

Efemerides Entre El Mito Y La Historia

Christian G. Meyer

Efemérides, entre el mito y la historia Perla Zelmanovich,1994

Las Efemerides En El Aula Laura Marcela Méndez,2007-05-07

Ciencias y Tecnologias para ninos Investigadores ,2001

Efemérides: ¿rutina o desafío? Alba Irene Guralnik,Ana Moszkowicz Rubel,Eduardo Silber,2025-07-15 Las efemérides fortalecen las identidades y los lazos comunitarios en las escuelas cuando se incluyen en proyectos institucionales que las resignifican y reconocen como una herramienta interdisciplinaria. Los autores ofrecen un modelo de planificación y organización de actos escolares que integra la celebración de las efemérides con la enseñanza de las Ciencias Sociales y otras áreas del currículo como Prácticas del Lenguaje, Ética y Ciudadanía, Música, Danza, Tecnología, Teatro y Plástica. Los docentes encontrarán guiones, recomendaciones y abundantes recursos para poner en escena obras de teatro alusivas a cada efeméride a lo largo de todo un ciclo lectivo, además de la fundamentación que articulará la preparación de los actos con los contenidos asociados a los hechos históricos que se conmemoran. Las piezas dramáticas ponen en evidencia un enfoque de enseñanza de la historia que incluye a otros actores sociales. Fueron concebidas para trabajar con grupos numerosos en diversos niveles educativos y diferentes contextos.

Las Ciencias Sociales En El Nivel Inicial Brisa Varela,Lila Ferro,2000-04

Lecturas In-Apropiadas desde la historia, la educación y la cultura Aguirre Lora, María Esther,2014-01-01 Lecturas inapropiadas desde la historia, la educación y la cultura surge en el horizonte de los estudios que ofrece el Posgrado en Pedagogía de la UNAM, en el Seminario Genealogía de Prácticas y Discursos en Educación, donde se cruzan distintas generaciones, distintos programas de posgrado -maestría y doctorado-, distintos intereses y proyectos, distintos compromisos con el hacer y el pensar la educación, y una sola convergencia: la búsqueda constante y el recurrente volver sobre los propios pasos, en medio de lo cual nos hemos propuesto construir un espacio académico de diálogo y de intercambio, libre y creativo, mediado por una suerte de 'contrato' en el que se entrecruza la mirada histórica y la mirada cultural sobre los propios universos en estudio. INDICE RESUMIDO: Estudios. Posgrado en Pedagogía. UNAM. Pre-textos Primera parte: Acercamientos a la perspectiva biográfica. Conceptos entre tramas de existencia. Rutas teóricas y travesías metodológicas en torno a la biografía intelectual. Entre ciencia y arte: el regreso de la biografía. Algunas reflexiones metodológicas. Indicios

literarios de la escuela: aproximaciones a una poética de la memoria. Segunda parte Pensar las prácticas: el pasado en el presente. Para mejorar la raza y defender la patria. La Enseñanza Normal y la construcción de la cultura escolar moderna. Los colegios del exilio español en México: una experiencia de renovación pedagógica. Tercera parte: Trazos en la construcción del presente. Cuando el acontecimiento Dictadura se vuelve efeméride escolar. Una aproximación a la construcción de memorias en la escuela argentina desde los materiales curriculares. Contra-reloj a comentarios urgentes sobre lamedición de la lectura. El pragmatismo en el aula o de por qué John Dewey sigue vigente. Repensar las alfabetizaciones: experiencias con la palabra en un centro infantil comunitario.

History Wars and The Classroom Tony Taylor, Robert Guyver, 2012-03-01 The book is entitled History Wars in the Classroom: Global Perspectives and examines how ten separate countries have experienced debates and disputes over the contested nature of the subject, for example the 'Black Armband' and 'Whitewash' factions in Australia who adopt opposingly celebratory or denigratory views of Australian history, especially when evaluating episodes of poor racial relations. There are also tensions between traditional/patriotic views of history teaching and reformed or 'new' history. There are issues of political control of the curriculum and parallel issues of who writes it (very topical in England at the moment over two expat 'big picture' historians who work at Harvard and Columbia (Niall Ferguson and Simon Schama)).

Costa Rica Ana María Botey, 1999

El abordaje de las Ciencias Sociales puesto en juego Mónica Kac, Silvia Brugnoni, Susana Gaitán, 2020-04-01 El libro aporta una Didáctica Lúdica y Grupal para la enseñanza de las Ciencias Sociales en el Nivel Inicial. Este enfoque articula la enseñanza y el juego como prácticas transformadoras para promover la libertad y el desarrollo infantil. En los primeros capítulos se expone el posicionamiento teórico respecto de la enseñanza y el aprendizaje de los hechos sociales y la posibilidad de conocer el ambiente social. Luego se presentan distintos formatos didácticos a partir de los cuales se pueden expresar los dispositivos diseñados para favorecer el aprendizaje. Las propuestas de enseñanza aparecen vinculadas de manera directa con formatos de juego. También se relatan experiencias de trabajo en taller enmarcadas dentro de las Ciencias Sociales, y una experiencia de abordaje de las Efemérides a partir de un dispositivo planificado para el ciclo lectivo anual y expresado en un contexto de enseñanza amplio y dinámico.

Enseñar historia en la escuela primaria Nicolás Andrés Laino, 2025-07-15 La enseñanza de la historia es un desafío apasionante para el que Nicolás Laino ofrece estrategias de enseñanza potentes y recursos didácticos originales basados en conocimientos académicos actualizados. Las propuestas se organizan en forma de secuencias didácticas que incluyen juegos de simulación, análisis de fuentes e imágenes históricas y estudios de casos que pueden recrearse para el diseño de actos escolares. El libro ofrece temáticas comunes a los marcos curriculares de todas las jurisdicciones argentinas. El lector encontrará proyectos pensados para los diferentes ciclos de la escuela primaria. Desde los primeros grados se propone

pensar y reconocer las características de la realidad social, la vida cotidiana y sus problemáticas. En los grados superiores se avanza hacia conceptos y marcos teóricos más complejos. El autor incluye un capítulo dedicado a la evaluación en ciencias sociales con ejemplos innovadores para las diferentes secuencias desarrolladas a lo largo de la obra.

Después del Bicentenario: políticas de la conmemoración, temporalidad y nación Vargas Álvarez, Sebastián, 2018-04-30
Esta obra presenta un estudio comparado de la conmemoración del bicentenario de Independencia en México y Colombia, celebraciones que tuvieron lugar durante el año 2010. Particularmente, desentraña las políticas de conmemoración que hicieron de los bicentenarios objetos de disputa entre diferentes actores sociales (Estado, sociedad civil, academia, movimientos sociales, etc.), con sus propias lecturas, apropiaciones y representaciones de la historia, la temporalidad y la nación. Para ello, se exploran diferentes ámbitos en donde operó el bicentenario: la festividad pública (festejos, actos conmemorativos, desfiles, etc.), las exposiciones históricas en museos, la construcción de monumentos y la comercialización de la historia a través de la implementación de rutas de turismo histórico y cultural, y de la circulación de piezas publicitarias que apelaban a lo histórico o patriótico en la prensa. Para cada uno de estos ámbitos, entendidos como registros de la memoria social y formas discursivas diferenciadas, se analizan y contrastan ejemplos correspondientes a cada uno de los dos países, a fin de poder establecer las tendencias generales de la conmemoración del bicentenario en nuestra región, así como la especificidad de cada caso. Además de la introducción, y de un primer capítulo en donde se ofrece el marco teórico y contextual de la investigación, la obra consta de otros cuatro capítulos, dedicados a cada uno de estos registros.

Concurso de ensayos: "Argentina: los lugares de la memoria",

Efemérides guanajuatenses, o, datos para formar la historia de la ciudad de Guanajuato Lucio Marmolejo, 1908

Experiencias y proyectos didácticos en nuevos escenarios Gerardo A. Suárez, María Cristina Díaz, Graciela E.

Rassio, Cristina Pizarro, Mónica Paulino, Graciela Paulic, Liliana Maltz, Mónica Maldonado, Emilio López, Jennifer Guevara, Elsa Godoy, Silvia A. Cialdella, Patricia Cesca, Vilma Carou, María Renée Candia, Mónica Kac, Magali Milmaniene, Andrea Visconti, Natalia Vázquez, Laura Vasta, Amalia Van Aken, Diana Urcola, 2020-04-01 En el marco del congreso Concepciones y prácticas educativas en el Nivel Inicial y en la Formación Docente, que se desarrolló en el Instituto Superior del Profesorado de Educación Inicial Sara C. de Eccleston de la Ciudad de Buenos Aires en octubre de 2017, docentes, especialistas e investigadores han compartido sus saberes y reflexiones. Algunos de ellos giran en torno a la inclusión educativa; la construcción de identidades interculturales; el trabajo con la memoria y los derechos; el miedo al contacto con niños y niñas en las instituciones, por temor de muchos maestros a ser acusados de abuso. Otros textos profundizan en cuestiones referidas a la formación de docentes: la situación de práctica; experiencias interesantes como la inclusión del programa de Filosofía para Niños; el trabajo con fuentes en Ciencias Sociales, o la cuestión de la ética. En la línea del trabajo en sala, se incluyen recursos relacionados con el juego, la planificación y la enseñanza en contextos grupales.

Paseos pedagógicos. Planificación y desarrollo de salidas Patricia Guijarrubia, 2023-09-15 En las escuelas se habla de lecciones paseo, excursiones, viajes de estudio, salidas de campo, visitas. Más allá de las denominaciones, todos coinciden en el valor formativo que implica la posibilidad de salir de la institución. Patricia Guijarrubia opta por definir al paseo pedagógico como un viaje hacia otro espacio, que busca generar múltiples conocimientos en un proceso de enseñanza-aprendizaje. Es un viaje físico y real desde la escuela, para volver a ella. Pero ¿cómo desarrollar los paseos pedagógicos de la mejor manera posible? ¿Qué hacer antes de la salida, durante su transcurso y después de realizada? ¿De qué modo involucrar a la comunidad? ¿Cómo superar los obstáculos administrativos, materiales y simbólicos? Para responder estas preguntas, la autora ofrece conceptualizaciones, orientaciones y propuestas concretas que se entrelazan con los aportes de otras educadoras especialistas en el tema y con la voz de los propios lectores que son invitados a dialogar a través de bitácoras personales y colectivas para enriquecer aprendizajes y ampliar la enseñanza más allá de las paredes del aula.

Documentos de identidad Mario Carretero, 2021-10-22 Primera edición digital de una obra pionera en el campo de la enseñanza de las ciencias sociales y la historia. ¿Qué pesa más al momento de enseñar, la construcción romántica de una identidad o la búsqueda crítica de la verdad histórica? En esta obra, Mario Carretero aborda la problemática de la construcción de la memoria histórica y los dispositivos que dan origen a la construcción de la identidad nacional. Con casos de estudio de diferentes países, en la obra se analizan y se comparan la enseñanza de la historia y los diálogos que existen entre pasado, presente e identidad. Esta edición revisada de Documentos de identidad incluye el prólogo original de José Álvarez Junco y el de la edición norteamericana, de Jaan Valsiner, traducido por primera vez al español, además de un epílogo de actualización del autor para esta edición.

Piedra libre a las Ciencias Sociales en la escuela primaria Graciela Rossi de Defagot, 2020-01-31 Teniendo como objetivo cristalizar en la práctica la teoría existente...imaginando las preguntas que se plantean los docentes ante el desafío de: ¿Las Ciencias Sociales hoy, la Didáctica y sus complejidades? ¿Cómo podemos enseñar ciencias Sociales a nuestros alumnos/as? ¿Cuáles son las características de los niños/as y su aprendizaje? ¿Cómo despertar su interés? ¿Cuáles son las estrategias que podemos utilizar? ¿Narraciones, Juegos de simulación, Estudio de casos? ¿Leo atentamente la teoría pero no me doy cuenta cómo hacerlo? Debemos despertar el pensamiento crítico ¿Cómo?; ¿Logramos el deseado cambio conceptual en ellos? ¿Formamos parte de una Escuela formadora de ciudadanos del siglo XXI? ¿Efemérides icono sentido!? ¿Cómo evaluar formativamente? Preguntas que espero encuentren respuestas en estas páginas en las cuales la teoría se plasma en la práctica. Soñando que gracias a su lectura logren pensarse como docentes actuales intentando ayudarlos a llevarlo a cabo. Estas son algunas de las razones que me han llevado a escribir este texto cambiando, luego de la jubilación, el aula por las páginas de un libro; aspirando liberar el futuro de cada uno de mis lectores para que se repregunten obteniendo nuevas respuestas que me gustaría compartir. Espero les sirva a todos y cada uno de Uds. Mil gracias por interesarse en buscar

respuestas.

Ciencias Sociales,

Revista parlamentaria, 1998

Ceremoniales y rituales Beatriz Mosert de Flores, Magda Lahoz, 2006

Unveiling the Energy of Verbal Artistry: An Emotional Sojourn through **Efemerides Entre El Mito Y La Historia**

In some sort of inundated with monitors and the cacophony of quick conversation, the profound energy and psychological resonance of verbal artistry frequently fade into obscurity, eclipsed by the continuous onslaught of sound and distractions. Yet, set within the musical pages of **Efemerides Entre El Mito Y La Historia**, a interesting perform of fictional brilliance that pulses with natural feelings, lies an unique journey waiting to be embarked upon. Composed by a virtuoso wordsmith, that exciting opus books viewers on a psychological odyssey, delicately exposing the latent possible and profound affect embedded within the complicated web of language. Within the heart-wrenching expanse of the evocative examination, we will embark upon an introspective exploration of the book is key subjects, dissect its charming writing model, and immerse ourselves in the indelible effect it leaves upon the depths of readers souls.

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