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- ¹² Peter N. Stearns, Peter Seixas, and Samuel Wineburg, eds., *Knowing, Teaching, and Learning History: National and International Perspectives* (New York: New York University Press, 2000).
- ¹³ Samuel Wineburg, *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past* (Philadelphia: Temple University Press, 2001).
- ¹⁴ Linda Levstik and Keith Barton, *Doing History: Investigating with Children in Elementary and Middle Schools* (Mahwah, NJ: Lawrence Erlbaum, 2001).
- ¹⁵ See, for example, Dario J. Almaraz, "Contexts Shaping Minority Language Students' Perceptions of American History," *Journal of Social Studies Research* 25, no. 2 (2001): 4-22; Keith Barton, "'You'd be Wanting to Know about the Past': Social Contexts of Children's Historical Understanding in Northern Ireland and the USA," *Comparative Education* 37, no. 1 (2001): 89-106; Keith C. Barton and Linda S. Levstik, "'It Wasn't a Good Part of History': National Identity and Students' Explanations of Historical Significance," *Teachers College Record* 99, no. 3 (1998): 478-513; Terrie Epstein, "Deconstructing Differences in African-American and European-American Adolescents' Perspectives of U.S. History," *Curriculum Inquiry* 28, no. 4 (1998): 397-423; ———, "Adolescents' Perspectives on Racial Diversity in U.S. History: Case Studies from an Urban Classroom," *American Educational Research Journal* 37, no. 1 (2000): 185-214; ———, "Racial Identity and Young People's Perspectives on Social Education," *Theory into Practice* 40, no. 1 (2001): 42-47; Linda S. Levstik, "The Well at the Bottom of the World: Positionality and New Zealand [Aotearoa] Adolescents' Conceptions of Historical Significance" (paper presented at the annual meeting of the American Educational Research Association, Montreal, April 1999); Peter Seixas, "Historical Understanding Among Adolescents in a Multicultural Setting," *Curriculum Inquiry* 23, no. 3 (1993): 301-325; ———, "Students' Understanding of Historical Significance," *Theory and Research in Social Education* 22, no. 3 (1994): 281-304; ———, "Mapping the Terrain of Historical Significance," *Social Education* 61, no. 1 (1997): 22-27; and James Wertsch, *Voices of Collective Remembering* (New York: Cambridge University Press, 2002).
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- ¹⁸ Keith Barton, "A Sociocultural Perspective on Children's Understanding of Historical Change: Comparative Findings from Northern Ireland and the United States," *American Educational Research Journal* 38, no. 4 (2001): 881-913.
- ¹⁹ *Ibid.*, p. 896.
- ²⁰ In "Between Every 'Now' and 'Then': A Role for the Study of Historical Agency in History and Social Studies Education," *Theory and Research in Social Education* (forthcoming), Kent den Heyer draws largely on Keith Barton, "'Bossed Around by the Queen': Elementary Students' Understanding of Individuals and Institutions in History," *Journal of Curriculum and Supervision*, 12 (Summer 1997): 290-314; ———, "A Sociocultural Perspective on Children's Understanding of Historical Change," 881-913; ———, "'Oh, That's a Tricky Piece!': Children, Mediated Action, and the Tools of Historical Time," *The Elementary School Journal* 103, no. 2 (2002): 161-185; Ola Halldén, "On the Paradox of Understanding History in an Educational Setting," in *Teaching and Learning in History*, ed. Gaea Leinhardt, Isabel L. Beck, and Catherine Stainton (Hillsdale, NJ: Lawrence Erlbaum, 1994), 27-46; ———, "On Reasoning in History," in *Learning and Reasoning in History*, 272-278; and Peter Seixas, "Historical Understanding Among Adolescents in a Multicultural Setting," 301-325.
- ²¹ Peter Lee and Rosalyn Ashby, "Empathy, Perspective Taking, and Rational Understanding," in *Historical Empathy and Perspective Taking in the Social Studies*, ed. Ozro Luke Davis, Jr., Elizabeth A. Yeager, and Stuart J. Foster (Lanham, MD: Rowman & Littlefield), 21-50. See also Christopher Portal, ed., *The History Curriculum for Teachers* (London: Falmer, 1987).
- ²² Lee and Ashby, "Empathy, Perspective Taking, and Rational Understanding," 37.
- ²³ *Ibid.*
- ²⁴ Our thinking in these exercises has been shaped by Tim Lomas, *Teaching and Assessing Historical Understanding* (London: The Historical Association, 1990).