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Based on a 5-year study of an
elementary school with

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socioeconomic diversity, the authors provide an active model of civic engagement organized into three settings: Classroom, School, and Community. Each chapter includes an overview of what research has

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demonstrated about civic engagement in that particular space, offers detailed descriptions of activities, and closes with lessons for practice. This case study demonstrates how putting civics at the center

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of the curriculum gives purpose and motivation to traditional academic learning, including tested subjects such as reading, writing, and mathematics. As former elementary school teachers, the authors focus on

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what is possible in schools
rather than a romantic vision of
what schools could be.

Classroom teachers, school
principals, community
members, and teacher
educators can use this resource

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to foster a deeper, richer understanding of what is entailed in civic life.

This book, primarily a collection of statements on action agenda to be pursued in geography in India, consists of nineteen

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chapters exclusively authored by the young geographers. It is organised into five parts: Part I provides “The Contextual Orientation”, Part II contemplates on “Reshaping Geography Education”, Part III

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explores “Resurrecting Physical Geography”, Part IV looks at “Retrieving Human Geography”, and Part V: “The Summum Bonum” attempts to garland the emerging thoughts. The book seeks to provide a peep into the

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future Indian Geography and
serve professional geographers,
researchers, teachers and
students alike.

S. Chand's ICSE History & Civics
for Classes IX & X strictly
adhere to the latest ICSE

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syllabus. It is divided into three sections—Civics, Indian History and the Contemporary World.

New Transitions - History and
Civics - 8

History, Geography and Civics
An Autobiography

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Indian Geography in the 21st
Century

Historical Antecedents,
Contemporary Manifestations,
and Future Directions

The Young Geographers Agenda

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*4 Teaching America The Case for
Civic Education R&L Education
This book taps the best American
thinkers to answer the essential
American question: How do we
sustain our experiment in
government of, by, and for the*

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people? To remain America, our country has to give its kids a civic identity, an understanding of our constitutional system, and some appreciation of the amazing achievement of American self-government. Yet schools often do

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no such thing. Young Americans know little about the founding fathers, the Bill of Rights, the structure of government, or the civilrights movement. Three of every four high-school seniors aren't proficient in civics, and the problem

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is aggravated by universities' disregard for civic education. This undermines healthy citizenship. It disenfranchises would-be voters-especially the poor and minorities-it weakens America's common culture, and it poisons political

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discourse. That is the subject of this book, authored by an extraordinary and politically diverse roster of public officials, scholars, and educators. In these pages, they describe our nation's civic education problem, assess its

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*causes, offer an agenda for reform,
and explain the high stakes at risk if
we fail.*

*Transitions 9–10 is our completely
revised and updated edition
mapped to CISCE Curriculum for
History and Civics. A plethora of*

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beautiful photographs, images, timelines, maps and stories have been incorporated to help learners learn in an organised manner.

Comprising exciting visuals and new features, the series aims to make the study of the past and

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*present a joyous learning
experience for middle school
learners. In Focus: encapsulates
the area of study in each chapter
Timelines: help place historical
events in a proper chronological
sequence Move Forward:*

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introduces the topic and probes prior knowledge Add On: contains additional information and facts Connecting Bridges: indicates parallel historical developments in other parts of the world Time to Think: poses thought-provoking

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questions Glossary: enhances the vocabulary of the learners Picture Study: reinforces learning and improves retention Webcharts: gives a short summary of the chapter Web Links: enable further exploration of topics Root of the

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Word: explains the origin of key concepts in Civics Model Test Papers: two test papers help in assessment Double Spreads: attractive infographics based on specific concepts Comics by Amar Chitra Katha to shed more light on

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the concepts taught

*Quick Civics Lessons for the New
Naturalization Test*

*A Study of the Relation Between
School and Employment in
England, Scotland, and Germany
Moderator-topics*

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From Adam to Us

*180 Days of Social Studies for
Fourth Grade*

*The Evolution of Library and
Museum Partnerships*

In *The Good Citizen*, some of the most
eminent contemporary thinkers take up

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the question of the future of American democracy in an age of globalization, growing civic apathy, corporate unaccountability, and purported fragmentation of the American common identity by identity politics. Learn how to design history lessons

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that foster students' knowledge, skills, and dispositions for civic engagement. Each section of this practical resource introduces a key element of civic engagement, such as defending the rights of others, advocating for change, taking action when problems are

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observed, compromising to promote reform, and working with others to achieve common goals. Primary and secondary sources are provided for lessons on diverse topics such as the Alice Paul and the Silent Sentinels, Samuel Gompers and the American

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Federation of Labor, Harriet Tubman, Reagan and Gorbachev's unlikely friendship, and Lincoln's plan for Reconstructing the Union. With Teaching History, Learning Citizenship, teachers can show students how to apply historical thinking skills

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to real world problems and to act on civic dispositions to make positive changes in their communities.

“Teachers will appreciate the adaptability of the unscripted lessons in this book. Each lesson provides background historical context for the

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teacher and the resources to expose students to themes of civic engagement that cut across historical time periods and current events. With the case studies, ideas, and sources in this book, teachers can instill students with the dispositions of democratic citizens.”

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—From the Foreword by Laura Wakefield, interim executive director, National Council for History Education

While Allan Ogot's circuits of influence have been very wide, and while he has participated in conferences and forums around the

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world, he has never yielded his intellectual and personal anchorage in Kenya - though he has had numerous opportunities to accept distinguished chairs overseas. Extraordinarily, Allan Ogot has sustained his incredible level of service and scholarship through

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shifting and challenging conditions within Kenya and within Africa, navigating changing economic and political circumstances. His steady hand and persistent commitment to the highest ideals of scholarly engagement and community provide remarkable

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model for all who are dedicating themselves and will dedicate themselves to Africanist scholarship. This autobiography provides a commentary on the history of Kenya as seen through Allan Ogot's life experiences.

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My Footprints on the Sands of Time
The School and the Start in Life
A Journal for Readers, Students and
Teachers of History

Tools for Civic Engagement
Civic Education in the Elementary

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Grades

The book highlights current issues influencing civic and citizenship education and their theoretical underpinnings. It provides an overview of the key features influencing 'democratic

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deconsolidation’, suggests ways in which civic and citizenship education needs to be reframed in order to fit this new political environment, and demonstrates how social media will play a significant role in any

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future for civic and citizenship education. Currently, democratic institutions are under attack, democratic values are threatened, and there is a wide-scale retreat from the liberal consensus that has underpinned

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liberal democracies

internationally. These trends can be seen in events like, Brexit, the election of a right-wing populist President of the United States and, anti-democratic governments in parts of Europe.

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It is this change in the direction of political ideology that is currently ‘deconsolidating democracy’ and thus challenging traditional approaches to civic and citizenship education. What is

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urgently needed is an understanding of these current trends and their implications for thinking in new ways about civic and citizenship education in the 21st century.

Transitions brings alive History

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and Civics for learners and transforms these subjects into an exciting journey. The books strictly follow the guidelines of the Inter State Board for Anglo-Indian Education and the ICSE Board. The series fosters a

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sense of history in young learners by reconstructing the past and introduces young minds to people and events from the past. It also makes students feel responsible towards their surroundings and fellow beings.

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This report is based on the findings of the three-year project which examined the media's influence on the lives of young people throughout Europe. It discusses educational methods for raising the critical awareness

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of pupils about the power of the media (including television programmes and advertising), as well as providing practical suggestions for materials and projects. The report looks at the background of the project and

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outlines details of the workshops involving teachers and some international projects involving classes from different European countries.

**The National Journal of the
Public Schools**

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Transitions – History & Civics

ICSE Class 9

Exploring Government

Teaching and Learning in the

Primary Years

Centering Activism in Students'

Study of the Past

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180 Days of Social Studies for Kindergarten

Supplement your social studies curriculum with 180 days of daily practice! This essential classroom resource provides teachers with weekly social

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studies units that build students' content-area literacy, and are easy to incorporate into the classroom. Students will analyze primary sources, answer text-dependent questions, and improve their grade-level social

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studies knowledge. Each week covers a specific American social studies topic within one of the four disciplines of social studies: history, economics, civics, and geography. Aligned to the National Council for the

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Social Studies (NCSS) and state standards, this social studies workbook includes digital materials.

"Learn About the United States" is intended to help permanent residents gain a deeper

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understanding of U.S. history and government as they prepare to become citizens. The product presents 96 short lessons, based on the sample questions from which the civics portion of the naturalization test is drawn. An

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audio CD that allows students to listen to the questions, answers, and civics lessons read aloud is also included. For immigrants preparing to naturalize, the chance to learn more about the history and government of the

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United States will make their journey toward citizenship a more meaningful one.

Explore the government of the United States from its beginning to the present with special emphasis on the Biblical pattern

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for government and on the U.S. Constitution. Learn about the operations of Federal, state, and local government, and about issues facing our nation today. Become better equipped to understand, pray for, and be

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involved in our country's government. Includes guide for parents.

Transitions – History and Civics
– 6

Critical Approach to the Media in
Civic Education

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Devoted to Schoolroom
Methods. Practical Aids and
Usable Materials for Progressive
Teachers
Preparing Students for
Citizenship in the 21st Century
Practice, Assess, Diagnose

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The Indiana Teacher

Learn how to enact justice-oriented pedagogy and foster students' critical engagement in today's history classroom. Over the past 2 decades, various scholars have rightfully argued that we need to teach students to "think like a historian" or "think like a democratic citizen." In this book, the

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authors advocate for cultivating activist thinking in the history classroom. Teachers can use Teaching History for Justice to show students how activism was used in the past to seek justice, how past social movements connect to the present, and how democratic tools can be used to change society. The first section examines the

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theoretical and research foundation for “thinking like an activist” and outlines three related pedagogical concepts: social inquiry, critical multiculturalism, and transformative democratic citizenship. The second section presents vignettes based on the authors’ studies of elementary, middle, and high school history teachers who engage in justice-

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*oriented teaching practices. Book Features:
Outlines key components of justice-oriented
history pedagogy for the history and social
studies K–12 classroom. Advocates for
students to develop “thinking like an activist”
in their approach to studying the
past. Contains research-based vignettes of
four imagined teachers, providing examples*

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of what teaching history for justice can look like in practice. Includes descriptions of typical units of study in the discipline of history and how they can be reimagined to help students learn about movements and social change.

"This book is an exceedingly comprehensive presentation of Thomas Jefferson's political

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ideals within the context of the philosophical, moral, religious, economic and even literary thought of his time.... I expect that it will eventually become a kind of 'classic,' not just in Jeffersonian Scholarship, but as a distinctive interpretation of American, and Western civilization."--Garrett Ward Sheldon,

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University of Virginia. Thomas Jefferson's writings on morality have largely been ignored. His thoughts on the subject, never developed in any formal work, are said to be unsystematic--a judgment reinforced by his shift from Stoicism (intentions are critical) to Utilitarianism (consequences are critical) later in life. Yet his writings and the

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moral works he recommended reveal much about his moral sense and views on good living. Jefferson valued personal moral improvement, had great respect for moral exemplars and drew inspiration from moralists, sermonizers, novelists, poets, historians and such role models as Professor William Small and his friend

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George Wythe.

Supplement your social studies curriculum with 180 days of daily practice! This essential classroom resource provides teachers with weekly social studies units that build students' content-area literacy, and are easy to incorporate into the classroom. Students will analyze primary sources,

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answer text-dependent questions, and improve their grade-level social studies knowledge. Each week covers a particular topic within one of the four social studies disciplines: history, economics, civics, and geography. Aligned to the National Council for the Social Studies (NCSS) and state standards, this social studies workbook

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includes digital materials.

New Transitions – History and Civics – 6
Putting the Teaching of American History
and Civics Back in the Classroom
Final Report
Essays on the Man Behind the Myths
Teaching America
Teachers Monographs

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Classic Books Library presents this brand new edition of "The Federalist Papers", a collection of separate essays and articles compiled in 1788 by Alexander Hamilton. Following the United States Declaration of Independence in 1776, the governing doctrines and policies of the States lacked cohesion. "The Federalist", as it was

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previously known, was constructed by American statesman Alexander Hamilton, and was intended to catalyse the ratification of the United States Constitution. Hamilton recruited fellow statesmen James Madison Jr., and John Jay to write papers for the compendium, and the three are known as some of the

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Founding Fathers of the United States.

Alexander Hamilton (c. 1755–1804) was an American lawyer, journalist and highly influential government official. He also served as a Senior Officer in the Army between 1799-1800 and founded the Federalist Party, the system that governed the nation's finances. His contributions to

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the Constitution and leadership made a significant and lasting impact on the early development of the nation of the United States.

History, Geography and Civics Education provides an in-depth and engaging introduction to teaching and learning socio-environmental education from F-6 in

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Australia and New Zealand. It explores the centrality of socio-environmental issues to all aspects of life and education and makes explicit links between pedagogical theories and classroom activities. Part 1 introduces readers to teaching and learning history, geography and environmental studies, and civics and citizenship, as well

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as issues in intercultural and global education. Part 2 explores the use of media and sources, values and attitudes, assessment and creative teaching. Each chapter provides links to the Australian Curriculum, including cross-curriculum priorities: sustainability, Aboriginal and Torres Strait Islander education, and Asia

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and Australia's engagement with Asia. History, Geography and Civics Education encourages the reader to consider their own beliefs, values and attitudes in relation to their teaching and includes provocations and reflective questions to foster discussion and engagement. History, Geography and Civics provides

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an in-depth and engaging introduction to teaching and learning socio-environmental education from F-6 in Australia and New Zealand. It explores the centrality of socio-environmental issues to all aspects of life and education and makes explicit links between pedagogical theories and classroom activities. Part I introduces

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readers to teaching and learning history, geography and environmental studies, and civics and citizenship, as well as issues in intercultural and global education. Part II explores the use of media and sources, values and attitudes, assessment and creative teaching. Each chapter provides links to the Australian Curriculum,

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including cross-curriculum priorities: sustainability, Aboriginal and Torres Strait Islander education, and Asia and Australia's engagement with Asia. History, Geography and Civics encourages the reader to consider their own beliefs, values and attitudes in relation to their teaching and includes provocations and reflective

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questions to foster discussion and engagement.

Western Teacher

Starting History And Civics - 4

The Case for Civic Education

Hearing of the Committee on Health,

Education, Labor, and Pensions, United

States Senate, One Hundred Eighth

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Congress, First Session, on Examining S.
504, to Establish Academies for Teachers
and Students of American History and
Civics and a National Alliance of Teachers
of American History and Civics, April 10,
2003

American Journal of Education

New Transitions □ History and Civics □ 7

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Data from 20 years
(1970-90) of the
National Assessment of
Educational Progress
(NAEP) are summarized.
The NAEP represents the
nation's only ongoing

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assessment of the academic achievement of American students. Its assessments of educational achievement of students in grades 4, 8, and 12 are presented

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as "The Nation's Report Card". Chapter 1 of this report contains information about the students' competency in subject matter across the curriculum and their

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ability to use their
minds well. Chapters 2
and 3 include
information about the
trends across time
related to the
performance of

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elementary school,
middle school, and
secondary school
students in higher-order
reasoning, problem
solving, and
communication skills as

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well as information about the academic achievement of minority students. Chapter 4 summarizes information about background variables related to

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education. In general, the data indicate that the educational performance of U.S. students is low and not improving. It is estimated that more than

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half of the nation's
elementary through high
school students are
unable to demonstrate
competency in
challenging subject
matter in English,

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mathematics, science,
history, and geography.
Fewer than half of all
U.S. students appear to
be able to use their
minds well. Although
considerable progress

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has been made in closing the performance gaps among different racial/ethnic and gender groups, the gaps still remain too large to meet the nation's objective

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of close parallels between the performance of minority students and the student population as a whole. Much that research has identified as effective in

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improving education is still not being implemented in the nation's schools.

Nineteen tables and five figures summarize NAEP data. (SLD)

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Libraries, museums, and the ways patrons use them have drastically changed in the past decades. Digitization projects, infotainment, and the Internet are

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redefining the library's
and the museum's roles
in the community. What
are the implications for
the future of these
institutions? The
authors examine, and set

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out an exciting vision of, a new library-museum hybrid. The juxtaposition of library collections and museum artefacts, they assert, has the potential to

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create authentic,
interactive experiences,
and can help establish a
distinct, meaningful,
and sustainable role for
libraries. In the
authors' words,

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libraries can then
"reassert themselves as
places devoted to
contemplation, wonder,
knowledge acquisition,
and critical inquiry".
Commercialization,

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edutainment, and the library as a learning community are just some of the fascinating topics addressed as the authors explore the future's terrain, and

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how libraries might
situate themselves upon
it.

Thinking Deeply about
Primary Mathematics is a
comprehensive
exploration of the

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ideas, theories and
practices of most value
to beginning teachers,
as well as any teacher
with the desire to
improve their practice.
Immediately applicable

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in the classroom and supported by robust analysis of research into mathematics teaching, this book is designed to provide inspiration for

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specialised teaching assignments with the power to enhance both the rate and quality of your professional development journey. Through the use of

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expertly crafted explanations, examples and tasks, each chapter will guide you step by step through the otherwise intimidating world of primary

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mathematics teaching.

This book is perfect for teachers driven to become highly effective practitioners. It also serves as a blueprint for school leaders

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looking to develop the abilities of their teachers and ensure the highest quality mathematics education for all children.

Teacher proficiency is a

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vast uneven continuum
but in taking time to
think deeply about
primary mathematics we
allow ourselves with the
opportunity to build a
solid base from which a

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successful, fulfilling
career can be
constructed. The insight
and expertise provided
by Thinking Deeply About
Primary Mathematics is
essential for anyone

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involved in the teaching
of mathematics.

Kenya National
Bibliography
Primary Education
Historical Outlook
The Good Citizen

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Thinking Deeply About
Primary Mathematics
Teaching History for
Justice