

Go to the Sources

Lucy Maynard Salmon
and the Teaching of History



CHARA HAEUSSLER BOHAN

Go To The Sources Lucy Maynard Salmon And The Teaching Of History

**Christine A. Woyshner, Joseph
Watras, Margaret Crocco**



Go To The Sources Lucy Maynard Salmon And The Teaching Of History:

Go to the Sources Chara Haeussler Bohan,2004 Lucy Maynard Salmon was a pioneer educator with a progressive spirit Having earned a bachelor s and master s degree from the University of Michigan in 1876 and 1883 Salmon continued her studies under Bryn Mawr professor and future U S President Woodrow Wilson Thereafter Salmon began her forty year Vassar College career and earned a reputation as a nationally prominent historian suffrage advocate author and teacher She helped found the American Association of University Women the American Association of University Professors and the Middle States Council for the Social Studies She was the only woman to serve on the American Historical Association s Committee of Seven and the first woman to be elected to its Executive Council An advocate of the new social history Salmon s teaching methods were novel at the time and continue to be relevant today Indeed Salmon advised students to go to the sources [Go to the Sources](#) Chara Haeussler Bohan,1999 **Go to the sources** Chara Haeussler Bohan,1999

International Review of History Education Alaric Dickinson,Peter Gordon,Peter Lee,2013-05-13 The third volume in this international review takes raising standards as its central theme Raising standards is no simple matter either conceptually or empirically whatever politicians might think If it is to happen it must draw on research and practical experience from other countries *Raising Standards in History Education* Alaric Keith Dickinson,Peter Gordon,Peter John Lee,2001 First Published in 2002 Routledge is an imprint of Taylor Francis an informa company **Handbook of Research in Social Studies Education** Linda S. Levstik,Cynthia A. Tyson,2010-04-15 This Handbook outlines the current state of research in social studies education a complex dynamic challenging field with competing perspectives about appropriate goals and on going conflict over the content of the curriculum Equally important it encourages new research in order to advance the field and foster civic competence long maintained by advocates for the social studies as a fundamental goal In considering how to organize the Handbook the editors searched out definitions of social studies statements of purpose and themes that linked or divided theory research and practices and established criteria for topics to include Each chapter meets one or more of these criteria research activity since the last Handbook that warrants a new analysis topics representing a major emphasis in the NCSS standards and topics reflecting an emerging or reemerging field within the social studies The volume is organized around seven themes Change and Continuity in Social Studies Civic Competence in Pluralist Democracies Social Justice and the Social Studies Assessment and Accountability Teaching and Learning in the Disciplines Information Ecologies Technology in the Social Studies Teacher Preparation and Development The Handbook of Research in Social Studies is a must have resource for all beginning and experienced researchers in the field [Settling and Unsettling Memories](#) Nicole Neatby,Peter Hodgins,2012-03-19 *Settling and Unsettling Memories* analyses the ways in which Canadians over the past century have narrated the story of their past in books films works of art commemorative ceremonies and online This cohesive collection introduces readers to overarching themes of Canadian memory studies and brings them up to date on the latest

advances in the field With increasing debates surrounding how societies should publicly commemorate events and people Settling and Unsettling Memories helps readers appreciate the challenges inherent in presenting the past Prominent and emerging scholars explore the ways in which Canadian memory has been put into action across a variety of communities regions and time periods Through high quality essays touching on the central questions of historical consciousness and collective memory this collection makes a significant contribution to a rapidly growing field

The "Lives" and Writings of Edith Rickert (1871-1938) Christina von Nolcken,2024-06-27 This biography represents a nuanced account of Edith Rickert's life and inner life It follows Rickert's own writing and draws attention to her life as a writer Rickert has been long remembered as a medievalist but she also contributed to American scholarship pedagogy and codicology Born into a family of very modest means in Canal Dover Ohio she numbered among the University of Chicago's earliest doctoral students 1895 1899 and was among the first eight women to reach the top of that University's professorial ladder She prepared what remains the definitive edition of the medieval romance Emar She documented aspects of the medieval as well as Chaucer's life with a historian's accuracy and a novelist's insight In the Ladies Home Journal she wrote on women's issues that remain pressing today With University of Chicago professor John Matthews Manly 1865 1940 she prepared numerous readers and textbooks including several that helped put contemporary British and American literature on the academic map Again in collaboration with Manly she was responsible for what has been described as perhaps the most important of the MI 8 solutions during World War I as well as the eight volume edition of Chaucer's Canterbury Tales 1940 Rickert also published short stories novels poems and essays As this biography shows Rickert's achievement as a writer was equal to her work as a literary critic

The Species Maker Kristin Johnson,2021-10-26 An extensively researched novel about the role of science in modern life set against the backdrop of the 1925 Scopes Trial

Contemporary Social Studies William B. Russell,2012-02-01 The field of social studies is unique and complex It is challenged by the differing perspectives related to the definition goals content and purpose of social studies Contemporary Social Studies An Essential Reader discusses the contemporary issues surrounding social studies education today Contemporary Social Studies An Essential Reader encourages and inspires readers to think The chapters included in this volume are written by prominent scholars in the field of social studies The collection inspires and provokes readers to reconsider and reexamine social studies and its contemporary state Readers will explore the various critical topics that encompass contemporary social studies This collection provides readers with rich chapters which are sure to be cited as key works Compelling and accessible this collection brings to light the critical topics relevant to contemporary social studies and is sure to serve as a cornerstone and seminal text for the future

The Dunning School John David Smith,J. Vincent Lowery,2013-10-14 From the late nineteenth century until World War I a group of Columbia University students gathered under the mentorship of the renowned historian William Archibald Dunning 1857 1922 Known as the Dunning School these students wrote the first

generation of state studies on the Reconstruction volumes that generally sympathized with white southerners interpreted radical Reconstruction as a mean spirited usurpation of federal power and cast the Republican Party as a coalition of carpetbaggers freedmen scalawags and former Unionists Edited by the award winning historian John David Smith and J Vincent Lowery The Dunning School focuses on this controversial group of historians and its scholarly output Despite their methodological limitations and racial bias the Dunning historians writings prefigured the sources and questions that later historians of the Reconstruction would utilize and address Many of their pioneering dissertations remain important to ongoing debates on the broad meaning of the Civil War and Reconstruction and the evolution of American historical scholarship This groundbreaking collection of original essays offers a fair and critical assessment of the Dunning School that focuses on the group s purpose the strengths and weaknesses of its constituents and its legacy Squaring the past with the present this important book also explores the evolution of historical interpretations over time and illuminates the ways in which contemporary political racial and social questions shape historical analyses

Curriculum and Teaching Dialogue
Barbara Slater Stern,2009-10-01 Curriculum and Teaching Dialogue is the journal of the American Association of Teaching and Curriculum AATC An important historical event in the development of organizations dealing with the scholarly field of teaching and curriculum was the founding of the AATC on October 1 1993 The members of the AATC believed that the time was long overdue to recognize teaching and curriculum as a basic field of scholarly study to constitute a national learned society for the scholarly field of teaching and curriculum teaching is the more inclusive concept curriculum is an integral part of teaching the what to teach aspect Since it s founding AATC has produced scholarship in teaching and curriculum and serves the general public through its conferences journals and the interaction of its members The purpose of the organization was originally defined in Article 1 Section 2 of the AATC Constitution To promote the scholarly study of teaching and curriculum all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum shall be encouraged Curriculum and Teaching Dialogue seeks to fulfill that mission

The Status of Social Studies Jeff Passe,Paul G. Fitchett,2013-10-01 A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States With over 12 000 responses it is the largest survey of social studies teachers in over three decades We asked teachers about their curricular goals their methods of instruction their use of technology and the way they address the needs of English language learners and students with disabilities We gathered demographic data too along with inquiries about the teachers training their professional development experiences and even whether they serve as coaches The enormous data set from this project was analyzed by multiple research teams each with its own chapter This volume would be a valuable resource for any professor doctoral student or Master s student examining the field of social studies education It is hard to imagine a research study topical article or professional development session concerning social studies that would not quote findings from this book about the

current status of social studies With chapters on such key issues as the teaching of history how teachers address religion social studies teachers use of technology and how teachers adapt their instruction for students with disabilities or for English language learners the book s content will immediately be relevant and useful

Social Education in the Twentieth Century Christine A. Woyshner, Joseph Watras, Margaret Crocco, 2004 Since the birth of the republic the aim of social education has been to prepare citizens for participation in democracy In the twentieth century theories about what constitutes good citizenship and who gets full citizenship in the civic polity changed dramatically In this book contributors with backgrounds in history of education educational foundations educational leadership and social studies education consider how social education inside and outside school has responded to the needs of a society in which the nature and prerogatives of citizenship continue to be contentious issues

The Wiley Handbook of Social Studies Research Meghan McGlinn Manfra, Cheryl Mason Bolick, 2017-03-13 The Wiley Handbook of Social Studies Research is a wide ranging resource on the current state of social studies education This timely work not only reflects on the many recent developments in the field but also explores emerging trends This is the first major reference work on social studies education and research in a decade An in depth look at the current state of social studies education and emerging trends Three sections cover foundations of social studies research theoretical and methodological frameworks guiding social studies research and current trends and research related to teaching and learning social studies A state of the art guide for both graduate students and established researchers Guided by an advisory board of well respected scholars in social studies education research

The Educational Legacy of Woodrow Wilson James Axtell, 2012 In The Educational Legacy of Woodrow Wilson James Axtell brings together essays by eight leading historians and one historically minded political scientist to examine the long formative academic phase of Wilson s career and its connection to his relatively brief tenure in politics Together the essays provide a greatly revised picture of Wilson s whole career and a deeply nuanced understanding of the evolution of his educational political and social philosophy and policies the ordering of his values and priorities and the seamless link between his academic and political lives The contributors shed light on Wilson s unexpected rise to the governorship of New Jersey and the presidency and how he prepared for elective office through his long study of government and the practice of academic politics which he deemed no less fierce than that of Washington In both spheres he was enormously successful propelling a string of progressive reforms through faculty and legislative forums Only after he was beset by health problems and events beyond his control did he fail to push his academic and postwar agendas to their logical idealistic conclusions Contributors James Axtell College of William and Mary Victoria Bissell Brown Grinnell College John Milton Cooper Jr University of Wisconsin Stanley N Katz Princeton University W Bruce Leslie SUNY Brockport Adam R Nelson University of Wisconsin Mark R Nemecek Forrester Research John R Thelin University of Kentucky Trygve Throntveit Harvard University

The Divide Within Tina L. Heafner, Laura K. Handler, Tracy C. Rock, 2021-01-01 Globalization modernization and

technologization have brought rapid social and economic change while also increasing diversity of democratic societies Plurality of democracy once viewed as a progressive ideology has been met by the movement of identity politics to the margins of society Although social movements demanding recognition on the part of groups that were once invisible to mainstream society have brought attention to systemic inequities prejudice and discriminatory policies other groups feeling a loss of status and a sense of displacement have pushed back with counterclaims and protests These conflicting narratives have fractured society and segmented the populace along narrowly defined identities creating a new era of democracy and isolationism Today in the United States we see the troubling effects of increasingly polarized political discourse amplified gridlock within government the politicization and fragmentation of economic and social life and the suppression of the spread of information across ideological lines The socio political climate in America is characterized by skepticism hostility distrust claims of fake news and unwavering opposition The divide within our nation has shifted the narrative of democracy from promoting the common good to protecting the interests of likeminded factions and the preservation of power and privilege In recent decades researchers focused attention on studying the social geographic political and technological polarization in the United States Trends manifest in myriad ways both in politics and in everyday life and expose the divergence between urban and rural communities These inquiries also suggest that causes and effects of identity politics and polarization are too complex to be studied within the confines of a single discipline Its exploration therefore requires participation and collaboration from scholars in many different fields particularly those working in the social sciences In this edited volume we seek to leverage this research capacity to engage the reader in studies and instruction concerning the divide within and the intersections of realities facts theories and practices in social science education Download a sample article Teaching to a Statue Wade H Morris Georgia State University Chara Haessler Bohan Georgia State University **The New Social Studies** Barbara Slater Stern,2009-11-01 This volume The New Social Studies People Projects and Perspectives is not an attempt to be the comprehensive book on the era Given the sheer number of projects that task would be impossible However the current lack of knowledge about the politics people and projects of the NSS is unfortunate as it often appears that new scholars are reinventing the wheel due to their lack of knowledge about the history of the social studies field The goal of this book then is to sample the projects and individuals involved with the New Social Studies NSS in an attempt to provide an understanding of what came before and to suggest guidance to those concerned with social studies reform in the future especially in light of the standardization of curriculum and assessment currently underway in many states The authors who contributed to this project were recruited with several goals in mind including a broad range of ages interests and experiences with the NSS from participants during the NSS era through new young scholars who had never heard much about the NSS As many of the authors remind us in their chapters much has been written of the failure of the NSS However in every chapter of this book the authors also point out the remnants of the projects that remain Histories of Social

Studies and Race: 1865-2000 Christine Woysner, Chara Haeussler Bohan, 2012-09-06 This collection of historical essays on race develops lines of inquiry into race and social studies such as geography history and vocational education Contributors focus on the ways African Americans were excluded or included in the social education curriculum and the roles that black teachers played in crafting social education curricula

Addressing Social Issues in the Classroom and Beyond Samuel Totten, Jon Pedersen, 2007-01-01 Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field is comprised of essays that delineate the genesis and evolution of the thought and work of pioneers in the field of social issues and education The authors many of whom themselves are noted professors of education and who have done significant work in the field of social issues and education delineate and analyze the efforts e g theoretical work research curriculum development and teaching of such pioneers within the larger framework of their life story As a result the reader is not only introduced to the significant work of each pioneer but valuable and often fascinating insights into how his her life experiences informed his her thinking beliefs goals and work This book constitutes a rich and unusual record of the thinking and accomplishments of those luminaries who worked tirelessly in the belief that a well educated and well informed populace was absolutely imperative in a democracy if the latter were to remain healthy and vibrant Beyond current scholars and students we believe that this book will be of great interest to a wide spectrum of individuals teacher educators who perceive the need to avail their students of the rich history rationales and methods for incorporating the study of social issues across the curriculum professors who teach history of curriculum courses and or history of education courses are likely to be drawn to the book both for the rich stories as well as the bounty of information found in each chapter those who specialize in autobiographical studies in the field of education are likely to find the book to be remarkably rich and valuable both for their own research as well as in their teaching secondary level teachers in science social studies and English who are interested in incorporating the study of social issues into the courses they teach will glean incredibly rich insights into why and how to go about such an endeavor and future scholars and students who care deeply about how society impacts education education impacts society and how individuals and groups can have a positive impact on society through their collective efforts are bound to find the book both fascinating and instructive

Go To The Sources Lucy Maynard Salmon And The Teaching Of History Book Review: Unveiling the Power of Words

In a world driven by information and connectivity, the ability of words has become more evident than ever. They have the ability to inspire, provoke, and ignite change. Such is the essence of the book **Go To The Sources Lucy Maynard Salmon And The Teaching Of History**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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