
Historical Thinking Concepts

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Theorizing Historical Consciousness
Teaching about Historical Thinking
Thinking About History

CINDY SWANSON

Historical Understanding in Re-enactment, Hermeneutics and Education

Harvard
University Press

Every major measure of students' historical understanding since 1917 has demonstrated that students do not retain, understand, or enjoy their school experiences with history. Bruce Lesh believes that this is due to the way we teach history - lecture and memorization. Over the last fifteen years, Bruce has refined a method of teaching history that mirrors the process used by historians, where students are taught to ask questions of evidence and develop historical explanations. --from publisher description.

Charting the Future of Teaching the Past

Routledge

Have Marxian ideas been relevant or influential in the writing and interpretation of history? What are the Marxist legacies that are now re-emerging in present-day histories? This volume is an attempt at relearning what the "discipline" of history once knew -

whether one considered oneself a Marxist, a non-Marxist or an anti-Marxist.

The Student Guide to Historical Thinking

Springer Science &
Business Media

This volume comprises a broad interdisciplinary examination of the many different approaches by which contemporary scholars record our history. The editors provide a comprehensive overview through thirty-eight chapters divided into four parts: a) Historical Culture and Public Uses of History; b) The Appeal of the Nation in History Education of Postcolonial Societies; c) Reflections on History Learning and Teaching; d) Educational Resources: Curricula, Textbooks and New Media. This unique text integrates contributions of researchers from history, education, collective memory, museum studies, heritage, social and cognitive psychology, and other social sciences, stimulating an interdisciplinary dialogue. Contributors come from various countries of Northern and Southern America, Europe and Asia, providing an international perspective that does justice to the complexity of this field of study. The

Palgrave Handbook of Research in Historical Culture and Education provides state-of-the-art research, focussing on how citizens and societies make sense of the past through different ways of representing it.

The Uses and Abuses of History Profile Books

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning

theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and – as a result of the emergence of computer technologies – especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The *Encyclopedia of the Sciences of Learning* provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of

instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the *Encyclopedia* provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The *Encyclopedia* also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences. *Going Beyond Dates, Places, and Names to the Core of History* Biblioasis The Architecture of

Concepts proposes a radically new way of understanding the history of ideas. Taking as its example human rights, it develops a distinctive kind of conceptual analysis that enables us to see with precision how the concept of human rights was formed in the eighteenth century. The first chapter outlines an innovative account of concepts as cultural entities. The second develops an original methodology for recovering the historical formation of the concept of human rights based on data extracted from digital archives. This enables us to track the construction of conceptual architectures over time. Having established the architecture of the concept of human rights, the book then examines two key moments in its historical formation: the First Continental Congress in 1775 and the publication of Tom Paine's *Rights of Man* in 1792. Arguing that we have yet to fully understand or appreciate the consequences of the eighteenth-century invention of the concept "rights of man," the final chapter addresses our problematic contemporary attempts to leverage

human rights as the most efficacious way of achieving universal equality.

What's Left of Marxism

Critical Perspectives on the P

Becoming a History Teacher is a collection of thoughtful essays by history teachers, historians, and teacher educators on how to prepare student teachers to think historically and to teach historical thinking.

What is Digital History?

NYU Press

This resource focuses on six interrelated concepts central to students' ability to think about history. These core concepts are historical significance, evidence, continuity and change, cause and consequence, historical perspective and moral judgment. The nature and importance of each concept is discussed as are the problems associated with helping students understand them. The resource offers specific suggestions for introducing the concepts to students and for applying them throughout the history curriculum. An extended teaching example illustrates how these concepts work in tandem as students learn to think critically about history. The resource also

includes ample activity sheets to create engaging history lessons.

Teaching Literacy in Middle and High School History Classrooms

Routledge

As one of the premier historical thinkers of his generation, Jörn Rüsen has made enormous contributions to the methods and theoretical framework of history as it is practiced today. In *Evidence and Meaning*, Rüsen surveys the seismic changes that have shaped the historical profession over the last half-century, while offering a clear, economical account of his theory of history. To traditional historiography Rüsen brings theoretical insights from philosophy, narrative theory, cultural studies, and the social sciences, developing an intricate but robust model of "historical thinking" as both a cognitive discipline and a cultural practice—one that is susceptible neither to naïve empiricism nor radical relativism.

Why Study History? Simon and Schuster

Hoewel enorm invloedrijk in Duitstalig Europa, heeft de conceptuele geschiedschrijving (Begriffsgeschichte) tot nu toe weinig aandacht in het Engels gekregen. Dit

genre van intellectuele geschiedschrijving verschilt van zowel de Franse geschiedschrijving van mentalités als de Engelstalige geschiedschrijving van

verhandelingen door het concept. Aan de hand van praktische voorbeelden in de geschiedschrijving wordt deze vorm toegelicht door Bram Kempers, Eddy de Jongh en Rolf Reichardt.

Reading Like a Historian

Berghahn Books

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. *Empathy and History* Berghahn Books Considering studying history at university?

Wondering whether a history degree will get you a good job, and what you might earn? Want to know what it's actually like to study history at degree level? This book tells you what you need to know. Studying any subject at degree level is an investment in the future that involves significant cost. Now more than ever, students and their parents need to weigh up the potential benefits of university courses. That's where the *Why Study* series comes in. This series of books, aimed at students, parents and teachers, explains in practical terms the range and scope of an academic subject at university level and where it can lead in terms of careers or further study. Each book sets out to enthuse the reader about its subject and answer the crucial questions that a college prospectus does not.

Teaching about Historical Thinking Springer

"A convincing case that careful analysis of the history, issues, individuals, and institutions can lead to better decisions—in business as well as in government" (BusinessWeek). Two noted professors offer

easily remembered rules for using history effectively in day-to-day management of governmental and corporate affairs to avoid costly blunders. "An illuminating guide to the use and abuse of history in affairs of state" (Arthur Schlesinger).

Science in the Classroom

Rowman & Littlefield Since empathy first emerged as an object of inquiry within British history education in the early 1970s, teachers, scholars and policymakers have debated the concept's role in the teaching and learning of history. Yet over the years this discussion has been confined to specialized education outlets, while empathy's broader significance for history and philosophy has too often gone unnoticed. *Empathy and History* is the first comprehensive account of empathy's place in the practice, teaching, and philosophy of history. Beginning with the concept's roots in nineteenth-century German historicism, the book follows its historical development, transformation, and deployment while revealing its relevance for practitioners today.

New Directions in

Assessing Historical Thinking Fordham Univ Press

Digital history is an emerging field that draws on digital technology and computational methods. A global enterprise that invites scholars worldwide to join forces, it presents exciting and novel ways we might explore, understand and represent the past. Hannu Salmi provides the most compelling introduction to digital history to date. Beginning with an examination of the origins of the digital study of history, he goes on to discuss the question of how history exists in a digitized form. He introduces basic concepts and ideas in digital history, including databases and archives, interdisciplinarity and public engagement. Outlining the problems and methods in the study of big data, both textual and visual, particular attention is paid to the born-digital era: the contemporary age that exists primarily in digital form. *What is Digital History?* is essential reading for students of history and other humanities fields, as well as anyone interested in how digitization and digital cultures are

transforming the study of history.

[A Professional Resource to Help Teach Six](#)

[Interrelated Concepts](#)

[Central to Students'](#)

[Ability to Think Critically about History](#) Amsterdam

University Press

Authors Peter Seixas and

Tom Morton provide a

guide to bring powerful

understandings of these

six historical thinking

concepts into the

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model activities. Table of

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[History of Concepts](#)

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Thinking about history as only a collection of dates and names prevents us from seeing the true value of the past. This volume of the Thinker's Guide Library reveals history as a mode of thinking with real current-day implications. Students learn to engage with the past in a way that promotes critical thinking about the present and future.

A Professional Resource to Teach Six Interrelated Concepts Central to Students' Ability to Think Critically about History Routledge

The 'knowledge turn' in curriculum studies has drawn attention to the central role that knowledge of the disciplines plays in education, and to the need for new thinking about how we understand knowledge and knowledge-building.

Knowing History in Schools explores these issues in the context of teaching and learning history through a dialogue between the eminent sociologist of curriculum Michael Young, and leading figures in history education research and practice from a range of traditions and contexts. With a focus on Young's 'powerful knowledge'

theorisation of the curriculum, and on his more recent articulations of the 'powers' of knowledge, this dialogue explores the many complexities posed for history education by the challenge of building children's historical knowledge and understanding. The book builds towards a clarification of how we can best conceptualise knowledge-building in history education. Crucially, it aims to help history education students, history teachers, teacher educators and history curriculum designers navigate the challenges that knowledge-building processes pose for learning history in schools.

The Wiley International Handbook of History Teaching and Learning UCL Press

Walter Hawthorne (History, MSU) is an expert on Africa and the Atlantic World in the era of the slave trade. We talk with him (and Joseph Lauer) about the history of rice farmers on the Upper Guinea Coast and the vigorous debate over Judith Carney's 'Black Rice' thesis. Hawthorne closes by describing his forthcoming book *Forging*

a Creole Atlantic: Africans on the Upper Guinea Coast, in Portugal and in Amazonia, 1650-1830 [published as From Africa to Brazil].

John Wiley & Sons

Two simple but profound questions have preoccupied scholars since the establishment of history education over a century ago: what is historical thinking, and how do educators go about teaching it? In *Thinking Historically*, Stéphane Ltévesque examines these questions, focusing on what it means to think critically about the past. As students engage in a new century already characterized by global instability, uncertainty, and rivalry over claims about the past, present, and future, this study revisits enduring questions and aims to offer new and relevant answers. Drawing on a rich collection of personal, national, and international studies in history education, Ltévesque offers a coherent and innovative way of looking at how historical expertise in the domain intersects with the 'pedagogy of history education.' *Thinking Historically* provides teacher educators, and all those

working in the field of history education, ways of rethinking their practice by presenting some of the benchmarks, in terms of procedural concepts, of what students ought to learn and do to become more critical historical actors and citizens. As questions regarding history education compel educators with greater force than ever, this study explores different ways of approaching and engaging with the discipline in the twenty-first century.

[A Theory of Historical Studies](#) The Big Six Historical Thinking Concepts Authors Peter Seixas and Tom Morton provide a guide to bring powerful understandings of these six historical thinking concepts into the classroom through teaching strategies and model activities. Table of Contents Historical Significance Evidence Continuity and Change Cause and Consequence Historical Perspectives The Ethical Dimension The accompanying DVD-ROM includes: Modifiable Blackline Masters All graphics, photographs, and illustrations from the text Additional teaching support Order Information: All International Based

Customers (School, University and Consumer): All US based customers please contact nelson.orderdesk@nelson.com All International customers (exception US and Asia) please contact Nelson.international@nelson.com The Big Six Historical Thinking Concepts Each chapter begins by featuring where a prominent Canadian author has engaged one of the six concepts while writing a work of popular history or historical fiction."--pub. desc. Teaching about Historical Thinking A Professional Resource to Help Teach Six Interrelated Concepts Central to Students' Ability to Think Critically about History This resource focuses on six interrelated concepts central to students' ability to think about history. These core concepts are historical significance, evidence, continuity and change, cause and consequence, historical perspective and moral judgment. The nature and importance of each concept is discussed as are the problems associated with helping students understand them. The resource offers specific suggestions for introducing the concepts

to students and for applying them throughout the history curriculum. An extended teaching example illustrates how these concepts work in tandem as students learn to think critically about history. The resource also includes ample activity sheets to create engaging history lessons. The Wiley International Handbook of History Teaching and Learning

To combat the spread of fake news, researchers and academics point to historical thinking as a possible solution. While

generally researched in terms of formal education, historical thinking is also being considered in history museums. This research examined the ways in which children engage in historical thinking in history museums' hands-on spaces using Peter Seixas' (2007; 2015) six historical thinking concepts. The researcher video-recorded the interactions of 29 children between 8-12 years old in hands on spaces in three history museums. Results showed

that children engaged in multiple instances and various types of historical thinking. Manipulable objects yielded the most instances of historical thinking across the six concepts, suggesting they may provide the structures necessary for children to engage in historical thinking. These findings may be useful to researchers interested in children's historical thinking, museum educators, and exhibit designers who may be considering these spaces for their own institutions.

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