Contents

List of figures List of tables Preface	ix xi xiii
 Introduction: why history? Why investigate historical discourse? Why study history? How do different views of history affect ways of writing about th 	1 1 2 e
past?	3
Can historical writing be described as objective? Narrative or argument?	8 10
What makes history a demanding subject?	10
What is meant by discourse analysis?	10
How can discourse analysis be applied to educational contexts? Why draw on systemic functional linguistics as a framework for	12
discourse analysis?	14
Who is the book for and how is it organized?	14
2 The systemic functional linguistic approach to discourse analysi A systemic functional linguistic view of language: system and	s 18
instance	19
The cultural context and the notion of genre	27
The social context and the notion of register	29
Register, meaning and language	38
Ideology and the development of social subjectivities	41
Summary	42
3 The role of the recording genres	44
Genre as a way of 'modelling' text structure	45
The genres of school history	47
Recording history	48
The role of the recording genres in history textbooks	61
The recording genres: a summary	64
4 The role of the explaining and arguing genres Explaining history	66 67

	The role of the explaining genres in history textbooks	72
	The explaining genres: a summary	74
	Arguing about history	76 87
	The role of the arguing genres in history textbooks	87 90
	The arguing genres: a summary Recording, explaining and arguing about the past: concluding	90
	comments	91
	comments	51
5	Learning historically valued representations of time	95
	The cultural context: time concepts and constructs	97
	From recording to arguing about the past: reconfiguring time	100
	Temporal categories	101
	Writing successful history texts: expanding the language of time	107
	Textbook representations of time	110
	Conclusion: learning the language of time	114
6	Building different types of causal explanations	116
•	From recording to arguing about the past: reconfiguring cause	117
	Causal categories	120
	Writing successful history texts: expanding the language of	
	cause-and-effect	130
	The role of cause-and-effect in historical knowledge construction	136
	Text book representations of cause-and-effect	136
	Conclusion: learning the language of cause-and-effect	138
7	Responding to, judging and assessing past events	139
-	APPRAISAL: an overview	141
	Resources for judging past behaviour	144
	The effect of APPRAISAL choices on student writing	147
	The voices of history: recorder, appraiser and emoter	150
	Writing successful history texts: expanding voices	157
	Writing successful history texts: developing evaluative meaning	
	across a text	159
	Detecting evaluative meaning in primary and secondary sources	162
	Conclusion: learning the language of evaluation	166
8	Educational implications and applications	167
•	Key issues in history: a language-based view	169
	Teaching and learning history – a language-based model	171
	Concluding comment	176
	•	
1	Appendix	177
	Glossary	187
]	Bibliography	195
1	ndex	203