

how to teach history in an interesting way

How to Teach History in an Interesting Way: Engaging Students Beyond Dates and Facts

how to teach history in an interesting way is a question that many educators grapple with. History, often viewed as a collection of dates, names, and events, can seem dry or irrelevant to students if not presented thoughtfully. But when taught with creativity and connection, history transforms into a vibrant story that sparks curiosity and critical thinking. This article explores effective strategies to make history lessons captivating, interactive, and meaningful, helping students not only memorize facts but also understand the significance of the past in shaping our present and future.

Understanding the Challenge: Why History Can Feel Boring

Before diving into how to teach history in an interesting way, it's important to recognize why history can sometimes fail to engage students. Often, history education relies heavily on rote memorization—dates, battles, monarchs, and treaties—without context or emotional connection. This approach can make history feel like a static timeline rather than a dynamic narrative. Additionally, if students don't see the relevance of historical events to their own lives or current issues, their motivation to learn wanes.

To overcome these hurdles, educators need to move beyond traditional textbook methods and incorporate storytelling, multimedia, critical analysis, and active participation into their teaching.

Using Storytelling to Bring History to Life

Stories are at the heart of human experience, and history is essentially a collection of countless stories. One of the best ways to teach history in an interesting way is to frame lessons as engaging narratives rather than dry facts.

Humanizing Historical Figures

Rather than presenting historical figures as distant, mythical personalities, teachers can explore their motivations, challenges, and emotions. Discussing personal letters, diaries, or firsthand accounts helps students see these individuals as real people with strengths and flaws, making history more relatable.

For example, instead of just memorizing that Abraham Lincoln was the 16th president of the United States, consider sharing stories about his childhood struggles, his perseverance through political setbacks, or his personal

reflections during the Civil War.

Building Dramatic Tension and Conflict

History is filled with conflicts, revolutions, and turning points. Presenting these moments with dramatic tension—explaining the stakes involved and the decisions people had to make—can captivate students. Creating a narrative arc with rising action, climax, and resolution helps learners see history as a compelling story rather than a list of events.

Incorporating Multimedia and Technology

In today's digital age, integrating multimedia tools into history lessons can dramatically increase student engagement. Videos, podcasts, virtual tours, and interactive timelines offer diverse ways to experience the past.

Using Documentaries and Historical Films

Quality documentaries and films can visually immerse students in different eras. Watching a well-made documentary about ancient civilizations or World War II can spark interest and provide a vivid backdrop to textual learning. After viewing, teachers can facilitate discussions or critical analyses to deepen understanding.

Virtual Reality and Interactive Experiences

Emerging technologies like virtual reality (VR) allow students to "visit" historical sites or reenactments virtually, creating immersive learning experiences. Online platforms offering interactive maps and timelines also enable students to explore history at their own pace and according to their interests.

Encouraging Critical Thinking and Discussion

Teaching history in an interesting way involves more than just presenting information—it requires engaging students in thinking critically about sources, perspectives, and interpretations.

Analyzing Primary Sources

Introducing students to primary documents such as speeches, letters, photographs, and newspaper articles encourages them to evaluate evidence firsthand. This practice helps develop analytical skills and a deeper appreciation of how history is constructed.

Debates and Role-Playing

Role-playing historical figures or staging debates on controversial topics from the past can immerse students in different viewpoints. This interactive approach fosters empathy and helps learners understand the complexities of historical events.

Connecting History to the Present

One of the most effective ways to teach history in an interesting way is to make clear connections between past events and contemporary issues. When students see how history influences current society, politics, culture, or technology, they become more invested.

Exploring Historical Roots of Modern Issues

Teachers can draw parallels between historical movements and today's social justice campaigns, or between past economic crises and current financial challenges. This contextualization shows history as a living subject relevant to students' everyday lives.

Personalizing History

Encouraging students to research their own family history or local historical events can make the subject more tangible. Personal connections turn history into a story about people they know or places they live in, increasing engagement.

Making Learning Active and Collaborative

Active learning strategies help students participate directly in the learning process, making history lessons more dynamic and memorable.

Project-Based Learning

Assigning projects such as creating a museum exhibit, designing a newspaper from a historical period, or producing a short documentary encourages creativity and deeper research. These projects help students synthesize information and present it in innovative ways.

Group Work and Peer Teaching

Collaborative activities like group presentations or peer teaching sessions promote communication skills and shared responsibility. Students often learn well from explaining concepts to one another, reinforcing their own

understanding.

Leveraging Diverse Perspectives and Voices

History is not a single story but a tapestry woven from multiple viewpoints. Including diverse narratives makes history richer and more inclusive.

Highlighting Underrepresented Histories

Teaching history in an interesting way means going beyond mainstream narratives to include stories of marginalized groups such as women, indigenous peoples, and minorities. This approach broadens students' perspectives and encourages critical reflection on whose stories are told.

Comparing Global Histories

Exploring how different cultures and regions experienced similar events or phenomena deepens understanding and fosters global awareness. Comparative history lessons help students appreciate complexity and interconnectedness.

Using Humor and Creativity to Engage Students

Injecting humor and creative activities can make history lessons more enjoyable and memorable.

Humorous Anecdotes and Cartoons

Sharing amusing historical anecdotes or using political cartoons helps lighten the mood while reinforcing learning points. Humor can make difficult topics more accessible.

Creative Assignments

Encouraging students to write historical fiction, create comic strips, or compose songs about historical events taps into different learning styles and talents, making history come alive in fresh ways.

Teaching history in an interesting way is a multifaceted endeavor that calls for creativity, empathy, and a willingness to experiment. By turning history into a story that resonates, utilizing technology, encouraging critical inquiry, and connecting the past to the present, educators can inspire students to see history not just as a subject to study but as a vibrant, ongoing conversation about humanity.

Frequently Asked Questions

How can storytelling make history lessons more engaging?

Incorporating storytelling into history lessons helps students connect emotionally with historical events and figures, making the content more memorable and interesting.

What role do multimedia resources play in teaching history effectively?

Multimedia resources such as videos, podcasts, and interactive maps provide diverse perspectives and dynamic content that cater to different learning styles, enhancing student engagement.

How can incorporating primary sources improve history teaching?

Using primary sources like letters, photographs, and artifacts allows students to analyze historical evidence firsthand, fostering critical thinking and a deeper understanding of the past.

Why is incorporating technology important in modern history education?

Technology enables interactive learning experiences, virtual field trips, and access to vast digital archives, making history lessons more accessible and stimulating for students.

How can project-based learning be applied to history classes?

Project-based learning encourages students to investigate historical topics deeply and creatively, promoting collaboration, research skills, and practical application of knowledge.

What strategies can teachers use to relate historical events to students' lives?

Teachers can draw parallels between past events and current issues, encouraging students to see the relevance of history in understanding today's world and their own experiences.

How does role-playing enhance the learning of history?

Role-playing immerses students in historical scenarios, helping them develop empathy and a more nuanced perspective by experiencing the viewpoints of people from the past.

What are effective ways to assess students' understanding of history creatively?

Creative assessments such as debates, multimedia presentations, and historical fiction writing allow students to demonstrate their knowledge in varied and engaging formats beyond traditional tests.

Additional Resources

How to Teach History in an Interesting Way: Strategies for Engaging Students

how to teach history in an interesting way has become an increasingly pertinent question among educators striving to ignite curiosity and critical thinking in their classrooms. History, often perceived as a static recitation of dates and events, can appear dull or irrelevant to students if not presented dynamically. Yet, the study of history is essential for understanding societal evolution, cultural diversity, and the complexities of human behavior. Exploring effective pedagogical approaches that bring history to life is crucial for fostering meaningful learning experiences.

Understanding the Challenge: Why History Can Seem Uninteresting

Before diving into methods for making history engaging, it is important to recognize why the subject sometimes fails to captivate learners. Traditional history education often emphasizes memorization of facts—names, dates, battles—without sufficient context or connection to students' lives. This approach can reduce history to rote learning rather than an investigative journey. Additionally, textbooks tend to focus on dominant narratives, which may not reflect diverse perspectives, further limiting student interest.

Research from the National Assessment of Educational Progress (NAEP) indicates that many students struggle to retain historical information when taught through passive lectures. This highlights the need for interactive and multi-dimensional teaching strategies that appeal to a variety of learning styles.

How to Teach History in an Interesting Way: Core Strategies

Teaching history in an interesting way requires shifting from a purely content-driven approach to one that incorporates storytelling, critical inquiry, and active participation. Below are some key strategies that educators can adopt:

1. Incorporate Storytelling and Narrative Techniques

Humans are naturally drawn to stories. Transforming historical events into compelling narratives helps students relate to people and situations from the

past. Rather than presenting isolated facts, teachers can frame history as interconnected stories filled with conflict, drama, and human emotions.

For example, discussing the causes of World War I through the lens of personal letters or diaries of soldiers adds depth and empathy. Storytelling also aids memory retention by linking facts to vivid images and emotions.

2. Use Primary Sources to Encourage Critical Thinking

Engaging students with primary source documents—such as speeches, photographs, official records, and artifacts—allows them to analyze history firsthand. This practice not only deepens understanding but also cultivates critical thinking and source evaluation skills.

Instead of solely relying on textbooks, educators can facilitate activities where students compare different accounts of the same event, assess biases, and construct their own interpretations. This active involvement makes history more tangible and relevant.

3. Integrate Multimedia and Technology

Digital tools and multimedia resources can transform history lessons into immersive experiences. Videos, interactive maps, virtual reality tours of historical sites, and online archives expand the sensory dimension of learning. According to a 2022 study by the Pew Research Center, classrooms that employ multimedia resources report higher student engagement levels.

For instance, virtual reality reconstructions of ancient civilizations enable students to explore environments that would otherwise be inaccessible. Gamification of historical content through quizzes and simulations also motivates learners by introducing elements of competition and challenge.

4. Connect History to Present-Day Issues

Making historical content relevant to contemporary life encourages students to see the subject's ongoing significance. Teachers can draw parallels between past and current events, such as civil rights movements, political conflicts, or technological advancements.

This approach not only contextualizes history but also fosters civic awareness and empathy. It prompts students to reflect on how historical patterns influence modern society, thereby increasing engagement and critical reflection.

5. Promote Collaborative Learning and Discussion

History becomes more dynamic when students actively participate through discussions, debates, and group projects. Collaborative learning encourages diverse viewpoints and helps students develop communication skills.

For example, organizing debates on controversial historical interpretations

or reenacting historical trials invites students to embody different perspectives and engage deeply with content. Such interactive formats break the monotony of lectures and empower students as co-creators of knowledge.

6. Employ Experiential Learning Techniques

Hands-on activities and experiential learning can make history tangible and memorable. Field trips to museums, historical landmarks, or heritage sites offer real-world connections to classroom content.

In settings where physical visits are impractical, teachers can simulate experiences through role-playing or creating historical artifacts. These methods stimulate curiosity and deeper emotional engagement with the past.

Balancing Depth and Accessibility in History Education

An ongoing challenge in teaching history is balancing comprehensive coverage with accessibility. While it is important to cover key events and themes, overwhelming students with excessive detail can be counterproductive. Focusing on thematic units or “big ideas” helps students grasp overarching patterns and causal relationships.

Moreover, integrating diverse voices—including marginalized and underrepresented groups—broadens historical understanding and relevance. This approach challenges traditional Eurocentric or dominant narratives, fostering inclusivity and critical awareness.

Pros and Cons of Different Teaching Approaches

- **Lecture-Based Teaching:** Efficient for delivering large amounts of information but risks passive learning and disengagement.
- **Project-Based Learning:** Encourages active exploration and creativity but requires significant preparation and classroom management.
- **Technology Integration:** Enhances interactivity and access to resources but may face technical issues or distract from content if overused.
- **Discussion and Debate:** Develops critical thinking and communication but can be dominated by outspoken students if not carefully facilitated.

Effective history instruction often involves a blended approach, adapting methods to the specific context and learner needs.

The Role of Assessment in Engaging History Teaching

Assessment strategies also influence how history is taught and perceived. Traditional exams focusing solely on memorization may discourage deeper engagement. Alternative assessments—such as essays, presentations, portfolios, or creative projects—allow students to demonstrate understanding in diverse ways.

Formative assessments that provide ongoing feedback help teachers adjust instruction and support student progress. When assessments align with interactive and analytical teaching practices, they reinforce interest and mastery.

Final Reflections on Teaching History in an Interesting Way

Addressing the question of how to teach history in an interesting way requires a multifaceted approach that values connection, participation, and critical inquiry. By moving beyond passive memorization towards interactive and meaningful learning experiences, educators can unlock history's potential to inspire and educate.

Integrating storytelling, primary sources, technology, and discussions creates a rich educational environment where students not only absorb facts but also develop a nuanced understanding of humanity's complex past. This transformation not only benefits academic achievement but also nurtures informed and engaged citizens prepared to navigate the present and future.

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how to teach history in an interesting way: *Learning to Teach History in the Secondary School* Terry Haydn, Alison Stephen, James Arthur, Martin Hunt, 2012-11-12 In some hands, history can be an inspirational and rewarding subject, yet in others it can seem dry and of little relevance. The aim of this textbook is to enable student teachers to learn to teach history in a way that pupils will find interesting, enjoyable and purposeful. It incorporates a wide range of ideas about the teaching of history with practical suggestions for classroom practice. This is the third edition of a textbook that has established itself as the leading text for student teachers of history. It has been thoroughly updated, with a revised chapter on the use of ICT in history teaching and major new sections in the areas of inclusion, resources, assessment and professional development. It provides an array of references and materials that give a sound theoretical foundation for the teaching of history, including weblinks to further resources. A range of tasks enable students to put their learning into practice in the classroom. The book also provides reference and access to a wide range of recent and relevant research in the field of history education, which will be of use to student teachers pursuing courses that have a Masters Level component. In all, it is an invaluable resource for student and beginning history teachers.

how to teach history in an interesting way: *Creative Ways to Teach the Mysteries of History* Ronald Hans Pahl, 2005-10-01 History does not have to be boring. Kids who are excited about

history learn more. History is also far more than facts to memorize for the most recent standardized test. That is where *Creative Ways to Teach the Mysteries of History* comes in-to make the teaching and learning of history a powerful and enjoyable experience in the classroom through the study of historical mysteries. What better place to snoop around and dig through mysterious graves than in your history class? This book takes ten mysterious events in history from ancient Egypt to the 21st century for students to grapple with and make their own decisions as to Who done it?. Lessons include historical events such as Who Killed King Tut?, The Black Death of 1347 - Can It Come Again? as well as an Advanced Document Analysis for the 21st Century entitled Is the War on Terrorism Bogus? Pahl focuses on a wide variety of active ideas and how-to-do-it brainstormers for teachers to get their students excited about history. At the same time, the book deeply analyzes some of the major issues that have confronted humankind from ancient times through the present and into the future. If this is what you want for your classroom then, *Creative Ways to Teach the Mysteries of History, Volume I* is for you and your students.

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how to teach history in an interesting way: 100 Ideas for Teaching History Julia Murphy, 2005-09-08 The 100 Tips series offers 100 invaluable and practical ideas for teachers of all levels. 100 Ideas for Teaching History takes a skills-based approach, with each section suggesting general ideas to use in everyday classroom teaching, including specific examples of how these can be used with a variety of modules from primary through to secondary.

how to teach history in an interesting way: 100 Ideas for Primary Teachers: History Clare Horrie, Rachel Hillman, 2019-01-24 No matter what you teach, there is a 100 Ideas title for you! The 100 Ideas series offers teachers practical, easy-to-implement strategies and activities for the classroom. Each author is an expert in their field and is passionate about sharing best practice with their peers. Each title includes at least ten additional extra-creative Bonus Ideas that won't fail to inspire and engage all learners. Teaching history without reference to genuine historical sources from the relevant period is unimaginable, as engaging with real historical material can inspire and captivate pupils' interest. By introducing them to a source-based approach, their learning can be transformed and their historical skills developed. 100 Ideas for Primary Teachers: History is brimming with imaginative ideas to teach history in the primary classroom. With each idea based on an original historical source from The National Archives, this book takes a skills-based approach that will not only help pupils understand the methods of historical enquiry, which is a key aim of the National Curriculum, but also make history real, captivating and exciting. Themed to cover different source types, including photographs, government reports, cartoons, royal seals, manuscripts, and private and official letters, this book is ideal for building a picture of the past. The historical sources can be previewed in the book and downloaded from a companion website, allowing them to be integrated into teaching tools.

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library.' - Scottish Association of Teachers of History, Resources Review 'This book is without question the standard text for the history PGCE market.' - Dr Ian Davies, University of York, on the first edition. Learning to Teach History in the Secondary School provides an accessible introduction to teaching and learning history at secondary level. Underpinned by a theoretical perspective and backed up by the latest research, it encourages student teachers to develop a personal approach to teaching history. This fourth edition has been thoroughly updated for the new curriculum, with a brand new chapter on subject knowledge and a new section on action research to better support those reflecting on and developing their own practice. It provides an array of references and materials that give a sound theoretical foundation for the teaching of history, including weblinks to further resources, while a range of tasks will enable students to put their learning into practice in the classroom. Practical advice is combined with reference and access to a wide range of recent and relevant research in the field of history education, to support Masters Level research and aid reflective practice. Key issues covered include: The benefits of learning history Planning The use of language and strategies for teaching Inclusion Technology in history teaching Assessment Continuing professional development Offering comprehensive and accessible support to becoming a history teacher, this book remains an invaluable resource for all training and newly qualified history teachers.

how to teach history in an interesting way: Breaking Away from the Textbook: Creative Ways to Teach World History Ronald Hans Pahl, 2011-03-16 Teaching history should not simply be an endless recitation of irrelevant facts, entombed between the covers of a textbook. Instead, Breaking Away from the Textbook offers a fascinating journey through world history. Not a comprehensive, theory-heavy guide, this book instead focuses on exciting classroom activities, methods for students to grapple with human issues, and innovative ways to show students the relevance of the past to the world today. Simply put, this book makes world history fun. Soon your students will be busy debating, thinking, applying, and learning about information that will stay with them for a lifetime. The key to this wonderful work is that it incorporates various disciplines including art, music, and writing to create a vibrant classroom. Volume I covers prehistory to the Renaissance and Volume II covers the Enlightenment to the 20th century. Includes pictures and drawings, appendices, indexes, maps, and a bibliography. Volume III: More Creative Ways to Teach World History covers ancient times through the 20th century and beyond. Appropriate for all grade levels.

how to teach history in an interesting way: Creative Teaching: History in the Primary Classroom Rosie Turner-Bisset, 2012-12-06 Designed specifically for teachers with little subject knowledge or experience in history, this book provides trainees with the confidence they need to teach primary history. Based on Curriculum 2000, the book provides valuable step-by-step guidance on how to create, plan, develop, organize and assess high-quality teaching activities in primary history. This book: is full of teaching approaches, practical ideas, teaching activities, real-life case studies and vignettes of good teaching practice; covers both conventional and modern approaches - such as drama, role-play, story telling, music and dance; and explains how each approach can be adapted to suit all primary ages and abilities. Children with a range of learning needs and styles respond with enthusiasm to a wide variety of teaching approaches - and this book provides trainee teachers with that repertoire and variety.

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still catering to the twin pressures of exam results and observation. With these criteria in mind, there are plenty of tips on demonstrating progress, ways of differentiating, preparing students for history assessments and examinations – while still having fun.

how to teach history in an interesting way: *Michigan School Moderator* , 1884

how to teach history in an interesting way: *Teaching and Learning in History* Ola

Hallden, 2012-10-12 Research on history instruction and learning is emerging as an exciting new field of inquiry. The editors prepared this volume because the field is at an important moment in its development -- a stage where there is research of sufficient depth and breadth to warrant a collection of representative pieces. The field of research on history teaching and learning connects with both traditional research on social studies and with recent cognitive analyses of domains such as mathematics and physics. However, the newer research goes beyond these activities as well. Where traditional research approaches to social studies instruction and learning have focused on curriculum, they have avoided the study of purely disciplinary features, the textual components of history and the concomitant demands, as well as the nature of various learners. Where recent cognitive analyses of mathematics and physics have dealt with misconceptions and knowledge construction, they have avoided topics such as perspective-taking, interpretation, and rhetorical layerings. The new work, by contrast, has been concerned with these issues as well as the careful analyses of the nature of historical tasks and the nature of disciplinary and instructional explanations. The lines of research presented in these chapters are both compelling and diverse and include a range of topical questions such as: * What affects the quality of teaching? * How are historical documents interpreted in the writing of history? * How is history explained? * What are the classroom demands on an elementary school social studies teacher? * What does text accomplish or fail to accomplish in educational settings? * How do teachers think about particular topics for history teaching? Although much of the research reflects a grounding in, or the influence of, cognitive psychology, not all of it derives from that tradition. Traditions of rhetoric, curriculum analysis, and developmental psychology are also woven throughout the chapters. The editors envision this volume as a contribution to educational research in a subject matter, and as a tool for practitioners concerned with the improvement of instruction in history. They also anticipate that it will contribute to cognitive science.

how to teach history in an interesting way: *Teaching History, Learning Citizenship* Jeffery D. Nokes, 2019 Learn how to design history lessons that foster students' knowledge, skills, and dispositions for civic engagement. Each section of this practical resource introduces a key element of civic engagement, such as defending the rights of others, advocating for change, taking action when problems are observed, compromising to promote reform, and working with others to achieve common goals. Primary and secondary sources are provided for lessons on diverse topics such as the Alice Paul and the Silent Sentinels, Samuel Gompers and the American Federation of Labor, Harriet Tubman, Reagan and Gorbachev's unlikely friendship, and Lincoln's plan for Reconstructing the Union. With *Teaching History, Learning Citizenship*, teachers can show students how to apply historical thinking skills to real world problems and to act on civic dispositions to make positive changes in their communities. "Teachers will appreciate the adaptability of the unscripted lessons in this book. Each lesson provides background historical context for the teacher and the resources to expose students to themes of civic engagement that cut across historical time periods and current events. With the case studies, ideas, and sources in this book, teachers can instill students with the dispositions of democratic citizens." —From the Foreword by Laura Wakefield, interim executive director, National Council for History Education

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Peter N. Stearns, Peter Seixas, Sam Wineburg, 2000-09 This four-part volume identifies the problems and issues in late 20th and early 21st-century history education, working towards an understanding of this evolving field. It aims to give both students and teachers insights into the best way of developing historical understanding in pupils.

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2006 Inform your students' lives with the richness of thousands of years of Jewish history, culture, and tradition. Teaching Jewish History tackles separately each of the key Jewish historical periods-Biblical, Rabbinic, Medieval, Early Modern, Enlightenment, and Modern, as well as the North American Jewish experience. The authors shift focus away from rote memorization of dates, names, and places, and instead examine each period through the lens of core historical concepts-the Diaspora, Covenant, acculturation, assimilation, and building community. History comes to life, helping students whether elementary, middle or high school, or adult develop a stronger Jewish identity. Teaching Jewish History gives teachers the tools to: Understand and explain the meaning of key concepts, terms, names, places, and events in each period of history. Identify and examine primary source documents and objects such as artifacts, diaries, sacred texts, photographs, and artwork. Conduct meaningful discussions of how the core concepts of Jewish history recur in and are relevant to each historical period. Develop a variety of activities including field trips, mock trials, oral histories, and role-playing activities. Place historical events on a timeline. Use additional historical and educational resources such as books, articles, videos, and Internet sites. Teaching Jewish History is an invaluable resource for the novice and the expert teacher of religious and day school children and for educators working with adults in synagogues, community centers, and family education programs.

how to teach history in an interesting way: 101+ Great Ideas for Introducing Key Concepts in Mathematics Alfred S. Posamentier, Herbert A. Hauptman, 2006-05-12 Multiply math mastery and interest with these inspired teaching tactics! Invigorate instruction and engage students with this treasure trove of Great Ideas compiled by two of the greatest minds in mathematics. From commonly taught topics in algebra, geometry, trigonometry and statistics, to more advanced explorations into indirect proofs, binomial theorem, irrationality, relativity and more, this guide outlines actual equations and techniques that will inspire veteran and new educators alike. This updated second edition offers more proven practices for bringing math concepts to life in the classroom, including 114 innovative strategies organized by subject area User-friendly content identifying objective, materials, and procedure for each technique A range of teaching models, including hands-on and computer-based methods Specific and straightforward examples with step-by-step lessons Written by two distinguished leaders in the field-mathematician, author, professor, university dean and popular commentator Alfred S. Posamentier, along with mathematical pioneer and Nobel Prize recipient Herbert A. Hauptman-this guide brings a refreshing perspective to secondary math instruction to spark renewed interest and success among students and teachers.

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Arnold R. Shore, John M. Carfora, 2010-04-07 Takes the reader to a new level in proposal writing. The authors have captured the gestalt of grant writing in a lucid fashion. In short, I think students would appreciate the clarity and insights this book offers. —Robert J. Hard, University of Texas at San Antonio As a research scientist who is frequently involved in proposal development myself, it is clear to me that the authors have travelled the grant writer's path before. —John V. Stone, Michigan State University This resource provides a step-by-step approach to turning a research idea into a proposal worthy of funding, demystifying the process as a result. The authors present a proven approach to the development of research ideas alongside a systematic treatment of proposals section-by-section and project management function-by-function. Highly accessible, this book gives examples for each aspect of the proposal development and works through sketches of ideas to fully developed proposal sections. Key Features Contains idea development linked to specific proposal sections: Supports creativity that can be captured effectively and systematically one step at a time. Uses sketches to facilitate idea development and make enhancement and revisions easy: Allows for ease in trying out alternative formulations and revising preliminary approaches. Provides international research proposals: Key to understanding resources for proposing international research collaborations. Shows how to manage a funded project: Guides researchers and research staff in effectively implementing a funded project. This book is appropriate for all graduate students across the health, social, and behavioral sciences who need guidance on writing successful, compelling funding proposals.

how to teach history in an interesting way: The Educator's Handbook for Teaching With Primary Sources Scott M. Waring, 2023 Educators across subject areas are striving to integrate primary sources into their pedagogy and teaching. Yet, despite their importance to authentic disciplined inquiry, the implementation of primary source activities in the pre-K-12 classroom has been limited. This lack of utilization can largely be attributed to the perception that these activities are too complex to design, implement, and grade. Many teachers also feel that primary source analysis and the construction of evidence-based narratives is too difficult for students to complete in the traditional classroom. Waring argues that this is not the case and, with this handbook, provides teacher candidates and inservice teachers with detailed and specific perspectives, activities, approaches, and resources to help them effectively and authentically use primary sources in their classrooms. Book Features: Introduces teaching with primary sources, including detailed examples of authentic and tested instructional ideas and approaches. Designed to meet the needs of classroom teachers and teacher candidates in social studies, English and language arts, mathematics, science, and other fields. Offers dozens of primary sources and links to resources throughout the book. Aligns to national standards, frameworks, and the C3 framework for social studies. Can be used to meet the needs of emerging English learners and students with special needs. Focuses on ways in which educators are utilizing a variety of emerging technologies to engage students in deeper and more authentic ways of learning. Contributors include Peter DeCraene, Lisa Fink, Eric J. Pyle, Stefanie R. Wager, Sarah Westbrook, and Trena L. Wilkerson.

how to teach history in an interesting way: A Writer's Life The Writers' Trust of Canada, 2011-05-24 For anyone who loves great literature -- or aspires to write it -- this is an essential collection, full of insight, wisdom, humour, and candour from Canada's most important and beloved literary figures. For the past twenty-five years, the Writers' Trust of Canada's annual lecture series, the Margaret Laurence Memorial Lecture, has invited some of Canada's most prominent authors to discuss the theme of A Writer's Life in front of their peers. Hugh MacLennan, Mavis Gallant, Timothy Findley, W.O. Mitchell, Pierre Berton, P.K. Page, Dorothy Livesay, Alistair MacLeod, and Margaret Atwood, among others, have shared the personal challenges they faced in forging their own paths as writers, at a time when such a career was still unusual in this country. Intimate, frank, and revealing in tone, their lectures -- collected for the first time in celebration of the series' twenty-fifth anniversary -- provide a unique account of a period when a national writing community was just being formed, and give us unprecedented access to the heroes and heroines of Canadian

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