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World History Prentice Hall Textbooks

Heather Hickman, Brad J. Porfilio



World History Prentice Hall Textbooks:

Pageant of World History Gerald Leinwand, Prentice Hall (School Division), Prentice Hall PTR, 1994-01-01 A comprehensive secondary level resource book reviewing world history from the dawn of humankind to the twentieth century. It helps students to grow both in their knowledge of world history and in their development of important reading, writing, thinking, and social studies skills.

Teaching World History: A Resource Book Heidi Roupp, 2015-03-04 A resource book for teachers of world history at all levels. The text contains individual sections on art, gender, religion, philosophy, literature, trade, and technology. Lesson plans, reading, and multi-media recommendations and suggestions for classroom activities are also provided.

World History Eric Vanhaute, 2013-07-24 *World History: An Introduction* provides readers with the knowledge and tools necessary to understand the global historical perspective and how it can be used to shed light on both our past and our present. A concise and original guide to the concepts, methods, debates, and contents of world history, it combines a thematic approach with a clear and ambitious focus. Each chapter traces connections with the past and the present to explore major questions in world history: How did humans evolve from an endangered species to the most successful of them all? How has nature shaped human history? How did agricultural societies push human history in a new direction? How has humankind organized itself in ever more complex administrative systems? How have we developed new religious and cultural patterns? How have the paths of The West and The Rest diverged over the last five centuries? How, at the same time, has the world become more interconnected and globalized? How is this world characterized by growing gaps in wealth, poverty, and inequality? Sharp and accessible, Eric Vanhaute's introduction to this exciting field demonstrates that world history is more of a perspective than a single, all-encompassing narrative, an instructive new way of seeing, thinking, and doing. It is an essential resource for students of history in a global context.

Prentice Hall World History Elisabeth Gaynor Ellis, 2014

Prentice Hall World History, 2007

Prentice Hall World History Elisabeth Gaynor Ellis, Anthony Esler, Burton F. Beers, Prentice-Hall, Inc., 2001

World History Elisabeth Gaynor Ellis, Anthony Esler, 2007-02-28

Prentice Hall World History Elisabeth Gaynor Ellis, Anthony Esler, Pearson/Prentice Hall, 2013

The New Politics of the Textbook Heather Hickman, Brad J. Porfilio, 2012-10-13 In an age of unprecedented corporate and political control over life inside of educational institutions, this book provides a needed intervention to investigate how the economic and political elite use traditional artifacts in K-16 schools to perpetuate their interests at the expense of minoritized social groups. The contributors provide a comprehensive examination of how textbooks, the most dominant cultural force in which corporations and political leaders impact the schooling curricula, shape students' thoughts and behavior, perpetuate power in dominant groups, and trivialize social groups who are oppressed on the structural axes of race, class, gender, sexuality, and disability. Several contributors also generate critical insight in how power shapes the production of textbooks and evaluate whether textbooks still perpetuate dominant Western narratives that normalize and privilege patriotism, militarism, consumerism, White supremacy, heterosexism,

rugged individualism technology and a positivistic conception of the world Finally the book highlights several textbooks that challenge readers to rethink their stereotypical views of the Other to reflect upon the constitutive forces causing oppression in schools and in the wider society and to reflect upon how to challenge corporate and political dominance over knowledge production *Teaching World History in the Twenty-first Century: A Resource Book* Heidi Roupp, 2015-02-12 This practical handbook is designed to help anyone who is preparing to teach a world history course or wants to teach it better It includes contributions by experienced teachers who are reshaping world history education and features new approaches to the subject as well as classroom tested practices that have markedly improved world history teaching *World History* Elisabeth Gaynor Ellis, Anthony Esler, 2012-04-01 Textbooks and War Eugenia Roldán Vera, Eckhardt Fuchs, 2018-10-04 This volume reflects on the role played by textbooks in the complex relationship between war and education from a historical and multinational perspective asking how textbook content and production can play a part in these processes It has long been established that history textbooks play a key role in shaping the next generation's understanding of both past events and the concept of friend and foe Considering both current and historical textbooks often through a bi national comparative approach the editors and contributors investigate various important aspects of the relationships between textbooks and war including the role wars play in the creation of national identities whether the country is on the winning or losing side the effacement of international wars to highlight a country's exceptionalism or the obscuring of intra national conflict through the ways in which a civil war is portrayed This pioneering book will be of interest and value to students and scholars of textbooks educational media and the relationships between curricula and war The 'Other' Students Dina C. Maramba, Rick Bonus, 2012-12-01 Though the Filipino American population has increased numerically in many areas of the United States especially since the influx of professional immigrants in the wake of the 1965 Immigration Act their impact on schools and related educational institutions has rarely been documented and examined *The Other Students* Filipino Americans Education and Power is the first book of its kind to focus specifically on Filipino Americans in education Through a collection of historical and contemporary perspectives we fill a profound gap in the scholarship as we analyze the emerging presence of Filipino Americans both as subjects and objects of study in education research and practice We highlight the argument that one cannot adequately and appropriately understand the complex histories cultures and contemporary conditions faced by Filipino Americans in education unless one grapples with the specificities of their colonial pasts and presents their unique migration and immigration patterns their differing racialization and processes of identity formations the connections between diaspora and community belonging and the various perspectives offered by ethnic group centered analysis to multicultural projects The historical methodological and theoretical approaches in this anthology will be of interest to scholars researchers and students in disciplines which include Education Ethnic Studies Asian American and Pacific Islander Studies Anthropology Sociology Political Science Urban Studies Public Policy and Public Health **World**

History Elisabeth Gaynor Ellis, Anthony Esler, *World History Connections to Today* Gernigon, Prentice Hall (School Division), 2003-08-01

Teaching American History in a Global Context Carl J. Guarneri, Jim Davis, 2015-07-17 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

World History MIRIAM. ESTENSEN, **Africa in Global History** Toyin Falola, Mohammed Bashir Salau, 2021-12-06 This handbook places emphasis on modern contemporary times and offers relevant sophisticated and comprehensive overviews It aims to emphasize the religious economic political cultural and social connections between Africa and the rest of the world and features comparisons as well as an interdisciplinary approach in order to examine the place of Africa in global history This book makes an important contribution to the discussion on the place of Africa in the world and of the world in Africa An outstanding work of scholarship it powerfully demonstrates that Africa is not marginal to global concerns Its labor and resources have made our world and the continent deserves our respect Mukhtar Umar Bunza Professor of Social History Usmanu Danfodiyo University Sokoto and Commissioner for Higher Education Kebbi State Nigeria This is a deep plunge into the critical place of Africa in global history The handbook blends a rich set of important tapestries and analysis of the conceptual framework of African diaspora histories imperialism and globalization By foregrounding the authentic voices of African interpreters of transnational interactions and exchanges the Handbook demonstrates a genuine commitment to the promotion of decolonized and indigenous knowledge on African continent and its peoples Samuel Oloruntoba Visiting Research Professor Institute of African Studies Carleton University

The Trouble with Textbooks Gary A. Tobin, Dennis R. Ybarra, 2008-07-31 School textbooks in Iran Saudi Arabia Egypt and elsewhere in the Arab and Muslim worlds are filled with anti Western and anti Israel propaganda Most readers will be shocked to discover that history and geography textbooks widely used in America s elementary and secondary classrooms contain some of the very same inaccuracies about Jews Judaism and Israel Did you know that there is no record of any important Jewish contribution to the sciences World Civilizations Thomson Wadsworth Or that Christianity was started by a young Palestinian named Jesus The World Scott Foresman Pearson Supplemental materials and other classroom influences are even worse The Trouble with Textbooks exposes the poor scholarship and untruths in textbooks about Jews and Israel The problems uncovered in this ground breaking analysis are instructive and illustrate the

need for reform in the way textbooks are developed written marketed and distributed Substitute another area how we teach American history Western civilization or comparative religion and we have another equally intriguing case study The Trouble with Textbooks shows what can go terribly wrong in discussing religion geography culture or history and in this case all of them The Trouble with Textbooks tells a cautionary tale for all readers whatever their background of how textbooks that Americans depend on to infuse young people with the values for good citizenship and to help acculturate students into the multicultural salad that is American life instead disparage some groups and teach historical distortions With millions of young people using these textbooks each year the denigration of some should be a concern for all History Textbooks and the Wars in Asia Gi-Wook Shin, Daniel C. Snider, 2011-02-08 Over the past fifteen years Northeast Asia has witnessed growing intraregional exchanges and interactions especially in the realms of culture and economy Still the region cannot escape from the burden of history This book examines the formation of historical memory in four Northeast Asian societies China Japan South Korea and Taiwan and the United States focusing on the period from the beginning of the Sino Japanese war in 1931 until the formal conclusion of the Pacific War with the San Francisco Peace Treaty of 1951 The contributors analyse the recent efforts of Korean Japanese and Chinese scholars to write a common history of Northeast Asia and question the underlying motivations for their efforts and subsequent achievements In doing so they contend that the greatest obstacle to reconciliation in Northeast Asia lies in the existence of divided and often conflicting historical memories The book argues that a more fruitful approach lies in understanding how historical memory has evolved in each country and been incorporated into respective master narratives Through uncovering the existence of different master narratives it is hoped citizens will develop a more self critical self reflective approach to their own history and that such an introspective effort has the potential to lay the foundation for greater self and mutual understanding and eventual historical reconciliation in the region This book will be essential reading for students and scholars of Asian history Asian education and international relations in East Asia

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