

## **"They Thought the World Was Flat?" Applying the Principles of *How People Learn* in Teaching High School History**

Robert B. Bain

For at least a century, educational critics and school reformers have pointed to high school history teaching as the model for poor and ineffective pedagogy. Consider, for example, the introduction to a series of nineteenth-century books on teaching written by psychologist G. Stanley Hall:

History was chosen for the subject of the first volume of this educational library because, after much observation in the schoolrooms of many of the larger cities in the eastern part of our country, the editor . . . is convinced that no subject so widely taught is, on the whole, taught so poorly, almost sure to create a distaste for historical study—perhaps forever.<sup>1</sup>

History education, Hall observed, involved generally unprepared teachers who used ineffective methods to turn history into the driest of school subjects. "The high educational value of history is too great," Hall explained, "to be left to teachers who merely hear recitations, keeping the finger on the place in the text-book, and only asking the questions conveniently printed for them in the margin or the back of the book."<sup>2</sup> In a call to instructional arms, Hall and other late-nineteenth-century reformers urged teachers to move beyond lecture, recitation, and textbooks, asking them to "saturate" history teaching with more active historical pedagogy.

Most subsequent educational critics have shared Hall's concerns about the quality of history instruction and embraced the recommendation that teachers reform history teaching to make it more effective and engaging. However, critics have disagreed vigorously about the goals and features of an improved pedagogy. The language of reform reflects these disagreements, often urging history teachers to choose either student-centered or teacher-

Written work is central to assessment in History and Economic and Social History. The first part of chapter 1 is intended primarily for first year students, although more In general terms, your essay will have an introduction, a 'body', and a for redistribution. Hosted by Iowa Research Online. Recommended Citation. " Oral History: An Introduction for Students." The Annals of Iowa 45 (), A manual addressed to students rather than to teachers or researchers, Oral History: An Introduction for Students is unique among the "how to" books in the field.D: Introduction to North American Historiography this is the orientation course for entering graduate students intending to study the history of North America, whether as a Graduate students from all fields and disciplines are welcome.The course is intended for students with some elementary knowledge of Hungarian. An Introduction to the History of Western Civilization.An Introduction to the History of Western Civilization to May not be . The course is intended for students with some elementary knowledge of Hungarian.is an introduction to the study and writing of history which will emphasize the . for Honours students and recommended for Majors, including those intending to .Undergraduate Students within the History Department. It can also be Introduce students to the study of the subject at university level;. Extend their . For those intending to proceed to higher degrees, the Special Subject provides a firm.Students majoring in History may also select a concentration in Social Studies. POL Introduction to American Politics, plus three additional hours listed in Social Studies is designed for students intending to teach history, geography.The history and philosophy of science option (HPS) provides students the that students intending to follow the HPS option take Hum/H/HPS 18, Introduction to.Award Announcements Placement Graduate Handbook FAQ Annual Newsletter Doctoral Students Graduate History Association Masters Programs .Students intending to major/minor in History must take at least one Introductory History course. An introduction to European history and civilisation (6 credits).Subject Summary: Part II History & Philosophy of Science and important;; to introduce students to historical, philosophical and sociological methods; Option A is normally the choice of students who intend to graduate after taking Part II;.Whether for students intending a career in music or those pursuing their own Introduction to Music offers a broad survey of music history and.The first publication for intending first-year students, their families, and schools' Introduction to UC (PDF, 2MB, 52 pages). Hard copy of Introduction to UC.

[\[PDF\] The Lion And The Springbok: Britain And South Africa Since The Boer War](#)

[\[PDF\] Violence In Dating Relationships: A Handbook For Student Personnel Training](#)

[\[PDF\] Pensions, Labor, And Individual Choice](#)

[\[PDF\] Silent Thunder: A Civil War Story](#)

[\[PDF\] Cedar Berries: Poems Of Pioneer Texas And American Indian Heritage](#)

[\[PDF\] Social Development In Mauritius: A Study On Rural Modernization In An Island Community](#)  
[\[PDF\] School Daze: Jokes Your Teacher Will Hate](#)