 Drawing from theatre English studies and art history among others these essays discuss the challenges and rewards of teaching medieval and early modern texts in the 21st century university Topics range from the intersections of race religion gender and nation in cross cultural encounters to the use of popular culture as pedagogical tools **Handbook for History Teachers** W. Burston dec'd, Cyril Green, E Nicholas, A Dickinson, D Thompson, 2021-12-24 First published in 1972 Handbook for History Teachers is intended to be a general and comprehensive work of reference for teachers of history in primary and secondary schools of all kinds The book covers all aspects of teaching history among them are the use of sources world history art and history principles of constructing a syllabus and the psychological aspects of history teaching The bibliographical sections are arranged on three parts school textbooks a section on audio visual aids and finally books for the teacher and possibly for the sixth form It thoroughly investigates and critiques the various methods employed in teaching history within classrooms and suggests alternatives wherever applicable Diligently curated by the Standing Sub Committee in History University of London Institute of Education the book still holds immense value in the understanding of pedagogy

Doing History Linda S. Levstik, Keith C. Barton, 2011-01-26 Now in its fourth edition this popular text 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 central assumption is that children can engage in valid forms of historical inquiry collecting and data analysis examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts In each chapter the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory thus providing specific examples of successful activities and placing them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings New in the Fourth Edition Expanded coverage of world history in two new chapters Integration of new technologies to support history instruction Updated classroom examples bibliographies and references **The Challenge of World Theatre History** Steve Tillis, 2020-09-19 The future of theatre history studies requires consideration of theatre as a global phenomenon The Challenge of World Theatre History offers the first full scale argument for abandoning an obsolete and parochial Eurocentric approach to theatre history in favor of a more global perspective This book exposes the fallacies that reinforce the conventional approach and defends the global perspective against possible objections It moves beyond the conventional nation based geography of theatre in favor of a regional geography and develops a new way to demarcate the periods of theatre history Finally the book outlines a history that recognizes the often connected developments in theatre across Eurasia and around the world It makes the case that world theatre history is necessary not only for itself but for the powerful comparative and contextual insights it offers to all theatre scholars and students whatever

their special areas of interest Princeton Review AP World History: Modern Prep, 2022 The Princeton Review, 2021-08-03 Make sure you're studying with the most up to date prep materials Look for the newest edition of this title The Princeton Review AP World History Modern Prep 2023 ISBN 9780593450956 on sale August 2022 Publisher's Note Products purchased from third party sellers are not guaranteed by the publisher for quality or authenticity and may not include access to online tests or materials included with the original product *Teaching American History in a Global Context* Carl J. Guarneri, Jim Davis, 2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students' understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book's emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources Curriculum Renewal for Islamic Education Nadeem A. Memon, Mariam Alhashmi, Mohamad Abdalla, 2021-05-10 This book demonstrates why and how it is necessary to redesign Islamic Education curriculum in the K 12 sector globally From Western public schools that integrate Muslim perspectives to be culturally responsive to public and private schools in Muslim minority and majority contexts that teach Islamic studies as a core subject or teach from an Islamic perspective the volume highlights the unique global and sociocultural contexts that support the disparate trajectories of Islamic Education curricula Divided into three distinct parts the text discusses current Islamic education curricula and considers new areas for inclusion as part of a general renewal effort that includes developing curricula from an Islamic worldview and the current aspirations of Islamic education globally By providing insights on key concepts related to teaching Islam case studies of curriculum achievements and pitfalls and suggested processes and pillars for curriculum development contributors present possibilities for researchers and educators to think about teaching Islam differently This text will benefit researchers doctoral students and academics in the fields of secondary education Islamic education and curriculum studies Those interested in religious education as well as the sociology and theory of religion more broadly will also enjoy this volume

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