

Relearning History

A Question-Driven Approach to the Study of the Past

SERIES IN EDUCATION

"Relearning History" proves it is never too late to change your approach to learning about the past and how it impacts the world we live in. Focusing on discussion questions about the state of the world today by looking at the stories of yesterday, "Relearning History" addresses controversial issues not by giving answers to these questions, but by providing building blocks to initiate debate. The book looks at the historical origins of current events, including terrorism, the two party system, and the wage gap. This book will not only satisfy your curiosity, it will help you become a better citizen.

Alex Clark,
High School History Instructional Coach, St. Louis

About the author

Joe Regenbogen. I began my teaching career in an inner city high school in New Orleans, Louisiana. The year was 1979. By my third year, I was named Teacher of the Year, and after earning my Masters Degree in Education from the University of New Orleans, I was given the opportunity to teach a social studies methods course as an adjunct instructor for UNO. This continued until I left New Orleans in 1984 and moved to St. Louis to be closer to my wife's family. In 1985, I was hired to teach high school history in the Parkway Schools, a district in the city's western suburbs. I remained with Parkway for the next 27 years. During those years, like most teachers, I stayed incredibly busy. I taught a full spectrum of courses, ranging from American and World History to electives like Crime and Law and the American West. Classes were taught at the regular, honors and AP levels. In addition, I served as department chair, sponsored and coached such activities as the chess team, student council and the mock trial team, and taught additional education classes as an adjunct instructor for Maryville University. The years rolled by as my children grew up and left for college, my hair turned gray and my wife and I celebrated 37 anniversaries. In 2012, I made the decision to retire. My passion for teaching history had not waned in the slightest; I simply wanted to slow down and enjoy the luxury of more time. Shortly after retiring, I landed a position teaching two classes of American history in my district's Mosaic Academy, a special program designed to meet the needs of exceptionally gifted students. These classes have afforded me the opportunity to try new teaching techniques with my students, and inspired the writing of my first book-Questioning History, as well as my current book-Relearning History.



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