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Nota di contenuto

Book Cover; Title; Copyright; Contents; Introduction; Chapter 1 Seeking a More Potent Approach to Teaching History; Chapter 2 On the Limits of Collective Memorialization and Persistent Instruction; Chapter 3 The Case of Thomas Becker: Using Knowledge of History as a Domain to Structure Pedagogical Choices; Chapter 4 Learning History: What Do Students Know and What Can They Do with that Knowledge?; Chapter 5 Teaching about Indian Removal: Describing and Unpacking the Investigative Approach; Chapter 6 Assessing Student Learning; Chapter 7 Theorizing Investigative History Teaching
Chapter 8 How Are History Teachers to Learn to Teach Using an Investigative Approach? Appendix; Notes; Index

Sommario/riassunto

Every few years in the United States, history teachers go through what some believe is an embarrassing national ritual. A representative group of students sit down to take a standardized U.S. history test, and the results show varied success. Sizable percentages of students score at or below a "basic" understanding of the country's history. Pundits seize on these results to argue that not only are students woefully ignorant about history, but history teachers are simply not doing an adequate job teaching historical facts. The overly common practice of teaching history as a series of dates
