

## Chapter 1 : TYPES OF TEACHING METHODS IN HISTORY ~ TOP 5 RESOURCES

*Teaching History: A Journal of Methods provides historians and history teachers with approaches to teaching that focus on the use of primary and secondary sources and that increasingly emphasize the Scholarship of Teaching and Learning.*

What are the main aims and objectives of Teaching History to students? Like all other subjects in the School Curriculum, history has its own aims or purposes. Ghate has aptly said. In general, the aims of teaching history are the same as that of education-for example, the all-round development of children. Aims are usually general and long term goals which are desired to be realized through teaching history. Aims of Teaching History History aims at helping students to understand the present existing social, political, religious and economic conditions of the people. The present is in fact the child of the past. It is a development of the past. Without the knowledge of history we cannot have the background of our religion, customs institutions, administration and so on. Our present conditions are thus the result of the past problems. Ghate has rightly pointed out that to understand the present; we must see the past which is hidden in it. Some people consider it to be so important that they are in favor of teaching history backwards. They would start with present items and then go back in reverse order till they reach the Stone Age. It is to be realized that history is a study of the present and not of the dead past. We are not interested in the past for its own sake. The teaching of history helps the students to explain the present, to analyze it and to trace its course. Cause-and-effect relationship between the past and the present is lively presented in the history. History thus helps us to understand the present day problems both at the national and international level accurately and objectively. This understanding enables us to lead useful and efficient lives. We should feel "that history is interesting and that it has a real bearing on our everyday life and that it is, therefore, worthwhile taking trouble to assimilate its facts. The former emphasizes that history gives us a body of useful information necessary for understanding the current problems. It creates interest as well as love for reading historical figures, characters, events and facts which are found necessary for solving the present problems effectively. Secondly, the reading of history trains memory, reasoning, presentation of facts systematically and successfully. All this helps in intellectual development of children. These objectives are 1 Knowledge, 2 Understanding, 3 Critical thinking, 4 Practical skills, 5 Interests and 6 Attitudes relating to historical matters. The pupils develop understanding of terms, facts, events, years, principles etc.

## Chapter 2 : What are the most essential methods of Teaching History to students?

*History is the records of past human activities that are taking place on the earth surface. Teaching methods are different principles and methods that are used to instruct students in a learning environment.*

The lecture method is convenient for the institution and cost-efficient, especially with larger classroom sizes. This is why lecturing is the standard for most college courses, when there can be several hundred students in the classroom at once; lecturing lets professors address the most people at once, in the most general manner, while still conveying the information that they feel is most important, according to the lesson plan. While this method facilitates large-class communication, the lecturer must make constant and conscious effort to become aware of student problems and engage the students to give verbal feedback. It can be used to arouse interest in a subject provided the instructor has effective writing and speaking skills. Demonstration teaching, which is also called the coaching style or the Lecture-cum-Demonstration method, [5] is the process of teaching through examples or experiments. A demonstration may be used to prove a fact through a combination of visual evidence and associated reasoning. Demonstrations are similar to written storytelling and examples in that they allow students to personally relate to the presented information. Memorization of a list of facts is a detached and impersonal experience, whereas the same information, conveyed through demonstration, becomes personally relatable. Demonstrations help to raise student interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Lectures, on the other hand, are often geared more towards factual presentation than connective learning. One of the advantages of the demonstration method involves the capability to include different formats and instruction materials to make the learning process engaging. Collaboration allows students to actively participate in the learning process by talking with each other and listening to others opinions. Collaboration establishes a personal connection between students and the topic of study and it helps students think in a less personally biased way. Group projects and discussions are examples of this teaching method. After some preparation and with clearly defined roles, a discussion may constitute most of a lesson, with the teacher only giving short feedback at the end or in the following lesson. Classroom discussion [edit] The most common type of collaborative method of teaching in a class is classroom discussion. It is also a democratic way of handling a class, where each student is given equal opportunity to interact and put forth their views. A discussion taking place in a classroom can be either facilitated by a teacher or by a student. A discussion could also follow a presentation or a demonstration. Class discussions can enhance student understanding, add context to academic content, broaden student perspectives, highlight opposing viewpoints, reinforce knowledge, build confidence, and support community in learning. The opportunities for meaningful and engaging in-class discussion may vary widely, depending on the subject matter and format of the course. Motivations for holding planned classroom discussion, however, remain consistent. Depending on the situation, debriefing can serve a variety of purposes. Debriefing may involve feedback to the students or among the students, but this is not the intent. The intent is to allow the students to "thaw" and to judge their experience and progress toward change or transformation. The intent is to help them come to terms with their experience. This process involves a cognizance of cycle that students may have to be guided to completely debrief. Teachers should not be overly critical of relapses in behaviour. Once the experience is completely integrated, the students will exit this cycle and get on with the next. We know a great deal about good teaching in general e. McKeachie, ; Chickering and Gamson, ; Weimer, , but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many other factors. To maximize student learning, a teacher must find out what works best in a particular situation. Teachers have their strengths and weaknesses, and adopt particular models to complement strengths and contradict weaknesses. Here, the teacher is well aware of the type of knowledge to be constructed. At other times, teachers equip their students with a research method to challenge them to construct new meanings and knowledge. In schools, the research methods are simplified, allowing the students to access the methods at their own levels. Philosophy in ancient Greece led to questions of educational method entering national

discourse. In his literary work *The Republic*, Plato described a system of instruction that he felt would lead to an ideal state. In his dialogues, Plato described the Socratic method, a form of inquiry and debate intended to stimulate critical thinking and illuminate ideas. It has been the intent of many educators since, such as the Roman educator Quintilian, to find specific, interesting ways to encourage students to use their intelligence and to help them to learn. Medieval education[ edit ] Comenius, in Bohemia, wanted all children to learn. In his *The World in Pictures*, he created an illustrated textbook of things children would be familiar with in everyday life and used it to teach children. Rabelais described how the student Gargantua learned about the world, and what is in it. Much later, Jean-Jacques Rousseau in his *Emile*, presented methodology to teach children the elements of science and other subjects. During Napoleonic warfare, the teaching methodology of Johann Heinrich Pestalozzi of Switzerland enabled refugee children, of a class believed to be unteachable[ by whom? He described this in his account of an educational experiment at Stanz. Prussian education system The Prussian education system was a system of mandatory education dating to the early 19th century. Parts of the Prussian education system have served as models for the education systems in a number of other countries, including Japan and the United States. The Prussian model required classroom management skills to be incorporated into the teaching process. Inquiry learning is another modern teaching method. A popular teaching method that is being used by a vast majority of teachers is hands on activities. Hands-on activities are activities that require movement, talking, and listening, it activates multiple areas of the brain.

*Method is the procedure which is followed by a teacher in teaching a topic. This is done according to the ability and interests of the students. It makes teaching effective and enables pupils to learn successfully. Method is, therefore, very fundamental and essential part of teaching. It is the.*

Teaching methods are different principles and methods that are used to instruct students in a learning environment. The methods used by a teacher will depend on the skills or information the teacher would like to convey to their students. There are several factors that a teacher must consider when choosing a teaching method for their students. Teachers also help their students learn with various learning aids such as Auditory, Kinesthetic collaborating, and Visual. Instructors use these teaching methods to help students understand and complete class assignments. Various forms of teaching methods used with lesson plans are explanation, demonstration, and collaboration. Explanation is similar to a lecture that provides detailed information about a specific subject. This can be applied in the high population or large number of students in the class. For instance when teaching in the class you mainly may decide to choose the certain topic and tell the story related so as to attract the students from understanding of the lesson. Teaching strategies is the careful plan of actions to achieve a goal, or the art of developing, or carryout such a scheme. This is an elaborate and systematic plan of Action. These are all plans made to help learners to access the information. Teaching strategies can apply for this and not for that. Teaching strategies should aim at involving audio, visual, and audiovisual and kinesthetic. The demonstration method may be applied in small class different from lecture method that can be applied where the population is high. Questions and answers method. So this assures the students with the teacher to share deferments issues Debates method. This is applied by the teacher depending on the nature of the class that whoever the class is small or large, it will enable a teacher to design on the changes upon a class. Example if the instructional objective requires student to make soap. The teaching method should be Experimental and Demonstration. The guest of honor. Therefore under this method of teaching history a teacher is supposed to share also some ideas with the student though more knowledge is from the instructor. A teacher is an artist as in fact teaching itself is an art that requires somebody to create several methods or techniques to be applied teaching. This is the method under which the instructors tend to use the lesson notes from different sources to brainstorming his or her student and assuring them to understand the lesson as well. Here the teacher acts as the main instructor and the students tend to listen to him or her when explaining. This method applied in small class where a teacher is advised to take the students out of the school compass so as to learn as from the different environment of study. For instance the teaching may take the student to the historical sites when teaching them about the source of historical information. Title, status, experience, Belief or Philosophy. Under such method a teacher has got the ground in explaining the subject matters. For example the slow learners or fast learners. This will guide a teacher to choose the best method to be applied in teaching the particular subject that contained in the topics. Availability of teaching and learning aids. For instance teaching materials that a teacher uses to establish and use to the learners to emphasize the subject. The instructor will be forced to use a method that will enable the students to understand the lesson on time and become able to construct such a subject and run for all students. Educational philosophy of the country. Cultural aspect of the society. For example if the certain society has their own behavior in studying a professional teaching actually look to the class and establish the method which can be easily understood for all students in a particular class. This also limits the method to be applied in teaching such a subject. For example the teachers always look for the examinations format and teach the students in a way that make them becoming able to answer such examination that are facing them. The methods of teaching history are actually bounded by the time. So for the certain teacher to establish the method of teaching he or she should consider first the time that available for covering of the topic. CONLUSSION; For any teacher who is teaching history he or she should understand that teaching history is an art, it requires somebody who is very creative in establishing the subject matter to be applied in teaching several topics for example teaching colonial economy topic is different from teaching the topic of nationalism so it needs a creative teacher who may create different methods to be applied

depending on the nature of the subject and topic. In the topic of establishment of colonialism a teacher may use story telling method the n after start the topic by the historical background of what is colonialism. Basic Principle of Teaching. John Willey and Sons Ibadan. George Allen and Unwin ltd, Nigeria 4. The Teacher of History, Cambridge university press, Cambridge 5. Rand and Mc Nally company. Nacino,Brown, R, Oke, F. Macmillan Press Limited London.

## Chapter 4 : 16 Innovative Ideas to Make Your Teaching Methods Effective

*This paper discusses "Ideas, Issues, and Insights," a strategy for prospective history teachers, as they explore the use of student-centered teaching methods with middle and high school students.*

Sponsored Program Low Tech Approach to Learning While technology undoubtedly has changed education, many educators opt to use a more traditional, low tech approach to learning. Some learning styles require a physical presence and interaction between the educator and the student. Additionally, some research has shown that low-tech classrooms may boost learning. For example, students who take handwritten notes have better recall than students who take typed notes. Another downside of technology in the classroom may be that students exposed to spell check and autocorrect features at an earlier age may be weaker in spelling and writing skills. Ultimately, tailoring the learning experience to different types of learners is incredibly important, and sometimes students work better with a low-tech approach. Here are some examples of low technology usage in different teaching methodologies: Kinesthetic learners have a need for movement when learning. Teachers should allow students to move around, speak with hands and gestures. Students may participate in fieldwork, learning expeditions, projects or case studies to be able to apply knowledge learned in the classroom to the real world, rather than learning through the virtual world. Many types of vocational or practical training cannot be learned virtually, whether it be a laboratory experiment or woodworking. Through these different approaches to teaching, educators can gain a better understanding of how best to govern their classrooms, implement instruction, and connect with their students. Learn more about each one to find the best fit for your classroom.

**Teacher-Centered Methods of Instruction**

**Direct Instruction**

Low Tech Direct instruction is the general term that refers to the traditional teaching strategy that relies on explicit teaching through lectures and teacher-led demonstrations. In this method of instruction, the teacher might play one or all of the following roles: As the primary teaching strategy under the teacher-centered approach, direct instruction utilizes passive learning, or the idea that students can learn what they need to through listening and watching very precise instruction. Teachers and professors act as the sole supplier of knowledge, and under the direct instruction model, teachers often utilize systematic, scripted lesson plans. Direct instruction programs include exactly what the teacher should say, and activities that students should complete, for every minute of the lesson. Because it does not include student preferences or give them opportunities for hands-on or alternative types of learning, direct instruction is extremely teacher-centered.

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**Flipped Classrooms**

**High Tech**

The idea of the flipped classroom began in when two teachers began using software that would let them record their live lectures. By the next school year, they were implementing pre-recorded lectures and sharing the idea of what became known as the flipped classroom. Broadly, the flipped classroom label describes the teaching structure that has students watching pre-recorded lessons at home and completing in-class assignments, as opposed to hearing lectures in class and doing homework at home. Teachers who implement the flipped classroom model often film their own instructional videos, but many also use pre-made videos from online sources. A key benefit of the flipped classroom model is that it allows for students to work at their own pace if that is how the teacher chooses to implement it. From a technology perspective, the system hinges on pre recorded lessons and online activities, meaning both students and teachers need a good internet connection and devices that can access it.

## Chapter 5 : Teaching Methods

*Techniques of teaching should serve the ends and objectives of the society. India is a democratic country and in this country the teaching of history be conducted on democratic lines.*

As a teacher, to tackle this challenge effectively, you should implement innovative ideas that make the classroom experience much more lovable for your students. So here are 16 innovative ideas that will help you reinvent your teaching methods and make your classes more interesting.

**Creative Teaching** Take the help of tools to stimulate creativity. Include playful games or forms of visual exercises that will excite young minds and capture their interest. Bring aspects of creativity into all your subjects, be it mathematics, science, or history. Think of ways to develop their creative ideas. Encourage different ideas, give them the freedom to explore.

**2. Models, filmstrips, movies, pictures, infographics or other mind mapping and brain mapping tools.** Such tools will help their imagination thrive and grow. These methods will not only develop their ability to listen but will also help them understand the concepts better. For example, you can get some oral history materials, conduct live online discussions or playback recordings of public lectures. If you are tech-savvy, there are also a number of smart apps for preschoolers that you can utilize to create awesome slideshows or presentations.

**3. Relating and demonstrating through real-life situations** will make the material easy to understand and easy to learn. It will spark their interest and get the children excited and involved.

**Brainstorm** Make time for brainstorming sessions in your classrooms. These sessions are a great way to get the creative juices flowing. When you have multiple brains focusing on one single idea, you are sure to get numerous ideas and will also involve everyone into the discussion. These sessions will be a great platform for students to voice their thoughts without having to worry about right or wrong. Set some ground rules before you start. You can go for simple brainstorming or group brainstorming or paired brainstorming.

**5. Classes Outside the Classroom** Some lessons are best learnt, when they are taught outside of the classroom. Organize field trips that are relevant to the lessons or just simply take students for a walk outside of the classroom. Students will find this fresh and exciting. Without taking much effort, they will learn and remember what you teach them.

**Role Play** Teaching through role-playing is a great way to make children step out of their comfort zone and develop their interpersonal skills. This method comes in handy, especially when you are teaching literature, history or current events. The role playing approach will help a student understand how the academic material will be relevant to his everyday tasks. Role playing is most effective for students of almost any age group. You just need to customize depending on the age group. You can even use this method for teaching preschoolers. Just make sure you keep it simple enough to capture their limited attention span.

**7. Storyboards** History teachers can use a storyboard to recreate a famous event. Such visually stimulating activity will ensure that even complex ideas are easily put across to students. You can also encourage the use of storyboards as a form of communication and let the students tell a story in pictures using their imagination.

**8. Stimulating environment** will help them explore and will encourage them to learn about the subject. Children, especially young ones cannot be expected to sit all day and learn. An environment that positively impacts the children is beneficial for you as well. Schools associated with Early Years Foundation Stage EYFS will vouch for the fact that the learning environment has a prime role in learning and development.

**9. Welcome New Ideas** An open-minded attitude can help you in innovating new teaching methods. Though you might claim to be open-minded, its human nature to resist change. Evaluate yourself and ensure you try out new ideas in the classroom. This will rejuvenate you and you can return to your work with more passion and interest.

**Work Together As a Team** As everyone knows, the end result of the collaborative effort is always immense. Think about spending some quality time with your colleagues. Ask them to share their views on improving teaching methods, you can see many of them come up with interesting strategies. So, collaborate and introduce innovative teaching methods.

**Puzzles and Games** Learning is fun when puzzles and games are part of education. Children may not require taking conscious effort when their lessons are introduced through games. Puzzles and games help children to think creatively and face challenges.

**Start School Clubs or Groups** What about starting an after-school club or group? Being a teacher you may not get enough time to work on

interesting topics that you are passionate about. You can share your views and learn more from others when you have school clubs or groups. Refer to *Books On Creativity* To be a creative teacher, you need to do some research on creative ideas and techniques. There are a lot of books on creativity. Choose some of the best works and start learning, it will be helpful for your professional development as well. *Love What You Do* You can give your best only if you truly love what you do. When you are not stressed, you will be more creative and inspired. Loving your work keeps you relaxed and gives you room to experiment with new ideas. *Introduce Lessons Like a Story* Just think, why do you watch movies with much interest? You like to watch movies because there is always an interesting story to keep you engaged. Like that, Learning sessions become more interesting when you introduce it as a story. If you are creative, even math lessons can be related to interesting stories. With even the Knowledge and Human Development Authority KHDA emphasizing on schools to take measures for improving the quality of teaching and learning, these innovative ideas are sure to make teaching methods more effective.

**Chapter 6 : History of ESL methods | Piktochart Visual Editor**

*History: Teaching & Methods. student in the group would become a representative of some Latin American country, say Mexico or Brazil. The students.*

Looking for an interactive experience? Explore the history of teachers and education using our multimedia timeline! It uses the shockwave v. Any Person qualified as above, and well recommended, will be put into immediate Possession of the School, on applying to the Minister of Charles Parish, York County. There were, of course, career schoolmasters, but, especially in smaller and rural schools, the people who stood in front of the classroom might well be farmers, surveyors, even innkeepers, who kept school for a few months a year in their off-season. The more educated and ambitious schoolmasters were young men who made the schoolroom a stepping-stone on their way to careers in the church or the law. The connections they made with local ministers and school committees in securing teaching jobs often helped them when they moved on to their real professions. The Common School Era "The grammar school teachers have rarely had any education beyond what they have acquired in the very schools where they have to teach. Their attainments, therefore, to say the least, are usually very moderate. But as new public schools, called Common Schools, sprang up everywhere, there simply were not enough schoolmasters to staff them. Mann and his fellow reformers like James Carter, Henry Barnard and Catharine Beecher saw that the schools needed not only more teachers, but better teachers. Many of the most promising young men continued to be siphoned off by more prestigious professions, as well as by new industries and the lure of the western frontier. So where would the army of new teachers come from? There was, of course, another ready source of labor, if reformers could convince the public to accept it. Women were poised to take over the schoolroom. In the late s, the reformer Horace Mann of Massachusetts proposed a system of free, universal and non-sectarian schooling. Each district would provide a school for all children, regardless of religion or social class hence the term Common School. Previously, church groups or private schools had provided most education for children, for which students generally had to pay tuition. The new schools would be funded by taxes and special fees paid by parents. In addition to teaching basic literacy and arithmetic skills, the new schools would, according to reformers, instill a common political and social philosophy of sound republican principals. Mann and others hoped such democratic consensus would ward off much-feared political instability and upheaval. Children would gain needed knowledge while learning how to be productive democratic citizens. The advent of the Common School significantly affected teachers and the teaching profession. The increasing number of new schools across the country demanded greater numbers of educated teachers. In order to staff the schools, communities turned to women, spurring the feminization of the teaching profession -- the entry and eventual domination of women in the workforce. It also led to the formalization of teacher training, often through Normal Schools. Feminization Begins "God seems to have made woman peculiarly suited to guide and develop the infant mind, and it seems While the dame-school teachers were not particularly well educated, they did demonstrate that women could teach. In any case, younger women were becoming better educated; the United States, in fact, had a very high degree of female literacy. The Common School reformers seized on the idea of hiring women to teach in the new schools. But they often added, in an aside, that women need be paid only a third what men received. The reformers argued that women were by nature nurturing and maternal, as well as of high moral character. As Mann wrote in , "The school committee are sentinels stationed at the door of every school house in the State, to see that no teacher crosses its threshold, who is not clothed, from the crown of his head to the sole of his foot, in garments of virtue. Teachers were moral exemplars, the models and instructors of upright living. In many schools, the new schoolmarms were young - some only fourteen or fifteen years old. They had finished the equivalent of eighth grade and, in some schools, that qualified them to teach. Their pupils might well be taller and older than they - at least when the farm boys put in their periodic appearances in the classroom. Nineteenth-century female teachers often complained that teaching was most challenging when the "big boys," who would either flirt or tease and defy them, arrived. Yet women were becoming better educated than ever before, and state officials took notice. In this period, most states began to put in place requirements for teachers: Many

beginning with Massachusetts in had inaugurated Normal Schools, institutions devoted to teacher education. Normal Schools Normal Schools were originally established to provide systematic training of teachers. Their goal was to prepare teachers for work in the emerging Common Schools at a level beyond the simple grammar-school education many teachers previously brought to the classroom. Normal Schools prided themselves on their thorough, cohesive and "scientific" curriculum. They would provide a norm for all teachers hence the term Normal School that would assure a level of quality generally unavailable previously. The first state-sponsored Normal School was established in Lexington, Massachusetts in , under the guidance of Cyrus Peirce and at the urging of Horace Mann. While the idea of Normal Schools achieved great popularity for a period and many states moved to set up their own schools, in fact, the heyday of Normal Schools was relatively short-lived. Around the turn of the twentieth century, as reformers sought to professionalize teaching to a greater degree, education courses increasingly moved into regular colleges and universities. But the impact of Normal Schools on the concept of teacher training was enormous, as states recognized the need to provide teachers with stimulating and demanding preparation courses. Admittedly, the curriculum was generally not very demanding -- reading, writing, basic arithmetic, a little geography and history. The texts often took the form of simple moral tracts and primers of childish virtues. Still, women flocked to teaching. Not only were they grateful for the salary, however meager; they also welcomed the independence and sense of purpose teaching gave them. No doubt some regretted having to leave their homes and earn their own livings. Many assumed they would teach only a few years until they married. But many others welcomed the escape from a life of drab labor, isolation or frivolity. Teaching gave women a window onto a wider world of ideas, politics and public usefulness. Ironically, the women teachers could effect change precisely because they had no longstanding, vested interest in teaching careers. They were, in a sense, outsiders. But they formed associations, went to summer training institutes, exchanged ideas and friendships, and unobtrusively contributed to the transformation of their communities. The feminization of teaching changed not only how society perceived women, but how women perceived themselves. When Union forces began an assault on St. Helena Island on the Port Royal Sound, the plantation owners fled, leaving behind their homes, possessions, and 10, slaves. Philanthropic Northerners, including Laura Towne and Charlotte Forten, undertook to educate the soon-to-be freedmen. Their goals were literacy, economic independence and civil rights. Their efforts to bring the freedmen into "white society" became known as the Port Royal Experiment. Hampton Institute Founded in during southern Reconstruction, Hampton Institute in Virginia began as an agricultural college and Normal School for newly freed slaves. Armstrong, who led Hampton until , perceived a need for vocational training for black Americans and convinced the American Missionary Association to establish Hampton. Its emphasis on practical manual skills rather than strict academic pursuits was seen at the time as enlightened and important for African-Americans in a period of crucial transition. Americanization Since the Common School era , bringing diverse people into the American mainstream has been one of the primary goals of public education. Around the turn of the 20th century, immigrants flooded into the United States. In alone, authorities recorded the arrival of more than 1,, newcomers. The movement to assimilate and Americanize these foreigners took on new urgency. Especially in cities, schools were not only expected to teach English, but to instill American customs, manners mores. Still, many immigrant families were grateful for the job the schools did; they saw the school as a bridge to a new and better life. And it often was. Students looked to teachers as role models, exemplars of gentility and success in the new land. The Native Americans were practicing the Ghost Dance ritual, which foretold the return of the buffalo and the fall of the white man. While many observers, including the teacher Elaine Goodale Eastman, were convinced that the Sioux had no intention to wage war, the U. Government troops opened fire on unarmed men, women and children, killing nearly two hundred of them and injuring countless others. This action was among the last skirmishes of the American Indian Wars, but its legacy has lived on in uneasy relations ever since. I became increasingly aware of this subservience to an ever growing number of authorities with each succeeding year, until there is danger today of becoming aware of little else. But women made up a far smaller percentage of administrators, and their power decreased with each higher level of authority. Their department had always been closely watched; increasingly their work in the schoolroom was not only scrutinized, but rigidly

controlled. Teacher autonomy was on the decline, and teachers resented it. Especially in big city schools, teachers at the turn of the 20th century felt like the most insignificant cogs in a huge machine. They felt dictated to and spied upon. Furthermore, they were badly paid and lacked pension benefits or job security. Many teaching positions were dispensed through political patronage. Married women were often barred from the classroom, and women with children were denied a place in schools. And daily conditions could be deplorable. The often-cited developments of immigration, urbanization and westward expansion had swelled, and changed the face of, the student population. Teachers had little flexibility in how they were to teach their myriad charges, who in urban schools particularly, might well come from impoverished families who spoke little English. They taught in classrooms that were overcrowded, dark and poorly ventilated. Schools felt like factories. For rural teachers, conditions were not necessarily much better. They had limited resources, with the added burden of keeping up run-down schools. African-American teachers especially suffered from inadequate materials and funding. Though their communities were eager for schooling, teachers found that money was rarely abundant.

## Chapter 7 : Teaching method - Wikipedia

*Teaching History began in with the goal of providing history teachers at all levels with the best and newest teaching ideas for their classrooms. We invite you to join us as a contributor, a reviewer, and a subscriber, and to share your best ideas with other teachers who care for the future of history.*

He was the first to number the fingers and create exercises based on that numbering, as well as create an entire library of teaching pieces. In the mid to late s, the great teachers Leschetitsky and Liszt both had schools of thought to deal with the emerging romantic pieces that presented entirely new demands to the pianist and teacher. Their pupils and descendants still rule the land of Juilliard. For the amateur or hobbyist of today, their standards are irrelevant. Many new methods had been put forth during the piano fad, in an attempt to make piano lessons less of a chore, while still following the principles of the Old School. Books were dressed up with pictures and illustrations, all geared toward the masses. But as time went on, musical skills became the property of the few, and less and less people bothered to learn to read music. No one had ever heard of any of the songs as time passed. More modern versions of these methods came under names like the Alfred method, and the Faber series. They were still all basically the same. Even our favorite, the Bastien series, is no more than a colorful rehashing of the same strategic concepts. The design of all known piano methods is to find the first five white keys above Middle C, and branch out from there. No matter how you dress it up, there is really nothing else that these methods CAN do at the beginning. Because of the restrictions that reading music imposes, these conventional methods tend to veer off into boredom for almost all children. Since there is nothing musically recognizable, the accomplishment of learning a song is lessened for the child. And the drudgery necessary to get all the fingers in a row, to get all the rhythms correct and all perfect all the other aspects of sheet music is a process that so dulls the spirit of the child that few wish to continue after a few months. Statistics bear this out. The Emenee organ came with a book of songs with numbers, while others featured simply the letter names of the keys. The intent of all these methods was to get the child to play something without the drudgery of reading music at first. This is another way of admitting that reading music is lethal to children if introduced too early in piano lessons. While all these methods have some merit, in my opinion only numbers have permanent relevance to musical construction. Piano by color and animal, and the others, although they are a nice gimmick for the beginning, do not have any other lasting value other than their ability to usher the child gently into the world of the piano. Some offered simply the old-style books with variations, and some were software systems, like Music Ace. The trouble with software, in my opinion, is that it does not give the child the feeling of making music at a keyboard. All children I speak to about piano software report the same theme: And there are other products that are expressly for adults, which I will not name. I have had many refugees from these methods come and seek my services, because these methods never take into account how terribly slowly a beginner must go. Too many online teachers assume the consumer knows or will be able to quickly understand the minutiae of deciphering sheet music. Exactly when to place this in their curriculum is a decision only a sensitive and patient teacher can make. My suggestion is to embrace every new or nouveau method, from color to chords to numbers, in the very beginning, and then slowly start including the curriculum from the old school. This method assures enthusiasm in the beginning while expertise is building. Attack more difficult problems slowly and patiently. Find the lowest common denominator of motor skills a child can handle, and patiently start there.

**Chapter 8 : What are the main aims and objectives of Teaching History to students?**

*Constructivist teaching methods embrace subsets of alternative teaching styles, including modeling, coaching, and test preparation through rubrics scaffolding. All of these are designed to promote student participation and necessitate a hybrid approach to teaching.*

History of English Language Teaching Dimitrios Thanasoulas Introduction The English language teaching tradition has been subject to tremendous change, especially throughout the twentieth century. Perhaps more than any other discipline, this tradition has been practiced, in various adaptations, in language classrooms all around the world for centuries. While the teaching of Maths or Physics, that is, the methodology of teaching Maths or Physics, has, to a greater or lesser extent, remained the same, this is hardly the case with English or language teaching in general. As will become evident in this short paper, there are some milestones in the development of this tradition, which we will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning. At the time, it was of vital importance to focus on grammatical rules, syntactic structures, along with rote memorisation of vocabulary and translation of literary texts. It is widely recognised that the Grammar Translation Method is still one of the most popular and favourite models of language teaching, which has been rather stalwart and impervious to educational reforms, remaining a standard and sine qua non methodology.

Gouin and Berlitz - The Direct Method The last two decades of the nineteenth century ushered in a new age. In his *The Art of Learning and Studying Foreign Languages*, Francois Gouin described his "harrowing" experiences of learning German, which helped him gain insights into the intricacies of language teaching and learning. Living in Hamburg for one year, he attempted to master the German language by dint of memorising a German grammar book and a list of the irregular German verbs, instead of conversing with the natives. Exulting in the security that the grounding in German grammar offered him, he hastened to go to the University to test his knowledge. He could not understand a word! After his failure, he decided to memorise the German roots, but with no success. He went so far as to memorise books, translate Goethe and Schiller, and learn by heart 30, words in a dictionary, only to meet with failure. Upon returning to France, Gouin discovered that his three-year-old nephew had managed to become a chatterbox of French - a fact that made him think that the child held the secret to learning a language. Thus, he began observing his nephew and came to the conclusion arrived at by another researcher a century before him! Equipped with this knowledge, he devised a teaching method premised upon these insights. It was against this background that the Series Method was created, which taught learners directly a "series" of connected sentences that are easy to understand. For instance, I stretch out my arm. I take hold of the handle. I turn the handle. I open the door. I pull the door. Nevertheless, this approach to language learning was short-lived and, only a generation later, gave place to the Direct Method, posited by Charles Berlitz. In this light, there should be lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammatical rules and syntactic structures. In short, the principles of the Direct Method were as follows: Classroom instruction was conducted in the target language There was an inductive approach to grammar Only everyday vocabulary was taught Concrete vocabulary was taught through pictures and objects, while abstract vocabulary was taught by association of ideas The Direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but it was difficult to use, mainly because of the constraints of budget, time, and classroom size. Yet, after a period of decline, this method has been revived, leading to the emergence of the Audiolingual Method.

The Audiolingual Method The outbreak of World War II heightened the need for Americans to become orally proficient in the languages of their allies and enemies alike. To this end, bits and pieces of the Direct Method were appropriated in order to form and support this new method, the "Army Method," which came to be known in the s as the Audiolingual Method. The Audiolingual Method was based on linguistic and psychological theory and one of its main premises was the scientific descriptive analysis of a wide assortment of languages. On the other hand, conditioning and habit-formation models of learning put forward by behaviouristic psychologists were married with the pattern practices of the Audiolingual Method.

The following points sum up the characteristics of the method: Dependence on mimicry and memorisation of set phrases Teaching structural patterns by means of repetitive drills?? Repetitio est mater studiorum?? It fell short of promoting communicative ability as it paid undue attention to memorisation and drilling, while downgrading the role of context and world knowledge in language learning. After all, it was discovered that language was not acquired through a process of habit formation and errors were not necessarily bad or pernicious. The "Designer" Methods of the s The Chomskyan revolution in linguistics drew the attention of linguists and language teachers to the "deep structure" of language, while psychologists took account of the affective and interpersonal nature of learning. As a result, new methods were proposed, which attempted to capitalise on the importance of psychological factors in language learning. Let us have a look at two of these "designer" methods. Suggestopedia Suggestopedia promised great results if we use our brain power and inner capacities. Lozanov believed that we are capable of learning much more than we think. Drawing upon Soviet psychological research on yoga and extrasensory perception, he came up with a method for learning that used relaxation as a means of retaining new knowledge and material. It stands to reason that music played a pivotal role in his method. Lozanov and his followers tried to present vocabulary, readings, role-plays and drama with classical music in the background and students sitting in comfortable seats. In this way, students became "suggestible. For instance, what happens if our classrooms are bereft of such amenities as comfortable seats and Compact Disk players? Certainly, this method is insightful and constructive and can be practised from time to time, without necessarily having to adhere to all its premises. A relaxed mind is an open mind and it can help a student to feel more confident and, in a sense, pliable. The Silent Way The Silent Way rested on cognitive rather than affective arguments, and was characterised by a problem-solving approach to learning. The teacher is supposed to be silent - hence the name of the method - and must disabuse himself of the tendency to explain everything to them. The Silent Way came in for an onslaught of criticism. More specifically, it was considered very harsh, as the teacher was distant and, in general lines, the classroom environment was not conducive to learning. In this vein, many textbooks and entire syllabi offered guidelines on constructing strategy-building activities. Below there is an example of a list of the "Ten Commandments" for good language learning taken from Brown, H.



instruc- whom might not otherwise work and learn tional methods and how to make them a subs- together Cohen, Ideas, Issues, and Insights for Small Group Work Student-Centered Ideas Issues Insights Teaching Method benefits and complexities and tensions future plans and strategies accomplishments Small Groups gain the attention of Students refuse to participate, Groups need clearly focused Group Work students and get them to start do not get along, or one person academic activities that can be thinking about ideas, whereas does all the work for the group. Group work activity can Teachers are unsure how to Make each member of the ground abstract ideas in more assign students to groups, how group responsible for a portion concrete terms that are easier long to let groups work of the group activity. Standing in the front of the Assign grades to students for room and urging students to group participation to focus stay focused on group work is energy on their common usually not sufficient to keep activity. Develop extension activities to give to individuals or groups who finish an activity before others. Our teacher candidates see multiple benefits thinking. Asia, a middle school candidate was surprised by the impact of group work on student atti- I found these methods of teaching to be tudes. The activity small group work increases student understand- grounded the abstract ideas that we ing of history. Historical events become seen as were talking about in concrete and more nuanced and complex when small groups current terms that are easy for stu- consider the perspectives and actions of differ- dents to understand. Students begin thinking about the power of ideas as well as the choices Teacher candidates commented how group that individuals and groups make in various work changes the classroom experience for situations and circumstances. In practice, group work does not work method teaches students to take control of the that way, as one high school candidate stated: Noted grade based on how they contributed to the one middle school student teacher: Second, new teacher candidates recognize I asked the students to break into they face regular decisions about how much to groups of four, which I thought would let students engage in conversation and socia- be an easy task. Some dragged their lizing during group time. Noted one teacher feet while others were in groups of candidate: I could have given them a number or devised a different way to Students who were finished with the get them into groups. Students often become quite animated and loud. It is easier to re- efforts of peers. Some groups finish ahead of focus students engaged in conversation and a others and sit, awaiting instructions for what to learning activity than to try to motivate young- do next. It is also essential to the teacher and class members. First, they recognize the importance of complete the assignment. Without sources have a unique capacity to engage stud- activities that students find interesting and rele- ents in the study of the past Schur, ; vant, all the teacher-made rules, regulations, Veccia, Some sources are essential and routines in the world are not likely to documents of American democracy such as the produce learning results. One high school stud- Magna Carta, Declaration of Independence, ent teacher created a activity where Constitution, Bill of Rights, and Declaration of small groups analyzed the distribution of Sentiments. Students gain an understanding of wealth in the world. Students were asked to list the principles of our society by reading and dis- five countries they deemed rich or poor, and cussing these materials. The stu- tation and analysis. As one history teacher can- dents then had to offer two possible explana- didate concluded: The students responded positively to sented by textbooks is boring and often this activity, demonstrating for this teacher times unfaithful to history, whether deli- candidate that students will do small group berate or not. Primary source documents work that they consider purposeful and mea- allow us to give the students the sense of ningful. They give students the and frustrated by not just comments and responses. Primary sources teach students Students may not have Use stimulating openers to get that there are many different developed their abilities to students engaged with sources; viewpoints that must be taken draw conclusions, think for example, use the Peters into consideration when critically, and carry on a Projection Map as a way to analyzing events. When students struggle with terms in a reading, stop the activity and engage in a class- wide discussion. Visual primary sources maps, Have specific questions for photos, political cartoons, art, students to answer while drawings engage the interest reading or after reading a of many students. Sources offer useful ways to Develop an ongoing vocabu- connect modern day events to lary list of unfamiliar terms historical ones; for example and concepts from sources. Prohibition and marijuana repeal or the wars in Vietnam and Iraq. As students read primary sources more frequently, their level of comfort increases, as does their ability to interpret the material and draw out important information. Preview sources

before handing them to the students as a way to set the context for the material and to identify potentially confusing language and concepts. When students struggle with primary source material, stop a reading activity and discuss the source as a whole class. Invite students to create modern everyday language translations of sources. When a student analyzing primary sources proved to be a puzzling read the firsthand account of someone during the Civil War for teacher candidates. Asking individual any time period, they get a much more enriching understanding of how life was during the Civil War. Students became bored and did not understand the material, the students were ways as one candidate found when she taught unable to discuss these documents, creating about the Lowell Mill Girls during the early even more boredom and frustration. As one industrial period in Massachusetts: Students will material without any insight from me. They get this fact, but not the feelings of the women. The putting students in small groups to help each other interpret a document after it has been read difficult to read, as one new teacher candidate found can also be problematic. Middle and high school students often have not developed their World War I propaganda posters. Noted one high school by the syntax the address was written in. The result was lively class participation reading primary documents. Just like when I spoke to be prohibited under the law? I selected five students to be our Congressional representatives. I then gave the students a combining multiple primary sources as part of a selection of primary source readings lesson on the Vietnam War: We read Third, middle and high school students an excerpt from [President Richard M. When students re-state key at cartoons from a counter-cultural terms and ideas in their own words, they gain a perspective, and listened and read the greater sense of ownership of the material. One lyrics of protest song. As his students discussed the Role-plays and simulations are a third student document and proposed everyday words as student-centered teaching method highlighted in synonyms for 18th century language, he added our history instructional methods class Table Volume 5 Number 2 56 Summer Social Studies Research and Practice <http://www.pearson.com/9780205412012>: As a teaching strategy, role-plays and cases. Such activities can be highly engaging simulations encompass a wide range of instructional methods in history classrooms. Use role-plays to recreate Students may overact their Go over rules for appropriate historical situations for example, parts, or become silly or behavior and conduct before factory labor for children in disruptive, and the role-play beginning a role-play or English factories can be done thus presents a classroom simulation activity. Students become invested in Students find it difficult to Assess preparation as well as what they are learning since it is role-play a famous historical performance in giving grades from the point of view of figure. Some students historical individuals or groups. Use role-plays to teach otherwise Give roles to groups, not just abstract ideas or concepts for individuals, to broaden the example, having students create activity. Debrief after a role-play to restate key points and clarify any historical misunderstandings or misinformation. Establish more concrete way of evaluating role-plays than asking one person to speak on behalf of the group, such as a combination of oral and written responses by all members of the group. Use short one to five minute long role-plays and simulations to illustrate a particular concept or event. As a middle school students. However, using create skits or songs to illustrate the economic the role-play methods showed me how much and taxation policies that contributed to the students want to interact with the content when start of the Revolutionary War. More the most successful economy possible. Participating in tions are complex instructional methods for a role-play or simulation, students connect teacher candidates. Students sometimes overact immediately and emotionally to historical their parts, resulting in everyone losing focus situations, asking, for example, why Rosa Parks on historical information and themes. In other refused to give up her seat on a segregated city cases, students have not learned enough about bus, why Abraham Lincoln issued the Emancipation their historical roles, resulting in inaccuracies Proclamation, or why President Truman and misrepresentations that take additional chose to drop the atomic bomb on Japan. Some middle and high school students, despite sincere effort, are not able to step outside their modern-day frame of reference to imagine what an historical person might say or do and why. Noted one student teacher: First, role-plays and simulations do not have to be lengthy, time-consuming activities.