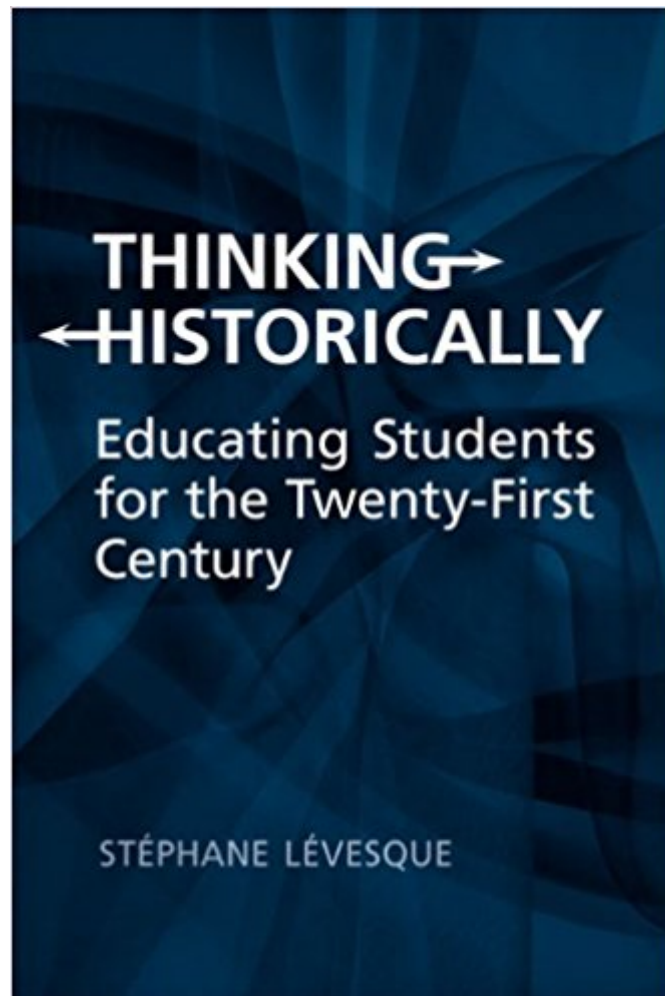




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Thinking Historically: Educating Students For The 21st Century



Synopsis

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 Lévesque 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, Lévesque 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.

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Customer Reviews

'Thinking Historically draws together a great many ideas about the nature of historical thinking and applies them to contemporary history education. Stéphane Lévesque shows a much wider

familiarity with work on the theoretical foundations of history than many others writing in the field. He cites a wider variety of sources, includes more diverse perspectives, and brings new voices into the discussion of the aims and methods of historical learning. This book will be useful for teacher-educators, thoughtful history teachers, and anyone else interested in the intellectual foundations of history education.’ (Keith C. Barton, Professor of Teacher Education, University of Cincinnati)’ This volume offers a panoply of references to some of the best scholarship on historical thinking offered up by both history education researchers and historians. St  phane L  vesque draws from empirical studies as well as from the discipline of historical thinking to create an important synthesis. From this comes a clearer understanding of how the foci of historical thinking come together and overlap. L  vesque’s range of ideas is outstanding and the array of references and connections is unmatched by any other volume in the field.’ (Bruce Van Sledright, Professor, Department of Curriculum and Instruction, University of Maryland, College Park)

St  phane L  vesque is an associate professor of History Education in the Faculty of Education at the University of Ottawa.

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