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The Social Studies Curriculum, Fifth Edition E. Wayne Ross, 2024-09-01 The Social Studies Curriculum Fifth Edition updates the definitive overview of the issues teachers face when creating learning experiences for students in social studies. Renowned for connecting diverse elements of the social studies curriculum from history to cultural studies to contemporary social issues, the book offers a unique and critical perspective that continues to separate it from other texts. The social studies curriculum is contested terrain both epistemologically and politically. Completely updated and revised, the fifth edition includes fourteen new chapters and covers the politics of the social studies curriculum, questions of historical perspective, Black education and critical race theory, whiteness and anti-racism, decolonial literacy and decolonizing the curriculum, gender and sexuality, Islamophobia, critical media literacy, evil in social studies, economics education, anarchism, children's rights, and Earth democracy and citizenship education. Readers are encouraged to reconsider their assumptions and understandings of the purposes, nature, and possibilities of the social studies curriculum. Secondary History in Action Catherine Priggs, Hugh Richards, David Hibbert, Elizabeth Carr, 2025-06-06 Drawing on over 60 years combined experience of history teaching and history curriculum leadership, Carr, Hibbert, Priggs, and Richards explore ways to make history memorable, engage students in historical thinking, and secure excellent outcomes for all. Their perspective is grounded in history's disciplinary distinctiveness and a vision for its purpose in students' education. The authors of *Secondary History in Action* articulate practical approaches to history curriculum design, ways to teach disciplinary history in the classroom, and methods to assess students' knowledge and understanding. They draw together recent research and established traditions in history teaching discourse in a coherent summary that will be helpful to trainee and beginning teachers, non-specialist teachers of history, subject leaders, and senior leaders managing history departments. **Elementary and Middle School Social Studies** Pamela J. Farris, 2015-02-03 The latest edition of Pamela Farris's popular value-priced text continues to offer pre- and in-service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners. Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies. Farris, together with contributors who specialize in implementing successful teaching methods and theories, demonstrate how classroom teachers can excite and inspire their students to be engaged learners. Why History Education? Nadine Fink, Markus Furrer, Peter Gautschi, 2023-08-22 Sinn und Zweck der Geschichte werden immer wieder neu hinterfragt, weil sich Gesellschaften ständig neu verorten. Davon ist der Geschichtsunterricht direkt betroffen. Warum Geschichtsunterricht? Autorinnen aus 18 Ländern und vier Kontinenten fragen daher nach der Bedeutung des Geschichtsunterrichts aus unterschiedlichen Perspektiven mit theoretischen Überlegungen und Modellen mit Bezug aus der Unterrichtspraxis und Erkenntnissen aus der Forschung. Die Publikation präsentiert eine ganze Reihe von Gründen, warum Geschichte heute unbedingt unterrichtet werden muss. Sie liest sich als Plädoyer für einen kompetenten Umgang mit

Geschichte in heutigen Gesellschaften A History of Literacy Education Robert J. Tierney, P. David Pearson, 2021 In this volume two notable scholars trace the monumental shifts in theory research and practice related to reading education and literacy with particular attention to what they consider the central goal of literacy making meaning Each section describes a specific epoch including a brief snapshot of how the reader of that period is envisioned and characterized by researchers and teachers as well as a deep discussion of the ideas and contextual events of that era These developmental waves are organized in rough historical sequence by a series of shifts in underlying theoretical and scholarly lenses from the behavioral to the psycholinguistic to the cognitive to the sociocultural to the critical to the multimodal to the global The book closes with a discussion of the various research frames and methodological approaches that paralleled these developments Throughout there is a profound recognition that all research and practice are ultimately directed toward how students make meaning from sound to letter to word to ideas and images Book Features Animates some of the revolutionary developments related to reading education and literacy in modern times Each development is accompanied by a discussion of the aspirational reader that sets the stage for contemplating these shifts and their significance Traces the research and theoretical developments to illustrate the origins of the shifts and their influences Supported by a website with video lectures and conversations tied to the various waves of development **"Code of Massachusetts regulations, 2014"**, 2014 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **What Is Ancient History?** Walter Scheidel, 2025-04-22 From one of today's most innovative ancient historians a provocative new vision of why ancient history matters and why it needs to be told in a radically different global way It's easy to think that ancient history is well ancient history obsolete irrelevant unjustifiably focused on Greece and Rome and at risk of extinction In *What Is Ancient History* Walter Scheidel presents a compelling case for a new kind of ancient history a global history that captures antiquity's pivotal role as a decisive phase in human development one that provided the shared foundation of our world and continues to shape our lives today For Scheidel ancient history is when the earliest versions of today's ways of life were created and spread from farming mining and engineering to housing and transportation cities and government writing and belief systems Transforming the planet this process unfolded all over the world in Eurasia Africa and the Americas often at different times sometimes haltingly but ultimately unstoppably Yet it's rarely studied or taught that way Since the eighteenth century Western intellectuals have dismembered the ancient world driven not only by their quest for professional expertise but also by nationalism colonialism racism and the idealization of Greece and Rome Specialized scholarship has fractured into numerous academic niches obscuring broader patterns and dynamics and keeping us from understanding just how much humanity has long had in common The time has come Scheidel argues to put the ancient world back together by moving beyond the limitations of Greco-Roman classics by systematically comparing ancient societies and by exploring early exchanges and connections between them The time has come in other words for an ancient history for everyone **The**

Colonial Past in History Textbooks Karel Van Nieuwenhuyse, Joaquim Pires Valentim, 2018-05-01 This book examines the evolving representations of the colonial past from the mid 19th century up to decolonization in the 1960s and 70s the so called era of Modern Imperialism in post war history textbooks from across the world The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different former colonizer and colonized countries to be found in collective memory popular historical culture social representations identity building processes and the state of historical knowledge within academia The approach of the book is novel and innovative in different ways First of all given the complexity of the research an original interdisciplinary approach has been implemented which brings together historians history educators and social psychologists to examine representations of colonialism in history education in different countries around the world while drawing on different theoretical frameworks Secondly given the interest in the interplay between collective memory popular historical culture social representations and the state of historical knowledge within academia a diachronic approach is implemented examining the evolving representations of the colonial past and connecting them to developments within society at large and academia This will allow for a deeper understanding of the processes under examination Thirdly studies from various corners of the world are included in the book More specifically the project includes research from three categories of countries former colonizer countries including England Spain Italy France Portugal and Belgium countries having been both colonized and colonizer Chile and former colonized countries including Zimbabwe Malta and Mozambique This selection allows pairing up the countries under review as former colonizing colonized ones for instance Portugal Mozambique United Kingdom Malta allowing for an in depth comparison between the countries involved Before reaching the research core three introductory chapters outline three general issues The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold In a second chapter evolutions within international academic colonial historiography are analyzed with a special focus on the recent development of New Imperial History A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations The next ten chapters form the core of the book in which evolving representations of colonial history from mid 19th century until decolonization in the 1960s and 1970s are examined explained and reflected upon for the above mentioned countries This is done through a history textbook analysis in a diachronic perspective For some countries the analysis dates back to textbooks published after the Second World War for other countries the focus will be more limited in time The research presented is done by historians and history educators as well as by social psychologists In a concluding chapter an overall overview is presented in which similarities and differences throughout the case studies are identified interpreted and reflected upon

The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 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 Jack Goody between Social Anthropology and World History LIT Verlag, 2024-10-01 A giant of British social anthropology Jack Goody 1919 2015 laboured for sixty years to transcend the view that anthropology was the study of other cultures He wanted to move it in the direction of a more sociological postcolonial comparative social science The most important precondition for this science was the freeing of world history from centuries of Eurocentric bias From his base in Cambridge Goody s influence and inspiration spread out internationally In Germany as a long term adviser to the Max Planck Society he played a key role in the establishment of the Max Planck Institute for Social Anthropology in Halle Saale in 1999 This volume presents twelve Goody Lectures delivered in Halle between 2011 and 2022 together with an unpublished lecture given in 2004 by Goody himself and biographical and bibliographical essays by the editors

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