

## PRESENTATION

### RECENT BRAZILIAN HISTORY AND HISTORY TEACHING

In this dossier we will deal with the teaching of history and the most recent themes in the history of Brazil. For this, we cover the various practices and the spaces where they exercised in order to think about an education inside and outside the school walls. This multiplicity of view becomes rich when we incorporate the current themes in our classes, leading our students to use their knowledge to analyze latent issues in their daily lives.

Using such a didactic strategy moves us along several paths, mainly through a fruitful dialogue with the educational sciences.

In this sense, Antonia Terra de Calazans Fernandes, **“Active Reader, critical reader: reading in history class”**, leads us to think about new proposals for our teaching performance within the classroom. On the other hand, Paulo Bernardo de Magalhães Pacheco, highlights the dossier with an analysis of the current challenges of teaching history in Portugal: **“The current challenges of teaching history”**.

In this same list, we have **“Historical learning for a blind student: a case study in Quixadá (1997-2019)”**, by the authors Márvia Moreira do Nascimento and Isaíde Bandeira da Silva. And the **“Teaching History and “Present Time”: possible looks”**, by the author Assis Daniel Gomes. Both works sought to dialogue with recent issues involving teaching practices and historical didactics in Brazil.

Finally, we have an interview with Professor Maria Helena Rolim Capelato, **“Teaching History and History of Recent Brazil”**. This historian shared with us her experiences in researching and teaching history.



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We wish you all a good reading,

*Assis Daniel Gomes*  
*Chief Editor of the Zumé Bulletin*

**Tradução:** *Assis Daniel Gomes*