## I'm not a robot



Leave a Comment / Articles, B.Ed First Year Courses, Teaching of HistorySubscribe to get the latest posts sent to your email.Articles, KKHSOU / By Dhananjoy Sutradhar 1. HISTORICAL METHODPresented By:Dr. TRIPTI SHARMA. 2. INTRODUCTION Historical method comprises the techniques and guidelines by which historians use primarysources and other evidence To research and then to write histories in theform of accounts of the past. A sound historical method and of differentways of writing history is known as historiography. 3. MEANING The word history originally means the search for knowledge and truth. the systematic recounting of past eventspertaining to the establishment, maintenance, and utilization of systematically arrangedcollections of research is a scientific method in which comparisonis used to reveal the general and the particular in historical phenomenaand to gain an understanding of the various historical stages ofdevelopment of one and the same phenomena. Historical methods of research are the process of systematically examining an account of what has happened in the past. It is not facts and dates oreven a description of past events. The dynamic account of past events that involves an interpretation attempt to recapture the nuances, personalities, and ideas that events. For example, a research is tocommunicating of past events that involves an interpretation attempt to recapture the nuances, personalities, and ideas that events. For example, a research is tocommunicating of past events. rise of technologyand the benefits/ problems it brings, the development of preservationmethods, famous personalities in the field, library statistics, orgeographical demographics and how they affect library statistics, orgeographical demographics and the benefits/ problems it brings, the development of preservationmethods, famous personalities in the field, library statistics, orgeographical demographics and the benefits/ problems it brings, the development of preservationmethods, famous personalities in the field, library statistics, orgeographical demographics and bow they affect library statistics are statisticalli secondary sources and tertiary sources, forresearch and then to write history. 6. WHO USE HISTORICAL METHOD The historical method is employed byresearchers who are interested in reporting pastevents or predict future events. 7. STAGES OF HISTORICAL METHODS OFRESEARCH CONDUCTING 1. Identify an idea, topic or research questions 4. Determine that historical methods will be themethod used 5. Identify and locate primary and secondary datasources 6. Evaluate the authenticity and accuracy of sourcematerials 7. Analyze the date and develop a narrative exposition of the findings. 8. SOURCES OF HISTORICAL METHODSOF RESEARCH Primary Sources of Information - Direct outcomes of events or the records of eyewitnesses a) Original documents b) Relics c) Remains d) Artifacts Secondary Sources of Information - Information provided by a person who did not directly observe the event, object, or condition 9. OTHER SOURCES a) Textbooks b) Encyclopedias c) Newspapers d) Periodicals e) Research f) Other references 10. RESEARCH PLAN OF HISTORICALMETHODS OF RESEARCH CHOOSE A SUBJECT :need to narrow your topic down, and often define yourresearch paper by gaining a working hypothesis and a thesis FIND SOURCES: Researcher should use both internet and libraries to find yoursources. The best sources are still those that are found in libraries to find yoursources through: Library Catalogue and library database On the internet Researcher can find sources through subject directories, hierarchical indexes, etc., such as yahoo, or even set library pages, Women's History Site; search engines. LEARN FROM YOUR SOURCES: Historians usually distinguish between three kindsof sources, tertiary, primary, secondary. Researcher can use sources to find moresources to find moresources and their problems. They often haveuseful bibliographies (lists of books used), that are sources Researcher can use. Secondary sources (professional historical books, and handbookscan give you the general outline of subjects and their problems. scholarly articles) also have bibliographies that should lead Researcher to more information. Primary sources, the immediate records of the past, should be used whenever possible. EVALUATE THE SOURCES: carefully judging each source. Take careful notes from sources, the immediate records of the past, should be used whenever possible. RESEARCH START WRITING: Researcher can, and should, begin writing as soon aspossible. Do not wait until Researcher should be shapinghis/her thesis in writing. To get there, if Researcher started with a broadsubject, along the way he/she should have been refining his/her subjectinto an arrow topic or a hypothesis. Writing as Researcher go helps you toclarify your ideas, measure the length of parts of his/her argument, andfinish the paper sooner. WRITE A ROUGH DRAFT: Write rough draft as if it is finished paper. Haveother people critique your draft. It is best to talk to the person, but writtencomments, perhaps according to a checklist, are also good. Rewrite untilResearcher have a polished draft. The more you rewrite, the best you can, but every piece of writing has room forimprovement. Try to get it done well in advance of the deadline, in caseResearcher have problems with printing out the paper. 12. CHARACTERISTICS Controlled- in real life there are many factors that affect anoutcome. The concept of control implies that, in exploring causality in relation to two variables (factors), researcher should set up his/her study in a way that minimizes theeffects of other factors affecting the relationship. This canbe achieved to a large extent in the physical sciences(cookery, bakery), as most of the research is done in alaboratory. Rigorous- Researcher must be scrupulous in ensuring that the procedures followed to find answers to questions are relevant, appropriate and justified. Again, the degree of rigor varies markedly between the physical and socialsciences and within the social sciences. 13. Systematic-this implies that the procedure adopted to undertake aninvestigation follow a certain logical sequence. The different stepscannot be taken in a haphazard way. Some procedures must followothers. Valid and verifiable-this concept implies that whatever researcherconclude on the basis of his/her findings is correct and can beverified by you and others. Empirical-this means that any conclusion drawn are based uponhard evidence gathered from information collected from real lifeexperiences or observations. Critical-critical scrutiny of the procedures used and the methodsemployed is crucial to a research enquiry. The process of investigation must be foolproof and free from drawbacks. 14. METHODS OF RESEARCH Archival data: or primary sources, are typically the resources that researchers rely most heavilyon. Archival data includes official documents and other items that would be found in archives, museums, etc. Secondary sources: the works of other historianswho have written history. Running records: documentaries maintained byprivate or nonprofit organizations. Recollections: include sources such as autobiographies, memoirs or diaries. 15. VALUES OF HISTORICAL METHODS OFRESEARCH It enables solutions to cotemporary problems to besought in the past. It throws light on present and future trends It stresses the relative importance and the effects ofthe various interactions that are to be found within all cultures It allows for the revaluation of data in relation toselected hypotheses, theories and generalizations that are to be found within all cultures It allows for the revaluation of data in relation toselected hypotheses, theories and generalizations that are to be found within all cultures It allows for the revaluation of data in relation toselected hypotheses, theories and generalizations that are to be found within all cultures It allows for the revaluation of data in relation toselected hypotheses. and disadvantages of historical methods research Disadvantages Cannot control for threats to interpret and ensure representation of the sample. Bias in interpreting historical sources. Interpreting sources is very time consuming. Sources of historical materials may be problematic Lack of control over external variables 17. ADVANTAGES Throws light on present and future trends. It can illuminate the effects of key interactions within aculture or sub-culture. It allows for the revaluation of data in relation to selectedhypotheses, theories and generalizations that are presentlyheld about the past and the present. Permits investigation of topics and questions that can bestudied in no other fashion Can make use of more categories of evidence than mostother methods (with the exception of case studies) 18. CRITICISM Asks if the evidence under consideration isauthentic. The researcher checks the genuinenessor validity of the source is accurate, was the writer or creator competent, honest, and unbiased? How long after the event happeneduntil it was reported? Does the witness agreewith other witnesses? 19. IMPORTANCE Historical investigations help broaden our experiences and make us more understanding and appreciative of our human nature anduniqueness. By knowing our past, we know the present condition better. 20. CONCLUSIONS Historical methods of research can also mean gathering data fromsituations that have already occurred and performing statistical analysis on this data just as we would in a traditional experiment. The one key difference between this type of research relies on data from the past, there is noway to manipulate it. Studying the grades of older students, for example, and youngerstudents may provide some insight into the differences betweenthese two groups, but manipulating the work experience isimpossible. Therefore, historical research can often lead to present dayexperiments that attempt to further explore what has occurred inthe past. 2. 1. Lecture Method - is the oldestteaching method applied ineducational institution. Thisteaching method is one waychannel of communication ofinformation, controlling both the content and the pace of the lesson. 3. Lectures can convey large amounts ofknowledge in a short time, whichmakes them particularly useful insubjects like history, science, orliterature, where backgroundinformation and foundationalknowledge are key. One-Way Communication: In most cases, lectures involve minimalinteraction from students, as they are expected to listen passively. Questions and discussions are typically reservedfor after the lecture. 4. The lecture method is suited forsubjects where cognitive knowledge, such as facts, theories, or historical events, needs to be transferred. It focuses on the mental absorption of content rather than hands-on or experiential learning. Advantages of the Lecture Method: 1. Time-Efficient 2. Broad Reach 3. Standardized Content4. Standardized Content 5. Disadvantages of the LectureMethod:1. Passive Learning Styles4. Retention Challenges 6. Disadvantages of the LectureMethod:1. Passive Learning Styles4. Retention Challenges 7. 2. Story Telling Method - It is one of themost effective ways to communicate animportant truth to another person. It is connection point between two people. Key Features of the Storytelling method: 1. Narrative format, typically with abeginning, middle, and end. 8. 2. Engagement and Interest: By telling a story, the teacher can engagestudents emotionally, which helps sustainattention and interest. 3. Relatability and Connectpersonally with the content. 9. 4. Memory Retention: Information presented through storytelling ismore likely to be remembered. 5. Cultural and Social Context: Stories often reflect cultural, historical, orsocial values, helping students gain insightinto different perspectives. 10. 6. Interactive Learning: Storytelling Method: 1. Emotional Engagement 2. Improved Memory and Recall 3. Creativity and Imagination 11. Disadvantages of the Storytelling Method: 1. Time-Consuming 2. Not Always Structured 3. Limited for Certain Subjects Advantages of the Storytelling Method: 1. Time-Consuming 4. Requires Skilled Delivery 5. Risk of Oversimplification 12. 3. Chronological approach is the study of history from one point organizing informationchronologically, it becomes easier toexplain how one event leads to another. 14. 5. Comparative Opportunities: It allows for comparison acrossdifferent time periods. 4. Contextual Understanding: The chronological approach helps students place individual events or concepts within thebroader flow of time, giving them a betterunderstanding of the context in which theseevents occurred.. 15. Advantages of the Chronological Approach: 1. Clear Progression 2. Helps with Memory and Retention 3. Understanding of Cause and Effect 4. Contextual Clarity 5. Logical Flow 16. Disadvantages of the Chronological Approach: 1. Focus on Sequence Over Depth 2. Oversimplification3. Rigid Structure4. Ignores Thematic Connections5. Doesn't Always Reflect Reality 17. 4. Thematic Learning is aninstructional method of teaching wherethe children work within a specifictheme/topic title each term. Key Features of the Thematic Method: 1. Central Thematic Method: 1. Central Thematic Method begins with acore thematic method of teaching wherethe children work within a specific thematic method begins with acore thematic method of teaching wherethe children work within a specific thematic method begins with acore thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method begins with acore thematic method of teaching wherethe children work within a specific thematic method begins with acore thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method of teaching wherethe children work within a specific thematic method of the specific the concept, or idea that actsas an anchor for learning. 18. 3. Connections and Relationships: The thematic approach emphasizes an anchor for learning students to explore atheme through various disciplinery, science, and art. 19. 5. Real-World Application: Themes often relate to real-worldissues or universal concepts, makinglearning more relevant and meaningful. Student-Centered Learning: With the theme, which allows them totake a more active role in exploring and understanding the material. 20. Examples of Themes in the Thematic Method: 1. Environment 6. Flexible Structure: Unlike more rigid approaches, the thematicmethod is adaptable and can be tailored todifferent age groups, learning goals, and subject areas. 2. Conflict and Resolution 3. Innovation and Technology 4. Cultural Identity 21. Advantages of the Thematic Method:1. Holistic Understanding2. Enhanced Engagement3. Critical Thinking and Creativity4. Real-World Relevance5. Improved Retention and Recall 22. Disadvantages of the Thematic Method:1. Complexity of Planning2. Potential for Oversimplification3. May Not Cover All Standards4. Requires Flexible Assessment Method:5. Risk of Superficial Understanding 23. How the Thematic Method is Used in Teaching:1. Project-Based Learning2. Group Discussions and Debates3. Interdisciplinary Units4. Field Trips and Guest Speakers5. Creative Arts Integration 24. 5. Biographical approach -considers history as a history of great events, great men, or individuals. Key Features of the Biographical Approach: 1. Focus on the Creator's Life: The biographical approach emphasizes thepersonal life and experiences of theindividual who created the work or played asignificant role in historical events. 25. 3. Personal Influence: The biographical approach assumes that personal experiences (like childhood, relationships, trauma, achievements andfailures) significantly shape a personsoutlook and creative output. 2. Contextual Analysis: This method looks at the social, historical, and culturalenvironment in which the individual lived. 26. 5. Interdisciplinary Connection: The biographical approach often intersects with psychology, sociology, and history. 4. Exploration of Intentions and Motivations: By understanding the biographical details of an individual, this method seeks to uncovertheir intentions, or purposesbehind their actions or creations. 27. Advantages of the Biographical Approach: 1. Deeper Understanding of the Subject 2. Contextual Insight 3. Humanizes Historical Figures 4. Reveals Patterns and Themes 5. Personal Connection 28. Disadvantages of the Biographical Approach: 1. Risk of Overemphasis 2. Limits on Objectivity 3. Neglects Other Interpretations 4. Incomplete or Misleading Information 5. Over-Determination Modern methods of teaching-learning History Teacher: Barbu Charlotte School No. 22, GALATIARTISTIC RENAISSANCE The cube methodDESCRIPTION OF THE METHOD -The cube method involves exploring a topic, a situation from multiple perspectives, allowing a complex and integrative approach to a topic. The following steps are recommended:1. Making a complex and integrative approach to a topic. The following steps are recommended:1. Making a complex and integrative approach to a topic. question.3. Divide the class into six groups, each examining the topic from the perspective of the requirement on one side of the cube. There are several ways of establishing the six groups, each examining the topic from the perspective is determined by the teacher, depending on the available time you have and how well you know the students. The distribution can be made at random; each group rolls the cube and gets as a work task the perspective that falls upwards. The teacher himself can assign each groups. 5. Displaying the final form on the board or on the classroom walls. I. DESCRIBE the works of art of the antiquity or the Renaissance that you have in the images. II. COMPARE the works of art of the antiquity and the Renaissance. Distinguish the similarities or the differences. III. ASSOCIATE. What do you think about these works of art? Who do these works of art? Who do these works of art? Who do these works of art address to? What features do these works of art? Who do these works of art? Who do these works of art? Who do these works of art address to? What features do these works of art? Who d works of art? What are the techniques used by the artists in making these works of the action and list a number of reasons that support your assertion. WORLD WAR I Life in the trenches. Method the writing workshop DESCRIPTION OF THE METHOD The writing workshop is a method for stimulating the students creativity and imagination. The advantages are numerous and they aim to the formation of specific skills such as: the deep understanding of a historical context by stimulating the students creativity and imagination, expressing opinions using the historical sources, discovering in the information sources the multiple perspectives on the historical events and processes, expressing opinions about historical characters and events. The students develop their critical thinking, which is important from the point of view of an open society. At the same time, the writing workshops can represent not only a useful way of learning, but also an attractive and interesting method which can stimulate the students curiosity for studying History. You are a soldier in the World War I and you will write a letter to your girlfriend based on the available documents. The epoch of the great geographical discoveries Vasco da Gamas crew. - Using the available sources and other knowldge write a logbook of about 10-15 lines in which you describe: the commanders personality, his physical and mental qualities, the travelled route, life on board. The totalitarian regimes in the interwar period The ideas sun method, which is applicable to the lesson The totalitarian regimes in the interwar period The ideas sun is a relatively simple method, which is applicable to the lesson The totalitarian regimes in the interwar period The ideas sun is a relatively simple method, which is applicable to the lesson The totalitarian regimes in the interwar period The ideas sun is a relatively simple method, which is applicable to the lesson The totalitarian regimes in the interwar period The ideas sun is a relatively simple method, which is applicable to the lesson The totalitarian regimes in the interwar period The ideas sun is a relatively simple method, which is applicable to the lesson The totalitarian regimes in the interwar period The ideas sun is a relatively simple method, which is applicable to the lesson The ideas sun is a relatively simple method, which is applicable to the lesson The ideas sun is a relatively simple method single party simple method is applicable to the lesson The ideas sun is a relatively simple method single party simple method is a relatively simple method single party simple method singl (class X) to highlight the features of the fascism, Nazism and communism. ROLE PLAY-the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interwar period ROLE PLAY - the lesson International relations during the interval relations d planning can take place in several ways, either as a story (the narrator describes the action and different characters act it) or as a short play (the characters interact, inventing the students, learning individual roles, spatial planning, role playing, debating roles. The analysis and evaluation of the role play is done by all the students in the class. THE FOUR GREAT ONES AND THE VERSAILES TREATYThe students are divided into groups of four, each being one of The Four Great Ones: W. Wilson, George David Lloyd, Orlando. Each group will imagine a dialogue among the four founders of peace. Every student must try to be the character he/she represents and act according to his opinions. Depending on the number of the students in a class, a fifth character can be also introduced: the narrator. Each group will present the dialogue to the class. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Historical Methods and Approaches Historical Records Correspondence to the available, relevant source testimony. Our explanations should try to explanations that do not correspond to the source testimony as irrelevant source testimony or dismiss source testimony as irrelevant source testimony as irre testimony ultimately defeats our purpose to explain the world as it exists. Coherence Coherence means a logical, well-focused internally consistent arguments. It would be incoherent to try to do the opposite; that is, to formulate illogical, self-contradictory arguments. Conceptual elegance The absolute minimum of abstract constructs and unstated what it says to us personally. We may identify with one or another of the characters if its novel. We may have value judgments about the actions of individuals or communities described in it. We could also read it on the level on aesthetic appreciation the writing style of the author, the emplotment, the tightly wrought symbolism, etc. This is the level on the interpretationWhich Comes First? The Facts and interpretation? The facts and interpretation do not exist independent on the other. Facts and interpretation do not exist independent on the facts or the Interpretation do not exist independent on the other. The so-called basic facts only become facts as the result of being part of an interpretation. Which comes first? The facts or the Interpretation do not exist independent on the other. Facts and interpretation do not exist independent on the other. interpretation? The Pilgrims landed at Plymouth Rock in 1620Poppers theory of refutation The philosopher of science Karl Popper argues that one should try to prove them correct. We tend to find evidence to support a hypothesis, but often at the expense of ignoring any evidence that refutes it. Thomas Jefferson: The moment a person forms a theory his [or her] imagination Sees in every object only the traits which favor that theory. Poppers theory of refutation After you have looked for all the evidence that supports your hypothesis look especially hard for any evidence that refutes or detracts from it then analyze both types of evidence to see which is stronger Poppers theory of refutation Apply to paper writing: Begin by putting down what you want to say. The next step is to try to refute what you just wrote down. Examine it as a critical reader would, looking for contradictions, over-looked evidence, unnecessary constructs, and so forth. Then revise, and revise again. Go back and forth between you as writer wanting to make statements and you as reader analyzing those statements for accuracy. A page from the 9th draft of Tolstois War and PeaceTestimony and Its Use as Evidence Testimony is the statement of the source or the artefact itself. Evidence is testimony that is being used for or against a hypothesis or argument. In other words, testimony with an interpretive spin put on it is what we call evidence. Testimony and its use as evidence JOHN HARVARDFOUNDER1638General Court of Massachusetts Bay Colony Records "At a Court holden September 8th, 1636 and continued by adjournment to the 28th of the 8th month (October, 1636)... the Court agreed to give 400 towards a School or College, whereof 200 to be paid next year...." Anonymous pamphlet from 1643 it pleased God to stir up the heart of one Mr. Harvard (a Godly Gentleman and a lover of Learning, there living amongst us) to give the one halfe of his Estate (it being in all about 1700l.) toward the erecting of a Colledge, and all his Library: after him another gave 300l. others after them cast in more, and the publique hand of the State added the rest: the Colledge was, by common consent, appointed to be at Cambridge, (a place very pleasant and accommodate) and is called (according to the name of the first founder) Harvard Colledge. Charter for Harvard Colledge (1650) Will the Real Past Please Stand Up? The personal past: the past that each of us remembers because we experienced it directly. It is part of our respective memories. Your personal past is different from my personal past because I have not experienced what you have experienced. The historical past: the past that is not part of either of our memories because it no longer existsit is gone, past. Principle of Independent Confirmation Bob or person they are describing. Even with an eyewitness account, we have to be cautious estimate that 50% of eyewitness accounts are primary sources for what the eyewitness saw or heard diaries and memoirs are primary sources for the authors perceptions and thoughtsSources and Studies A secondary source itself. For example, a biography of Mark Twain may contain quotations from his book Life on the Mississippi, but it is not Life on the Mississippi. The book Life on the Mississippi is the primary source; The biography, insofar as it contains quotations and is allowed to be used for information about what is in the primary source when one does not have access to the primary source. Primary source Secondary workWhat to Look For When You Are Reading 1. Who says so? That is, does the author betray a conscious or unconscious bias that affects their judgment and presentation of the evidence? 2. How do they know? On what basis does the author make his or her assertions? Do they back up their arguments with appropriate evidence? 3. Whats missing? Is the author telling you everything you need to know to analyze the authors arguments? What to Look For When You Are Reading 4. Did somebody change the subject? Does it make sense? Is the argument coherent, consistent, and logical? Is there a simpler explanation that would explain the evidence equally as well or better? A. Confrontation with the Subject Matter 1. Economicthat is, pertaining to the training and refinement of the mind, specifically in the areas of culture, interests, tastes, skills, arts, etc. 3. Politicalthat is, concerned with government, the state, or the running of a polity 4. Socialthat is, having to do with human beings living together as a group in a situation in which their dealings with one another affect their common welfareRelationship between Intellectual, Social, Political and Economic ComponentsB. On Explanation (six basic types) 1. teleologicalin terms of purpose (the Black Death was sent to punish us for our sins); 2. classification when an event has been shown to be of some class of events already familiar to us (the Black Death was an outbreak of bubonic plague); 3. generalization classed as an instance of some general law (science) (when a contagion is introduced into a community, the rate of mortality will be directly proportional to the virulence of the contagion and inversely proportional to the level of resistance of the intermediate steps involved (read-write history) (a ship from Kaffa traveled to Southern Italy in December 1347 and brought bubonic plague with it). 5. referentialsome reference to a possible cause (rats caused the Black Death of the victims corresponds closely to the symptoms those with bubonic plague present (analytical history)C. Formulation of Questions for Historical Study 1. Badly Formed Questions: Why was bubonic plague able to kill so many people in Europe between 1348 and 1350? [leading question: assumes that bubonic plague was the cause of death] What was the cause of the Black Death? [implies there was only one cause] Did rats bring about the Black Death? [implies a yes or no answer, when rats may have been a necessary but not sufficient cause]C. Formulation of Questions (continued): Why were Europeans so stupid as to allow filth and garbage to act as a breeding ground for rats, and thus spread Black Death? [biased point of view (anachronistic)] What if the Black Death had never occurred? [too abstract, not testable by reality-based criteria]C. Formulation of Questions for Historical Study(continued) 2. Well-Formed Question: How well do the symptoms of the black Death as described by contemporaries coincide with the disease we know as bubonic plague? [note that posing the question this way allows the possibility for a negative resulti.e., they do not coincide well]Sample Thesis statement In May of 1940, when Neville Chamberlain resigned and Winston Churchill became prime minister of England, British policy shifted toward one of greater resolve not to reach an accommodation with Nazi Germany but to defend against a possible German invasion. In May of 1940, when Neville Chamberlain resigned and Winston Churchill became prime minister of England, British policy shifted toward one of greater resolve not to reach an accommodation with Nazi Germany but to defend against a possible German invasion. In May of 1940, when Neville Chamberlain resigned and Winston FIVE-PARAGRAPH MONSTER second topic sentence in your second body paragraph. Provide supporting historical evidence. Write the third topic sentence in your third body paragraph. Provide supporting historical evidence. FIVE-PARAGRAPH MONSTER WORLD WAR II IN EUROPE Conclusion: A restatement of your introduction. FIVE-PARAGRAPH MONSTER WORLD WAR II IN EUROPE What if the historical evidence contradicts your thesis? How do you tackle a revision? What if the assignment is longer than three body paragraphs? D. Basic Relationships among the Historian Claims to study the past to find out what existing sources to provide possible explanations for why the sources are the way they are Example of Past-Based, Past-Oriented (Correspondence) Nil Sorskii, a monk associated with the Kirillo-Belozersk Monastery raised the question of the secularization of church and monastic lands at the 1503 Church Council in Moscow. Example of Past-Based, Past-Base Past-Oriented (Coherence) Just as the question of the secularization of church and monastic lands was raised in Muscovy. History is the present thought about the past, history is the pas term history is derived from the Greek word Historia meaning information or an inquiry conducted to find the truth. The other meaning is what has actually passed or happened. History is not simply information regarding the affairs of the kings who have passed away but a science which explains the intellect and furnishes the wise with examples. Tarikh-i-DaudiNATURE OF HISTORYHistory is the study of man. It is concerned with man in time. It is concerned with man in space also. It explains the present. It is a dialogue between the events of the past and progressively emerging future ends. It is the story of the growth of human consciousness, both in its individual and collective aspects. SCOPE OF HISTORYThe scope of history is from local history to national and from national to international. The knowledge of the child should not be limited to the events and the problem of a particular country are sure to affect the whole world. AIMS OF TEACHING HISTORYTo promote self-understandingTo give a proper conception of time, space, and societyTo enable the pupils to assess the values and reasoning powerOBJECTIVES OF TEACHING HISTORYKnowledge: The pupil should acquire knowledge of terms, concepts, facts, events, symbols, ideas, conventions, problems, trends, etc., related to the study of history. Critical Thinking: The subject should enable the pupils to develop critical skills: The subject enables the pupils to develop an interest in the study of history. NEED AND IMPORTANCE OF TEACHING HISTORYHistory Helps Us Understand People and SocietiesIt Has Important in Our Own Lives AlsoHistory Provides IdentityStudying History Is Essential for Good CitizenshipWhat Skills Does a Student of History Develop? The Ability to Assess Evidence The Ability to Assess Conflicting Interpretations Experience in Assessing Past Examples of ChangeLearningClassesOnline B.Ed NotesVALUES OF TEACHING HISTORYDisciplinary ValueInformative ValueEducational ValuePolitical ValuePolitica any task in our life. The same is equally true for the process of teaching tasks. This is why; a history teacher should concentrate on wise planning of his teaching and instructional work carried along with his students during the whole session. UNIT PLANNINGUnit planning stands for the planning of the instructional work of the session by dividing the prescribed as an organization of various activities, experiences and types of learning around a central problem or purpose developed comparatively by a comparative of the instructional work of the session by dividing the prescribed as an organization of various activities, experiences and types of learning around a central problem or purpose developed comparatively by a comparative of the instructional work of the instruction work of the instruc group of pupils under teacher-leadership.LESSON PLANNINGIn simple words, lesson related to a particular unit of the subject history teacher in a specific school period for the realization of some stipulated instructional objectives.BLOOMS TAXONOMY OF EDUCATIONAL OBJECTIVESTAXONOMY OF OBJECTIVES IN THE COGNITIVE DOMAINKnowledgeComprehensionsApplicationAnalysisSynthesisEvaluationTAXONOMY OF OBJECTIVES IN THE PSYCHOMOTOR realization of specific instructional objectives. Major teaching skills are: METHODS OF TEACHING HISTORYTeacher-Centered MethodsLecture Metho Archaeology SourcesLearner-Centered MethodsProject MethodPeer TutoringIndividual activitiesExperiential learningRESOURCES FOR TEACHING HISTORYPRINT RESOURCES VISUAL RESOURCESCartoonsChartsComicsFlashcardsGraphsMapsPicturesPostersDiagramsModelsSpecimensICT RESOURCE COMMUNITY RESOURCESFieldtripsMuseumLibraryExcavated Archeological SitesMonumentsHistory ClubQUALITIES OF A HISTORY TEACHERHistory is a subject that involves observation of historical events and places, collection of old and new data, analysis, and generalization, etc. The direction and guidance of such a teacher are very necessary. In order to be successful and to realize the objectives of history teaching and culture and possess certain qualifications which are mentioned as under: Academic preparation Knowledge of various methods of teaching Mastery of the subject and techniques Knowledge of child psychology Personality Professional training He should have a love for excursions and toursHe should take interest in the collection of things of historical importanceKnowledge of current affairsAuthor Remarks: PEDAGOGY OF HISTORY Is A Subject Taught In B.Ed And In Some Other Teaching Courses Also. In This Page, You Will Find Teaching of History Short Examination Notes And Downloadable Free PDF Book In English Medium For B.Ed First Year And Second Year and Semester 1, 2, 3, 4, 5, and 6. Here We Have Covered Some of The Main Topics and Important MCQ Questions of PEDAGOGY OF HISTORY (Teaching of History) Which Will Really Help in Your Exam Preparation and Also You Can Make Your Assignment Report and File for BEd Very Easily with The Help of These Notes. These Notes and Free PDF Book on Teaching of History Subject Will Be Helpful for All the Students and Teachers of Any College or University. We Have Also Suggested Some of the Best Reference Books and Teachers of Any College or University. We Have Also Suggested Some of the Best Reference Books and Teachers of Any College or University. We Have Also Suggested Some of the Best Reference Books and Teachers of Any College or University. Teachers Preparing for All The Teaching Exams Like CTET, TET, UPTET, HTET Can Also Learn With The Notes Provided Above. List of The Topics Covered: pedagogy of history b ed notes pedagogy of history b ed notes pedagogy of history b ed 2nd yearpedagogy of history b.ed notespedagogy of history b.ed 1st yearpedagogy of history b.ed notes pdfpedagogy of history pdfpedagogy of history bed notes pdfpedagogy historyhow to teach history in an interesting waywhat is historyteaching of history book pdfteaching of history beaching of hi kochharteaching of history booksteaching of history and philosophyoutline five relevance of ict in the teaching of history in the elementary grades importantwhat should be avoided in the teaching of history how to make teaching of history interestingimportance of teaching of historychronology teaching of historyteaching methods of historyteaching aims of historyteaching aims of historyteaching methods of historyteaching methods of historyteaching methods of historyteaching aims of historyteaching methods of historyteaching methods of historyteaching aims of historyteaching methods are methods of historyteaching methods of historyteaching methods are methods of historyteaching methods. 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Thematic approach, constructivist approach, collaborative learning, and experiential learning are some of the approaches discussed along with defining characteristics and examples of methods like tri-question, moral dilemma, and lesson indigenization. The document useful (0 votes) 1K views 25 pages 1. The document discusses objectives, activities, and approaches, strategies, methods, and techniques for teaching social studies. 2. It defines key terms like approach, strategy, method, aAI-enhanced title and description 1 Concepts and Methods in HistoryClio, the ancient Muse of History; detail from Jan Vermeers The Art of Painting, c.1666 3 Left: Clio (bottom right among six different Muses), the Greek Muse of History, in a 1698 edition of Cesare Ripas Iconologia (a sixteenth-century work on symbolism) Right: another depiction of Clio 4 Introduction to Concepts and MethodsOrganization (staff, seminar groups, VLE, assessment, PAL) Overview of course: (1) study skills; (2) historiographical themes and debates 5 Staff Dr Stephen Pigney (course convenor, lecturer, seminar Cheryl Deedman (lecturer, seminar Dr John Price (lecturer, seminar Other teaching staff on the course: Professor Richard Grayson, Dr Rebekah Lee, Paul Stocks, Dr Elizabeth Williams, Dr Vivienne Richmond) 6 Lectures and seminar groupsWednesday (WB IGLT) SEMINARS Group 1a (Dr John Price): Wednesday 12-1 (EB 109) Group1b (Dr Stephen Pigney): Wednesday (RHB 140) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 250) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 140) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 250) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 250) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 250) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 140) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 250) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 140) Group2b (Dr Stephen Pigney): Wednesday 12-1 (RHB 250) Group2b (Dr Stephen P practice exercise) due by Monday, 21 October 2013, by 1 p.m. Formative essay (2,000 words; formative essay (2,000 words; summative essay (2,000 words; summa culture in week 18 of the course (Wednesday, 12 March 2014) Long summative essay (4,000 words; summative essay (4,000 words)). evidence and distinction between primary and secondary sources Management and organization of time and information Referencing and bibliographies Academic writing Using academic libraries and online resources Think about how the skills you will acquire are transferable, i.e. can be applied beyond the study of history. 10 History: skills and experienceUnderstanding of different societies and cultures Independent learning and research, and the ability to navigate effectively through vast quantities of information Analysis, evaluation and interpretation of evidence (textual, visual, material, statistical, digital, oral) Critical engagement with problems and debates Presentation of informed argument in written and verbal formthe ability to communicate clearly, effectively and convincingly The ability to undertake and complete complex projects, both independently and with others 11 Historiography The history of Modern Thought, 3rd edn (London: HarperCollins, 1999), p. 396. The writing and practice of history; the study of this writing and practice of history; the study of history and history are study of this writing and history are study of history and history are study as a study of history are study as a study are study as a study as a study are study as a study as examples of primary sources; above, J. C. Holts Magna Carta (Cambridge, 1992), an example of a secondary source 13 Some theory Postcolonial theory historical theory and practice 14 1961 1967 1991 1997 15 Title-page to the first volume of Gilbert Burnets Historie of the Reformation as state politics, to the Reformation as a popular movement 17 to revisionist histories of the Reformation 18 Some final questions to consider How has the expansion of universities since the 1960s (involving greater access to higher education for women, ethnic minorities, the working class) changed the study of history? How has the changing place of Britain in the world, and the impact of globalization, affected the study of history? To what extent is history about preserving the memory of the past? Should history be a process of memorialization? Who controls the pastGeorge Orwell, party slogan from Nineteen Eighty-Four (1948). What do you think Orwell meant by this? Can we ever know the past?

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