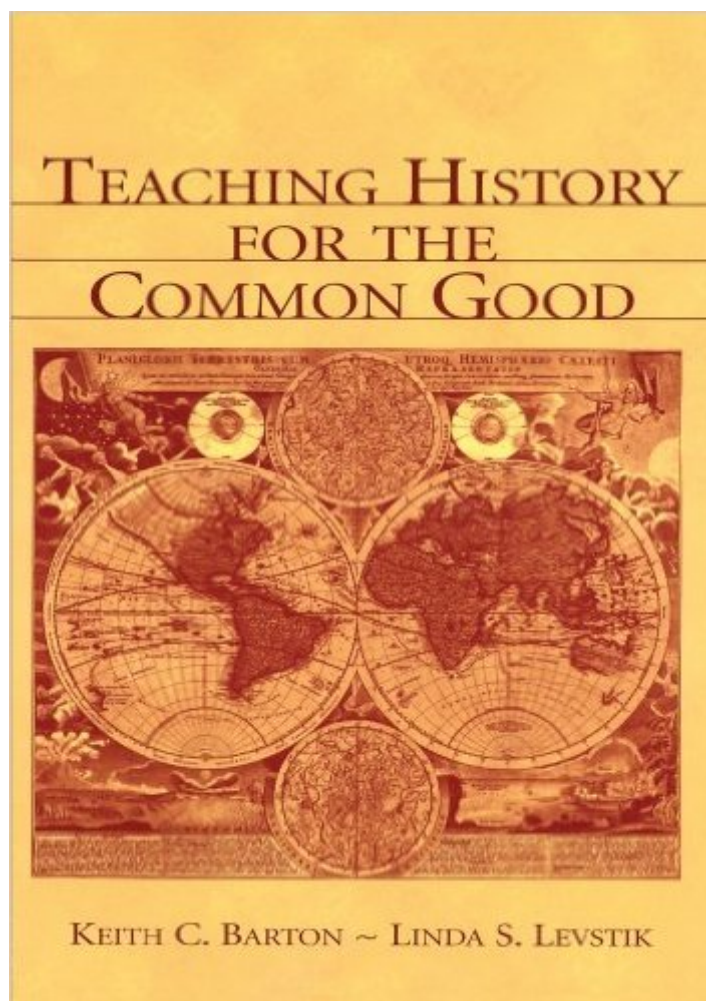


The book was found

Teaching History For The Common Good



Synopsis

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.

Book Information

Paperback: 300 pages

Publisher: Routledge; 1 edition (April 10, 2004)

Language: English

ISBN-10: 0805839313

ISBN-13: 978-0805839319

Product Dimensions: 8.3 x 0.7 x 11.7 inches

Shipping Weight: 14.4 ounces (View shipping rates and policies)

Average Customer Review: 4.5 out of 5 stars 2 customer reviews

Best Sellers Rank: #133,324 in Books (See Top 100 in Books) #75 in Books > Textbooks > Education > History & Theory #178 in Books > Education & Teaching > Schools & Teaching > Education Theory > History #403 in Books > Education & Teaching > Schools & Teaching > Instruction Methods > Mathematics

Customer Reviews

I don't agree with everything, but I do agree with most of what the authors suggest. The organizational structure is fairly good and the purpose, seeking a common good, is admirable though over simplistic and lofty. I really appreciate the chapters on empathy, and, well, most of the text.

This book lays out a clear rationale for teaching the social studies to foster democratic citizenship. It also provides useful critiques of the current way of doing business in many classrooms. Additionally, the book offers many helpful ways to think about providing instruction in middle school and upper elementary school classrooms. If you are a high school teacher, you will still find some things of use in this book.

[Download to continue reading...](#)

Teaching History for the Common Good World History, Ancient History, Asian History, United States History, European History, Russian History, Indian History, African History. (world history) Common Worship: Morning and Evening Prayer from the Book of Common Prayer (Common Worship: Services and Prayers for the Church of England) Visions of Vocation: Common Grace for the Common Good United: Thoughts on Finding Common Ground and Advancing the Common Good Common Sense for the Common Good: Libertarianism as the End of Two-Party Tyranny Understanding and Teaching U.S. Lesbian, Gay, Bisexual, and Transgender History (The Harvey Goldberg Series for Understanding and Teaching History) An Age of Extremes Middle/High School Teaching Guide, A History of US: Teaching Guide pairs with A History of US Book 8 War Terrible War Middle/High School Teaching Guide, A History of US: Teaching Guide pairs with A History of US: Book Six Reconstructing America Middle/High School Teaching Guide, A History of US: Teaching Guide pairs with A History of US: Book Seven The Good, the Bad, and the Ugly Cincinnati Reds: Heart-Pounding, Jaw-Dropping, and Gut-Wrenching Moments from Cincinnati Reds History (The Good, the Bad, and the Ugly) (The Good, the Bad, & the Ugly) The Good, the Bad, and the Ugly Cleveland Indians: Heart-pounding, Jaw-dropping, and Gut-Wrenching Moments from Cleveland Indians History (The Good, ... and the Ugly) (The Good, the Bad, & the Ugly) The Good, the Bad & the Ugly Philadelphia Flyers: Heart-pounding, Jaw-dropping, and Gut-wrenching Moments from Philadelphia Flyers History (Good, the Bad, & the Ugly) (Good, the Bad, & the Ugly) Understanding and Teaching American Slavery (The Harvey Goldberg Series for Understanding and Teaching History) Good Forestry from Good Theories & Good Practices Common Men in the War for the Common Man: The Civil War of the United States of America-History of the 145th Pennsylvania Volunteers From Organization through Gettysburg American Character: A History of the Epic Struggle Between Individual Liberty and the Common Good For the Common Good: A New History of Higher Education in America (American Institutions and Society) The Art of Teaching Art: A Guide for Teaching and Learning the Foundations of Drawing-Based Art Ruth: Interpretation: A Bible Commentary for Teaching and Preaching (Interpretation: A Bible Commentary for Teaching & Preaching)

[Contact Us](#)

[DMCA](#)

[Privacy](#)

[FAQ & Help](#)