DOWNLOAD PDF AN INQUIRY INTO THE HISTORY OF PIANO INSTRUCTION

Chapter 1 : Piano Notes: History

Schramm, Michael Joseph, "School Life on the Mississippi: an Inquiry Into the Impact of the Louisiana Reform Movement Related to Standards in World History Instruction in Three Secondary School Settings.".

I have some ideas about something that would work even better. Collaboration How can I relate what I am doing to what others are doing? Consequence How is my use affecting learners? How can I refine it to have more impact? Management I seem to be spending all my time getting materials ready. Personal How will using it affect me? Informational I would like to know more about it. Awareness I am not concerned about it. Adapted from Hord et al. Taking Charge of Change. It is not a coincidence that this bears some resemblance to the inquiry process itself. Effective change thus requires that a school adopt new approaches to support individual teachers. The remainder of this chapter discusses a number of these strategies. As described in Chapter 5 , professional development comes in many forms Loucks-Horsley et al. If teachers do not have access to such opportunities, administrators can help teachers find them or can create them in the school or in cooperation with other schools. Many of the rich variety of potential learning experiences for teachers will not occur in an organized, formal class. Every school has a measure of expertise and experience that can be tapped. Even if formal arrangements for assistance include outside help, administrators or teacher leaders can facilitate internal support mechanisms such as the study groups described in Page Share Cite Suggested Citation: Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. The National Academies Press. Administrative assistance and support. As teachers pass through the stages of concern described in Table , administrators need to provide them with professional development experiences appropriate to their progress in constructing a new view of teaching and creating the new behaviors required to practice it. For example, at an early stage of concern, teachers who are beginning to practice new inquiry behaviors will want information about inquiry and its place in the curriculum. Administrators can provide them with reference materials and with access to other teachers, university professors, or scientists who can answer their questions. When the need for information is coupled with personal concerns at stage of concern number 4, for example , teachers often express worries about whether the new teaching strategies will be acceptable to the principal, other teachers, and parents. These worries need to be listened to and addressed, understanding that they are a natural part of the change process. Small study groups not only provide information; they also provide the mutual support that teachers need as they progress through their concerns. As the new teaching practices begin, teachers will have many concerns about their effectiveness, the amount of work required, and their acceptance by others. Administrators need to assure teachers that they know and support what the teachers are doing. Other teachers also need to hear that administrators are behind the inquiry-based approach. Public expressions of support can reiterate the importance of inquiry in the context of many competing demands for time and attention. Availability of instructional materials, kits, and equipment. As personal concerns are resolved, many teachers have concerns about making things work stage of concern number 3. For example, is the schedule conducive for inquiry-based teaching? Are the periods or teaching blocks long enough to complete most activities in one day? Do instructional units or courses of study incorporate inquiry as the main teaching and learning strategy? Traditional textbooks and units are often not conducive to inquiry-based teaching. See Chapter 7 for ways to adapt traditional materials to support inquiry-based learning, should this be impossible. Does the school or district emphasize inquiry-oriented materials when approving textbooks and instructional materials? Are the criteria for selection based on standards national or state that have a strong inquiry component? Nothing interferes with inquiry-based teaching more than lacking an adequate supply of instructional materials. Administrators need to ensure that teachers have appropriate kits, equipment, and supplies, and that consumable supplies are replaced regularly. Is the storage space adequate and secure? Experienced teachers can help find the answers to some of these questions, as can administrators who pay attention to the problems teachers are having. Only by working

through management questions can a teacher construct an image and an understanding of how inquiry-based teaching will benefit his or her students stage of concern number five. Teachers at this stage will ask hard questions about the effectiveness of their teaching. They often will seek answers from the research and from careful student assessments to assure themselves that they and the approach they are using are effective. Study groups can seek help from local university researchers or district level science education specialists in addressing these concerns. Small action research projects Miller and Pine, ; Holly, ; Calhoun, and examination of student work Loucks-Horsley et al. Interpreting inquiry-based teaching and learning for parents and other members of the public. Many administrators have learned the hard way that it is much better to be proactive with the community than reactive. Administrators cannot wait until the letters and phone calls start coming in from parents and other members of the public. They need to introduce and explain inquiry to parents whose students are involved. Administrators need to know and share the advantages of teaching and learning this way and, at the same time, be open about the pitfalls or adjustments that some students will have to make to succeed. Teachers also can be asked to describe what they will do to help. Building support with the public cannot stop with parents. Local businesses, government agencies and laboratories, museums, professional societies, and so on will be interested in supporting standards-based reform efforts and often can provide resources of materials, kits, scientists as Page Share Cite Suggested Citation: The local media may be interested in a story that features a local innovation consistent with national improvement efforts. By stressing the acquisition of fundamental science knowledge through inquiry, administrators can avoid creating the image that inquiry is about exploring any interesting idea or simply the latest fad on the educational scene. Student assessment procedures aligned with the outcomes of inquiry. Students and parents quickly judge what is valued by the tests and grading system the teachers and the schools use, and they adjust their behavior accordingly. If the inquiry activities and investigations are simply interludes between memorizing material from the text and other sources, the motivation to acquire inquiry-based abilities will be limited. To avoid these pitfalls, administrators can encourage teachers to communicate clearly to students and parents what they expect students in their classes to know and be able to do and how they will assess and grade them. Do teachers include questions on their quizzes in the grades and courses where this is appropriate and use hands-on assessment tasks to measure inquiry abilities? Assessments of inquiry are a very useful topic for teacher study groups and for action research projects. If tests are mandated by the district or state, what is their impact on teachers? If the tests do not measure inquiry, how can the requirement or the nature of the tests be modified? Changing the policies involved is a tall order but well worth the effort. Many administrators and teachers are ready and willing to join in this task. Until such changes can be made, administrators need to be open about the fact that the tests only measure a portion of the science objectives or standards. And students who achieve a deep understanding of science content through inquiry usually do well on conventional tests Bransford et al. Page Share Cite Suggested Citation: Inquiry is not exclusive to science or science teaching. Teachers in other departments at the secondary level and teachers teaching other subject areas at the elementary level can and often do use inquiry-like strategies. Teachers want and need the moral and collegial support of working with other teachers on innovative and, what they consider, risky projects. Mathematics educators have long advocated problem solving as an overarching process for teaching mathematics. Innovative social studies instructional materials have incorporated inquiry strategies by providing original source materials for students to use in their investigations and an inductive approach to reaching the big ideas and principles. When the majority of teachers in a school are working on a common goal, the level and amount of professional talk in the building goes up Little, and teachers begin to support each other in a common effort to change the way they teach and their students learn. Appropriate teacher evaluation procedures. Problems are sure to arise if the formal and informal evaluation of teachers is inconsistent with the essential elements of inquiry. Teachers need to be assured that the innovative strategies they are using are understood, objectively evaluated, and rewarded when executed well. The evaluator must understand inquiry to know what to observe in the classroom. For example, evaluation of inquiry-based teaching requires more than one class period visit.

What one day looks like confusion, and maybe even chaos, might be the exploration phase of instruction that will be followed the next day when experiments and ideas come together for most of the students. Teachers can be asked to explain how student work demonstrates growth in student understanding. Talking to students can reveal their understanding of the content and the methods of inquiry they are using. Lesson plans and the instructional model being used can indicate whether students are actively engaged in inquiry. It therefore requires that all educators take on the role of change agents. With it, all students are much more likely to understand, appreciate, and actively participate in the scientific world.

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Chapter 2 : Inquiry into Supply Teaching | National Assembly for Wales

Inquiry lessons introduce students to the "doing" of history. Through using evidence to investigate historical questions, students are given the opportunity to see that history is not just a collection of facts, but rather a rigorously constructed set of arguments.

The first historical mention of instruments is in Genesis 4: The King James Version reads as follows: The first instrument in history to have a keyboard was the Hydraulis, the precursor of the modern organ. It was built in Greece about B. By the Second Century A. The earliest keyboards were played with the hands, wrists, fists, knees, or feet. The piano is founded on earlier technological innovations. The 14th and 15th Centuries saw the development of different kinds of keyboard stringed instruments. Some came with hammers, including the chekker, dulce melos, and clavichord. Some were plucked instruments, including the virginal, spinet and harpsichord. Who invented the piano? The modern piano was invented by Bartolomeo Cristofori â€" of Padua. The first piano he built was about the year or Historians are not in total agreement as to the exact date. It was Sebastian LeBlanc who suggested that the black and white keys be switched. The three Cristofori pianos that survive today date from the s. Both of these instruments looked like the piano that exists today. The major difference between them and a modern day piano is the way their sound was produced. In a clavichord the strings are struck by tangents, while in a harpsichord they are plucked by quills. The clavichord aimed to improve on this shortcoming. While it still plucked at strings, it allowed the strings to continue vibrating as long as the key was depressed. As a result players had more control over the volume of their instrument. The technically more advanced clavichord became very popular but it still had its weaknesses. It was not suited for large hall performances and would often be drowned by other instruments. The piano was likely formed as an attempt to combine the loudness of the harpsichord with the control of the clavichord. That was the problem with the clavichord: Additionally, it was imperative that the hammer return to its rest position without bouncing violently, and that the instrument allow one to repeat a note rapidly. Thanks to the work of Cristofori, this was now possible. The original Italian name for the instrument is clavicembalo or gravicembalo col piano e forte literally harpsichord capable of playing at the normal level, and more strongly. Many years after the first version of the piano was created it was still called a harpsichord. This has made it difficult to know this specific aspect of the history of the piano, whether the great composers of the age such as Scarlatti or Vivaldi knew of its existence. The word pianoforte, shortened later to piano, appeared only in His article was a very enthusiastic one and included a diagram of the mechanism. Subsequently, many piano builders started their work because of what they read in that article. One example was Gottfried Silbermann, better known as an organ builder. It lifts all dampers from the strings at once. When Silbermann first showed Bach one of his early instruments in , he did not like it. According to legend, Bach did not think much of its sound. He was said to have destroyed it with an axe. Bach later saw a new instrument in and approved it. At the time, he was visiting Frederick the Great of Prussia at his court in Potsdam. He improvised an impressive three-part figure on a theme suggested by the king. The instrument caught the attention of composers across Europe. Its fame extended to the British colonies in America. Having a piano in the home became the height of fashion for high-ranking nobles in these colonies. The instrument was made by a number of manufacturers with a focus on coming up with a more powerful, sustained sound. There were English pianos with a heavier mechanism and louder volume while Austrian pianos had a lighter mechanism and softer timbre. The first pianists began to perform in public on this new generation of pianos produced by Broadwood, Stein, Streicher, Zumpe and Tschudi. Viennese-style pianos featured wood frames, two strings per note, and leather-covered hammers. Some of these pianos came with black natural keys and white accidental keys, the opposite of modern day pianos and keyboards. Wolfgang Amadeus Mozart composed his concertos and sonatas for such instruments.

Chapter 3 : Dorothy Taubman - Wikipedia

Stephen Lazar is a National-Board Certified social studies teacher at the Academy for Young Writers in Brooklyn, N.Y., and works with teachers throughout New York to support inquiry-based instruction.

Prospective teachers in colleges and universities may have only high school science courses behind them. Experienced teachers who are certified in other fields may find themselves teaching science. Veteran science teachers or scientists who aspire to teach may have a strong but traditional science background or may be teaching a science different from their background. All may find themselves challenged by the need to learn more or a different kind of science. To teach their students science through inquiry, teachers need to understand the important content ideas in science â€" as outlined, for example, in the Standards. They need to know how the facts, principles, laws, and formulas that they have learned in their own science courses are subsumed by and linked to those important ideas. They also need to know the evidence for the content they teach â€" how we know what we know. But how can teachers learn the major ideas in the scientific disciplines? There are many possibilities, from formal preservice or in-service classes, to independent programs of study, to serious reflection on their interactions with students in their inquiry-based classrooms. The next three vignettes in this chapter describe a range of science courses and professional development experiences that give teachers an opportunity to learn the major ideas of science disciplines through inquiry. The first vignette tells the story of a university-based physicist who teaches teachers within the structure of a university course. The second describes the experiences of a teacher taking part in that same course. And the third tells of a kindergarten teacher who is immersed in science at a program in a science museum. Besides changing the traditional lecture approach in a science course, Page 93 Share Cite Suggested Citation: Inquiry and the National Science Education Standards: A Guide for Teaching and Learning. The National Academies Press. The Physics Education Group in the Department of Physics at the University of Washington offers special courses for both preservice and inservice teachers. The curriculum is based on Physics by Inquiry McDermott et al. References to relevant research can be found in McDermott and Redish, The courses help teachers develop a functional understanding of important physical concepts. However, there is another compelling reason why the choice of curriculum is critical. Teachers often try to implement instructional materials in their classrooms that are very similar to those that they have used in their college courses. Whether intended or not, teaching methods are learned by example. The common tendency to teach physics from the top down, and to teach by telling in lectures, runs counter to the way precollege students and many university students learn best. Therefore, courses for precollege teachers should be laboratory-based. In the curriculum that we have developed and use in our courses for preservice and inservice teachers, all instruction takes place in the laboratory. The students work in small groups with equipment similar to that used in precollege programs. The approach differs from the customary practice of introducing a new topic by stating definitions and assertions. Instead, students are presented with a situation in which the need for a new concept becomes apparent. Starting with their observations, they begin the process of constructing a conceptual model that can account for the phenomenon of interest. Carefully structured questions guide them in formulating operational definitions of important concepts. They begin to think critically about what they observe and learn to ask appropriate questions of their own. As they encounter new situations, the students test their model and find some instances in which their initial model is inadequate and that additional concepts are needed. The students continue testing, extending, and refining the model to the point that they can predict and explain a range of phenomena. This is the heart of the scientific method, a process that must be experienced to be understood. To illustrate the type of instruction summarized above, here is a specific example based on a topic included in many precollege programs. Mathematics is not necessary; qualitative reasoning is sufficient. The students begin the process of model-building by trying to light a small bulb with a battery and a single wire. They develop an operational definition for the concept of a complete circuit. Exploring the effect of adding

additional bulbs and wires to the circuit, they find that their observations are consistent with the following assumptions: As the students conduct further experiments some suggested, some of their own devising , they find that the brightness of individual bulbs depends both on how many are in the circuit and on how they are connected to the battery and to one another. The students are led to construct the concept of electrical resistance and find that they can predict the behavior of many, but not all, simple circuits of identical bulbs. They recognize the need to extend their model beyond the concepts of current and resistance to include the concept of voltage which will later be refined to potential difference. As bulbs of different resistance and additional batteries are added, the students find that they need additional concepts to account for the behavior of more complicated circuits. They are guided in developing more complex concepts, such as electrical power and energy. Proceeding step-by-step through deductive and inductive reasoning, the students construct a conceptual model that they can apply to predict relative brightness in any circuit consisting of batteries and bulbs. We have used this guided-inquiry approach with teachers at all educational levels, from elementary through high school. Having become aware of the intellectual demands through their own experience, the teachers recognize that developmental level will determine the amount of model-building that is appropriate for their students. For the teachers, however, the sense of empowerment that results from in-depth understanding generates confidence that they can deal with unexpected classroom situations. Page 95 Share Cite Suggested Citation: Generalizations and elucidation of general principles come after experience and in iterative fashion. Carefully chosen questions are designed to elicit debates and hard thinking about these ideas based on guided investigations, related readings, and small group and individual work. Specific laboratory investigations have been selected by the staff â€" activities they know will cause the students to confront their existing beliefs about physics. This guided inquiry is essential at the introductory level so that the students can later use their developing knowledge and conceptual understanding to dig more deeply into the key ideas of physical science. The University of Washington program is based on the belief that both lecturing on basic principles and providing unstructured lab time are less effective strategies for bringing about student growth in conceptual understanding and reasoning skills. Today, more than 25 years later, she reflects on how her experience in the program has affected her professional development as a teacher. The good news, however, was that I was welcome to take a newly-created position as the science specialist for grades K Not wanting to relocate and not stopping to consider that my major in French might not have appropriately prepared me for this new position, I Page 96 Share Cite Suggested Citation: The district science supervisor suggested that we start with a couple of Elementary Science Study units, Clay Boats and Primary Balancing. The unit guides and equipment were ordered. I was all set to begin my new teaching role. Never having had a science lesson in elementary school, I was not predisposed, as I had been with the other subjects, to teach it as I had been taught. The students were engaged. They talked a lot about what they were doing and we all asked a lot of questions. But I wanted to do more than just explore and ask questions. I wanted to learn some basic principles and have a clear vision of where we were going. I wanted to lead my students to discover and understand something. But what was it that we should understand? This is when I first came to recognize that if I were to become a truly effective teacher, I would need scientific skills and understandings that I had not been required to develop during my undergraduate years. I applied and was accepted. Nothing I had been exposed to in college had really addressed what I needed to know to guide my students to develop the conceptual understanding and thinking and reasoning skills needed to make sense of the world around them. I walked away from that summer feeling that my brain had been to boot camp. No course of study, no one teacher had ever demanded so much of me. I had never before been asked to explain my reasoning. A simple answer was no longer sufficient. I had been expected to think about how I came to that answer and what that answer meant. It had been excruciating at times, extricating the complicated and detailed thought processes that brought me to a conclusion, but I found it became easier to do as the summer progressed. I also began to realize that just as important as what I came to understand, was how I came to understand it. Through the process of inquiry, I had come to an understanding of content that I had always felt was beyond me. I wanted

to be able to ask the questions that would lead my students to the same kind of understanding. The key to the questions was first understanding the content. The content had been the focus of the summer institute and as a result I had developed a conceptual understanding of several basic science concepts including balance, mass, and volume. Along with these concepts I had discovered an appreciation for the need to control variables in an experiment. I was now better equipped to take a more critical look at the science units I had used the previous year. I recognized that Clay Boats had probably not been the best choice for a teacher with only a budding understanding of sinking and floating, but Primary Balance seemed to be an appropriate choice since I had explored very similar materials and had some ideas of how I could lead students to discover, through experiments in which they would come to understand the need to control variables, which factors seem to influence balance and which do not. Page 97 Share Cite Suggested Citation: It is an understanding of the content that allows me to teach with confidence units such as electric circuits, magnetism, heat and temperature, and sinking and floating. And although this content knowledge was essential, simply understanding the content did not assure that I could bring my students to an understanding appropriate for them. How does one begin to develop some expertise in these strategies we call inquiry? For me, I can only suppose that it began by reflecting upon my personal experiences. However, in subtle ways, over a period of many years, I began to teach in the way in which I had been taught in the summer institutes. I know that early on I began to pay attention to the questions that I asked, for the questions stood out in my mind as the tools that, when deftly wielded, resulted in the desired state of understanding in me. I knew, too, that questions would help me to discover the intellectual status of my students. In other words, where they were. I envisioned the terrain between the students and their conceptual understanding. I liken the terrain to an aerial photograph that clearly details all the various roads that lead to the designated destination. I am well acquainted with this terrain, because I have traversed it on more than one occasion myself, and have conversed with others who have, perhaps, taken a different path to the same destination. It is in this way that I can offer guidance to my students, so that they may not wander too far from a fruitful path.

Chapter 4 : Think Like a Historian: Lesson Plans | History Detectives | PBS

For students to understand inquiry and use it to learn science, their teachers need to be well-versed in inquiry and inquiry-based methods. Yet most teachers have not had opportunities to learn science through inquiry or to conduct scientific inquiries themselves.

Besides offering a rational, diagnostic system aimed at solving the musical and physiological problems of piano interpretation, the techniques Taubman pioneered have been used therapeutically to treat repetitive strain injuries related to piano playing, and generally to rehabilitate injured pianists. All the body parts performing work will function as a single unit. No single element involved will work independently of the unit. All body parts will move within the mid-range of motion of the joint articulation from which they depend. Conversely, movements to the extreme range of motion are avoided. Movement roles are assigned to the body parts best able to perform them, thereby eliminating awkward movements entirely. Correct alignment of body parts is maintained under all conditions. Not only does this allow body parts to move within their mid-range of motion with greater frequency, it also brings into play skeletal compression and support not available to misaligned body parts. No single body part will perform all labor. Instead, labor will be divided between all the body parts most able to perform it. Effort is thereby decreased in each muscle group, and this results in an increase of macro-amplitudes overall and a decrease of micro-amplitudes at each joint articulation. Efficient Use of Equipment. The mechanism of the tool, in this case the piano action, will be used within its limits of design and to its utmost effect with a minimum of muscular effort. Gravity becomes available to perform work under the foregoing conditions, thereby decreasing muscular effort overall to minimal levels. The action of each coordinated movement is synergistic, magnifying and potentiating all the others. Consequently, the need for each discrete coordinate movement is reduced to minimal levels. When all elements are properly coordinated, the discrete elements become almost invisible to the untrained eye. Coordinate motion takes the biomechanical limits of the body parts doing work as the central consideration in all technical problems. They argue that such a forearm movement would be ungainly, interfere with fast passage work, and make independence of the fingers impossible. Yet she paradoxically observed both forearm rotations and the walking arm in virtuoso pianists capable of easily performing any texture, [12] as did her antecedents. Each technical element must be present in the right timing and amount in order for this synergy to occur. For example, in and out reduces the need for rotation. The walking arm reduces it still further, shaping reduces the need for in and out, and for rotation, while at the same time reducing the need for the walking arm. Rotation can reduce the need for shaping in many textures. The use of gravity reduces the subjective sense of physical effort in every action, and the need for each discreet technical element. Proper keystroke timing reduces it further still. Both gravity and proper keystroke timing increase the available physical resources needed to produce a large sound, et cetera. Thus, the true nature of a virtuoso technique becomes invisible to the untrained observer. If just one of the technical elements is not present correctly, however, then dysfunction ensues. This distinction makes Taubman almost unique in music pedagogy. She and William Vennard are the only contemporary music teachers to have their technical approaches withstand the scrutiny of scientific investigation. The emergence of Music Medicine as a field of clinical practice is a relatively recent event. For example, it has been known for some time that musicians experience injuries related to playing an instrument occupationally at an unusually high rate. They concluded, as did Taubman, that incorrect technique may be an essential intrinsic risk factor of injury, and that technique retraining should be included in treatment plans for upper extremity RSI sufferers.

Chapter 5 : The history of the piano - piano history and facts

And that that, even if they don't get as much as you'd like to into the text and even if they don't get as much into the sort of context and history that you're hoping, that's an important education moment that an integrated school can have.

By pianos were purchased and played by the most elite Europeans. Although still expensive, pianos were made smaller by the s so that wealthy families could own them in their homes. He began touring Europe at four years old, giving concerts alongside his musically talented family. By , the piano had reached America by German immigrant John Behrent, a piano maker. Most American songs composed then related to the American Revolution, involving dynamic melodies to describe the war. To create more depth in dynamics, piano makers began designing the instrument out of iron for a louder effect. The piano was incorporated into orchestras, which very quickly became a popular source of entertainment, and concert halls were built bigger with more seats. Pianists gained popularity that paralleled rock stars of today, often inducing men to cry, women to weep and the stage to be showered with flowers. He introduced the solo piano performance as opposed to orchestral and wrote more then pieces. In the 19th century, women were often shunned for playing the piano in public, but there were a few exceptions. And Clara Wieck Schumann, who began playing piano at the age of nine, only made an even bigger name for herself upon marrying German composer Robert Schumann, performing his works. Despite not being allowed to publicly perform, however, women were expected to know how to play the piano at home and teach their children how to play as well. As a result, many American women made careers out of becoming piano instructors. Pianos were made in different shapes and sizes around the world to accommodate different middle-class homes, often appearing square-shaped in America and curvier in Germany and Austria. With the Industrial Revolution came the birth of piano factories, which eliminated handmade pianos and adopted a more standard design for the instrument. Taking piano lessons was a popular past time in the late s and early 20th century, especially among children. Serious students often went on to study abroad in Europe and actively participate in community recitals and church choirs. Piano prices dropped so the instrument could be afforded by nearly any family, and piano and sheet music sales prospered with traveling salesmen and the option of ordering through the mail. In the s, however, the Great Depression arose, and piano sales decreased dramatically. Piano companies even began to manufacture gliders and coffins just to stay in business. African Americans in the s came up with their own styles of playing the piano, first ragtime and then jazz, which also induced new dances. Pianos were also incorporated in gospels to invoke religious feelings and inspire music participation. Player pianos, pianos that play songs on their own, only requiring an individual to pump the pedals, developed in the early s, allowing families to sing along with piano tunes. Player pianos actually outsold normal pianos until the Great Depression, but as technology increased with movies and the radio, the player piano was able to keep the piano alive. Piano manufacturing took over in Asia, where companies such as Yamaha in Japan became leading producers. Asian inventors prospered after World War II, when musicians turned to their electronic keyboards. Today, pianos have also gone digital, using computer software to compose and perform songs. With over years of history, the piano has survived longer than most instruments that exist today. It remains to be a popular instrument, still played by musicians as just as it has for the past three centuries.

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Chapter 6 : NPR Choice page

T he National Assembly for Wales' Children, Young People and Education Committee undertook an inquiry into supply teaching. The report (PDF, MB) on the Committee's inquiry was published on 16 December

Our staff have decades of history teaching experience in high school, middle school, and elementary school classrooms. What Is an "Inquiry Lesson"? A lesson where students analyze historical evidence in order to form and test hypotheses about past events. Rationale Inquiry lessons introduce students to the "doing" of history. Through using evidence to investigate historical questions, students are given the opportunity to see that history is not just a collection of facts, but rather a rigorously constructed set of arguments. As students encounter new and in some cases contradictory evidence, they are asked to reconsider their initial views, learning that interpretations of the past can change based on the available historical evidence. Description Students review historical documents in order to answer a central inquiry question posed by the teacher. After each round of evidence students revisit hypotheses that answer the central question. At the end of the lesson students are asked to settle on a hypothesis and answer the question using evidence. Steps 1 and 2 are recursive. Choosing the inquiry question and the sources that students will investigate to answer that question requires close attention to whether the sources do indeed answer that question. You may need to revise your original question depending on the sources you find or choose different sources. You may want to assign a document for homework the prior night. Make copies of the documents and all other relevant materials. See here for example. Pose and explain the inquiry question. Write it on the board. Present students with historical evidence that addresses the question. Students analyze evidence and generate hypotheses. Common Pitfalls Be sure to ask a question that elicits historical debates, not moral judgments. Be sure to ask a question that elicits historical debates, not moral judgments. For example, the question "Should the United States have used the atomic bomb? You want to use a question that requires that students use historical evidence to answer it. Common formats for historical questions are: Consider using short excerpts or modifying difficult language in documents, especially if you are working with struggling readers. Checkout this guide for tips about making primary sources accessible for all students. Example Causality is at the center of many scholarly and public debates about the past. Often we are certain specific events occurred: But the reasons why these events occurred shapes how they are understood. Textbooks and the media can present a singular cause behind an event. But there are multiple causes of any event, many of which are often overlooked. This example of an inquiry lesson takes up the following question: This lesson plan includes the modified documents and some background information. There is also a graphic organizer that accompanies the lesson. The first document in this lesson, a speech by Roosevelt, provides an answer likely held by several students, "it is not fair to discriminate. For more information Wineburg, Sam and Daisy Martin. On this page you will also find a link to another model inquiry plan Scroll down to see 2C. For a comprehensive collection of primary sources related to topics in World History, check out this site from Fordham University. Acknowledgments The historical inquiry lesson format has been refined by the Stanford History Education Group. The example lesson presented here was created by Abby Reisman and Brad Fogo.

Chapter 7 : NPR Choice page

The Freud Files: An Inquiry into the History of Psychoanalysis By Mikkel Borch-Jacobsen and Sonu Shamdasani. Cambridge University Press. pp, Â£ and Â£