

1. Record Nr.	UNINA9910450293503321
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Titolo	Teaching history for the common good // Keith C. Barton, Linda S. Levstik
Pubbl/distr/stampa	Mahwah, N.J. : , : Lawrence Erlbaum Associates, , 2004
ISBN	1-282-37497-4 1-283-54657-4 9786612374975 9786613859020 1-135-64514-0 1-4106-1050-0
Descrizione fisica	1 online resource (297 p.)
Altri autori (Persone)	LevstikLinda S
Disciplina	372.89
Soggetti	History - Study and teaching (Elementary) - United States History - Study and teaching (Middle school) - United States Civics - Study and teaching (Elementary) - United States Civics - Study and teaching (Middle school) - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Front Cover; Teaching History for the Common Good; Copyright Page; Contents; Preface; 1. A Sociocultural Perspective on History Education; Using Theory and Research to Make Sense of History Education; The Four Stances: Purpose and Practice in Learning History; Tools for Making Sense of the Past; Children and Adults as Active Agents of Historical Learning; Contexts of Historical Learning; Conclusions; 2. Participatory Democracy and Democratic Humanism; The Need for a Rationale for History Education; Public Education and Democratic Citizenship; Education for Democratic Participation Conclusions3. The Identification Stance; Identification With Personal and Family History; National Identification; Identification of the Present With the National Past; Identification, Participation, and Pluralism; Conclusions; 4. The Analytic Stance; The History of the Present; Learning Lessons From the Past; Learning How Historical Accounts Are

Created; Conclusions; 5. The Moral Response Stance; Remembrance and Forgetting; Fairness and Justice; Heroes and Heroism; Conclusions; 6. The Exhibition Stance; Exhibition as Personal Fulfillment; Exhibition as Accountability  
Exhibition as Service to OthersConclusions; 7. Narrative Structure and History Education; The Meaning of Narrative; Students and Historical Narratives; Affordances and Constraints of Narrative; Narrative Structure as a Cultural Tool; Conclusions; 8. Narratives of Individual Achievement and Motivation; The Role of Individual Narratives in History Education; The Appeal and Limitations of Individual Narratives; Individual Narratives as a Cultural Tool; Conclusions; 9. The Story of National Freedom and Progress; Appropriation of the U.S. National Narrative  
Diversity in Use of the National NarrativeAffordances and Constraints of the Narrative of Freedom and Progress; Conclusions; 10. Inquiry; Inquiry as Reflective Thought; Affordances of Inquiry as a Tool; Students Engaging in Inquiry: Problems and Possibilities; The Tool of Inquiry and Its Component Parts; Conclusions; 11. Historical Empathy as Perspective Recognition; The Components of Historical Empathy; A Sense of "Otherness"; Shared Normalcy; Historical Contextualization; Multiplicity of Historical Perspectives; Contextualization of the Present The Constraint of Empathy as Perspective RecognitionConclusions; 12. Empathy as Caring; Varieties of Care in History Education; Caring About; Caring That; Caring For; Caring To; The Place of Care in the Tool Kit of History Education; Conclusions; 13. Teacher Education and the Purposes of History; Teacher Knowledge and Education Reform; The Pedagogical Content Knowledge of History Teachers; Pedagogical Content Knowledge and Classroom Practice; The Practice of History Teaching; The Role of Purpose in History Teaching; Changing the Practice of History Teaching; Author Index; Subject Index

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### Sommario/riassunto

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

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