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Instruction Author
Nikki Mandell
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explains the essential
elements of history and
provides "how to"
examples for building
historical literacy in
classrooms at all grade

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examples for building historical literacy in classrooms at all grade levels. With practical examples, engaging and effective lessons, and classroom activities that tie to essential questions, Thinking Like a Historian provides a framework to enhance and improve teaching and learning history.

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and classroom History
activities that tie to
essential questions,
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...

No, but you can try
that if you want. But I
would say thinking like

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a historian is a little bit like being a combination between a storyteller and a scientist . . . you're gonna see me draw a really, really bad beaker here there we go . . . some little fumes coming off of that. and a lawyer, maybe I'll put a gavel here.

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historian (video) |
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The Thinking Like a Historian charts which are the centerpiece of Thinking Like a Historian were created by condensing into simplified and easily remembered language the combined expertise of the...

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instruction ...**

Thinking Like a
Historian. Writing is
often viewed as a
summative evaluation
of student learning.
However, having
students practice the
skills of constructing a
written response is a
powerful process that
can support historical
thinking.

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Thinking Like A
Historian: Rethinking
History Instruction was
written by Bobbie
Malone and Nikki
Mandell. 13.

**Thinking like
historian full
slideshow - LinkedIn
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Tell stories and engage
others' minds in
constructive debate
that leads to

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understanding and personal growth—theirs and yours; inform and learn. Turn skeptics (especially those who think history is boring or a waste of time) into believers. Light sparks and make a difference.

Social Studies. Unit 3. "Thinking like a Historian" - Mr ...

The Reading Like a Historian curriculum engages students in

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historical inquiry. Each lesson revolves around a central historical question and features a set of primary documents designed for groups of students with a range of reading skills. This curriculum teaches students how to investigate historical questions by employing reading strategies such as sourcing, contextualizing, corroborating, and

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close reading.

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Korryn McMinn. Finally
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Thank you!

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Historian: Rethinking History Instruction by Nikki Mandell and Bobbie Malone is a teaching and learning framework that explains the essential elements of history and provides "how to" examples for building historical literacy in classrooms at all grade levels.

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Rethinking History**

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They present their
Thinking like a
Historian framework
through lessons
tailored to specific
grade levels
throughout the book.
The use of primary
sources and secondary
sources is made
explicit in the lessons
which show how this
development in

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historical analysis has
made deep inroads ...

Instruction Author

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Customer reviews:

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December 2008
Not according to the
historians and
educators working
through the University
of Wisconsin,
Whitewater, to develop
Thinking Like a
Historian: Rethinking
History Instruction.

Written materials and

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accompanying DVD demonstrate how educators always teach critical thinking to students of all grade levels. "History as I learned it in the classroom had a lot to do with memorization of facts," explains Dr. Nikki Mandell of the University of Wisconsin.

Teachinghistory.org

About This Strategy
Students understand

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history best when they're able to think like historians: when they're able to ask the same types of questions historians do, draw the same types of parallels historians do, and make the same kinds of connections historians do. However, this line of thinking is often foreign to most students.

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and improve teaching
and learning / |c Nikki
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Malone. 264: 1 |a
[Madison, Wisconsin] :
|b Wisconsin Historical
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Separate Spheres,

422-425. Secondary

Source 1 — Catherine

Clinton, “The Ties That
Bind” (1984)

Secondary Source 2 —

Nancy A. Hewitt,

“Beyond the Search for
Sisterhood: American

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"Women's History in the
1980s" (1985)

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historian. Major Events
Timeline. Compromise
of 1850. Congress
passed 5 bills during

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the month of
September in 1850.
This was done with the
intention to defuse a
conflict between
slavery and non-
slavery states. The bills
addressed the
disagreement on what
to do with new and
from the Mexican-
American war. The
compromise helped to
...

**Events - thinking
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Deer Valley High
School Home of the
Wolverines Wolverines
Instruction Author
are Safe, Kind,
Nikki Mandall
Responsible, and
Proud!

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