

HISTORICAL CRITICAL LITERACY

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- **...is not to read history
as facts about the past**



TEXT INTERPRETATION

- **First**, because history is not the same as the past, but about change in time as expressed in different texts
- So, historical critical literacy is to read history as how and why change happens – cause/change



TEXT INTERPRETATION

- **Secondly**, history is not "the facts" but rather a substitute for the past which may be ideological or political, so to read history is to read one of many potential true presentations of the past depending on the authors' selection and interpretation
- So, historical critical literacy is also to be able to read what kind of arguments, emplotment, organising ideas are used to communicate what kind of history and what is the purpose (understanding the use of history)



SOURCE CRITICISM

- But history is not only text. It also refers to an empirical reality
- So, historical critical literacy is also to be able to read for example the origin, purpose and context of a text to determine credibility and usability of the text (source criticism)



USE OF HISTORY

- To navigate historical texts with a purpose
- To use history with a purpose



CONCEPTS AND THEORIES

- Historical thinking (Anglo-Saxon history didactics), (Shemilt, Counsell, Wineburg, Lund)
- Historical consciousness/the use of history (Rüsen, Jensen)
- An empowering and performative concept of historical critical literacy



- Historical learning cannot just be a process of acquiring history as ‘objective’ facts; it must also involve historical knowledge beginning to ‘play a role in the mental household of a subject’ (Rüsen, 1993, p.87). From Lee,
<https://centres.exeter.ac.uk/historyresource/journal9/papers/lee.pdf>.



REFERENCES

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