



**Why Learn About  
History: Exploring  
the Past to  
Understand the  
Future**

# Learning History Why To Learn History

**Samuel Rawson Gardiner**



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**Knowing, Teaching, and Learning History** Peter N. Stearns, Peter Seixas, Sam Wineburg, 2000-09 This four part volume identifies the problems and issues in late 20th and early 21st century history education working towards an understanding of this evolving field It aims to give both students and teachers insights into the best way of developing historical understanding in pupils

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questions at the back snoozefest we've subjected students to for decades. If we want to educate citizens who can sift through the mass of information around them and separate fact from fake, we have to explicitly work to give them the necessary critical thinking tools. Historical thinking Wineburg shows us in *Why Learn History When It's Already on Your Phone* has nothing to do with test prep style ability to memorize facts. Instead, it's an orientation to the world that we can cultivate, one that encourages reasoned skepticism, discourages haste, and counters our tendency to confirm our biases. Wineburg draws on surprising discoveries from an array of research and experiments, including surveys of students' recent attempts to update history curricula and analyses of how historians, students, and even fact checkers approach online sources to paint a picture of a dangerously mine-filled landscape, but one that, with care, attention, and awareness, we can all learn to navigate. It's easy to look around at the public consequences of historical ignorance and despair. Wineburg is here to tell us it doesn't have to be that way. The future of the past may rest on our screens. But its fate rests in our hands. *Thinking History* 4-14 Grant Bage, 2000. In this book, the author looks at the past, present, and the future of history teaching in primary schools in an attempt to provide a practical framework for teachers. Section one reviews relevant literature with an aim to clarify the dilemmas and advance present thinking and practice in history teaching in primary schools. Section two offers case studies, curriculum materials, and designs, teaching ideas, and methods, teacher development, and curriculum development materials at the same time as tying it in to the existing knowledge base. Section three considers the perennial dilemmas for school history in the 21st century, including how can history survive in an increasingly over-crowded and competitive school curriculum? How can history be harnessed to improvements in literacy and numeracy? What should the primary history curriculum contain? How can IT secure easier access to historical information and evidence? *Studying History* Robert Vincent Daniels, 1981.

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