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Sommario/riassunto	How can teachers incorporate the richness of historical resources into classrooms in ways that are true to the discipline of history and are pedagogically sound? This book explores the notion of historical literacy, adopts a research-supported stance on literacy processes, and promotes the integration of content-area literacy instruction into history content teaching. It is unique in its focus on the discipline-specific literacies of historical inquiry. Addressing literacy from a historian's rather than a literacy specialist's point of view, this book surveys a broad range of texts including