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How should historians speak truth to power — and why does it matter? Why is five hundred years better than five months or five years as a planning horizon? And why is history — especially long-term history — so essential to understanding the multiple pasts which gave rise to our conflicted present? The History Manifesto is a call to arms to historians and everyone interested in the role of history in contemporary society. Leading historians Jo Guldi and David Armitage identify a recent shift back to longer-term narratives, following many decades of increasing specialisation, which they argue is vital for the future of historical scholarship and how it is communicated. This provocative and thoughtful book makes an important intervention in the debate about the role of history and the humanities in a digital age. It will provoke discussion among policymakers, activists and entrepreneurs as well as ordinary listeners, viewers, readers, students and teachers. This title is also available as Open Access.

How we teach ethics has been an ambiguous instructional area for many years. In religious schools it is left to the work of the religion teacher, and in public schools it is often incorporated into a civics course. Across the curriculum there are multiple points at which we can incorporate the study of ethics in interdisciplinary ways. In this volume we will focus on how educators in high schools (grades 9-12) can incorporate the teaching of ethics effectively across all disciplines (Sciences, Humanities, Arts, Math and Technology). The introduction of the book will be a foundational description of ethics - what it means to study ethics and to be an ethical person.

This comprehensive resource is an invaluable teaching aid for adding a global dimension to students' understanding of American history. It includes a wide range of materials from scholarly articles and reports to original syllabi and ready-to-use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view.The contributors include well-known American history scholars as well as gifted classroom teachers, and the book's emphasis on immigration, race, and gender points to ways for teachers to integrate international and multicultural education, America in the World, and the World in America in their courses. The book also includes a 'Views from Abroad' section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants. A comprehensive, annotated guide directs teachers to additional print and online resources.

Understanding the Constitution has been primarily designed for secondary school students of United States history and government. The book ' s usefulness extends to immigrants taking citizenship courses as well as adult general readers. The text includes informative essays, charts, graphs, twenty-five lessons, quizzes, examinations, topic locator, glossary, copies of the Articles of Confederation and the Constitution of the United States, as well as a selected bibliography. This work represents a much needed exploration of a subject essential in the education of all Americans. About the Author Henry T. Conserva has taught in the public schools of California for over fifty years. He has been a curriculum specialist in social studies for the San Francisco Unified School District and has taught student teachers at San Francisco State University. He has done postgraduate study at Tel Aviv University in Israel and at Harvard ' s Japan Institute. He is the author of Earth Tales, Propaganda Techniques, Tips for Teachers and the Illustrated Dictionary of Physical Geography.

You're holding a new kind of professional development tool called a Strategic Teacher PLC Guide. Designed in partnership with more than 75 schools, Strategic Teacher PLC Guides make the important work of bringing high-impact, research-based instructional practices into every classroom easier than ever before. Each guide focuses on one strategy from the best-selling ASCD book The Strategic Teacher: Selecting the Right Research-Based Strategy for Every Lesson and serves as a complete professional development resource for a team of teachers (or professional learning community) to learn, plan, and implement the strategy in their classrooms.This guide focuses on Reading for Meaning, a reading and reasoning strategy that helps students understand new ideas, make inferences, and support their thinking with evidence. The strategy is designed around research showing that proficient readers use a specific set of thinking skills to build deep understanding of the texts they read and apply those skills in three distinct phases: before reading, during reading, and after reading. Reading for Meaning gives all students the opportunity to practice this three-phase approach by" Using simple statements to preview and predict before reading." Actively searching for relevant evidence during reading." Reflecting on and synthesizing both their learning and their thinking process after reading.This PLC Guide takes you and your colleagues on a "guided tour" of Reading for Meaning, enabling you to" Learn how Reading for Meaning builds reading, reasoning, and problem-solving skills." Experience a model lesson using the Reading for Meaning strategy and learn from sample lessons and planning forms designed by other teachers." Plan a complete Reading for Meaning lesson for your classroom." Reflect deeply on your lesson to refine and expand your use of the strategy." Examine student work at various levels of proficiency and use your findings to plan next steps in building students' reading, thinking, and comprehension skills.Harvey F. Silver, president of Silver Strong & Associates and Thoughtful Education Press, is a nationally recognized presenter and professional development specialist. He has collaborated with Richard Strong and Matthew Perini on several best sellers in education, including ASCD's The Strategic Teacher and Thoughtful Education Press's award-winning Tools for Promoting Active, In-Depth Learning. Susan C. Morris, an experienced consultant and former classroom teacher, develops practical applications for teachers, students, and parents in the areas of differentiated instruction, brain-based research, experiential learning, and curriculum design. Victor Klein, a former building-level administrator, has been a Silver Strong & Associates trainer for 25 years. He is an expert in professional learning communities, administrative training, and unit and lesson design.

English for Business Communication is a practical teaching and learning handbook for STIESIA students who take English Laboratory course in third semester.

This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law-related education (Ire) into their regular course of instruction. The curriculum goals are (1) to promote good citizenship through an understanding of and active participation in a democratic society; (2) to foster respect, understanding, and appreciation of diversity; (3) to develop, improve and integrate thinking and interpersonal skills; and (4) to increase knowledge of and insights into the personal relevance of law and the Constitution. The first part of the guide provides a framework for organizing and selecting (Ire) activities based on concepts of power, justice, liberty, and equality. The guide presents teaching strategies appropriate to Ire including case studies, mock trials, resource persons, role playing, simulations, and various games. Lesson plans are divided into levels--lower and upper elementary, middle, and high school--and provide concepts, rationale, objectives, materials, procedures, and assessment. Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia. The appendix includes a copy of the United States Constitution. (Jd).

In this Second Edition of this radical social history of America from Columbus to the present, Howard Zinn includes substantial coverage of the Carter, Reagan and Bush years and an Afterword on the Clinton presidency. Its commitment and vigorous style mean it will be compelling reading for under-graduate and post-graduate students and scholars in American social history and American studies, as well as the general reader.

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