

Using Schema Theory To Teach American History

For decades, cognitive scientists and psychologists have discussed the schema theory of human memory (Head 1920; Piaget 1926; Bartlett 1932; Ausubel 1967). The underlying idea of this theory is that humans, as they receive incoming information, organize it around their previously developed schemata, or "networks of connected ideas" (Slavin 1988, 155).

Humans develop many schemata over the course of their lifetimes. Young children have mental images of what a human face looks like; all new faces encountered are in some way compared to this image. In adult life, we each have a mental image of what the current tax system is like. Each new tax rule or regulation we learn about fits into our existing mental network of tax information.

As a major theory of learning, schema theory has tremendous implications for school classrooms. It is crucial for teachers to realize that students can remember substantial amounts of new information only if they are able to cluster it with their related existing ideas. People forget information if they do not work to integrate it into their existing mental frameworks. Ausubel states that "as a result of this type of anchorage to cognitive structure, the newly-learned material is no longer dependent for its incorporation and retention on the frail human capacity for assimilating and retaining arbitrary associations" (Ausubel 1967, 20). Teachers also must realize that the schemata of each student are distinct from those of others, even the teacher himself/herself. In this ever-changing, information-based society, history teachers must design instructional methods that are solidly rooted in these realizations. If we do this, we can give our students the historical framework, the thinking skills, and the reflective habits they will need later in life.

Several methods have been advocated as schema activators, or ways to foster more meaningful learning. David Ausubel (1960) championed the "advance organizer" as the best way for teachers to activate the appropriate schemata of students so that more conscious clustering of new information with existing ideas could take place. For example, to introduce a lesson on Shintoism, a teacher might activate students' religion schemata by having students think about their own religions—their major lessons, stories, and principles. This teacher's students are more likely to remember the key tenets of Shintoism by directly placing them into their existing schematic "organizations" than if they were presented with those tenets with no cognitive preparation. Other educators have suggested that concept maps and teacher questions are useful for activating students' cognitive structures (Willerman and Mac Harg 1991; Cliburn 1990; LeNoir 1993).

What happens, though, when students are limited by their experiences and have no schemata with which to organize new information? Torney-Purta puts cognitive theory in a developmental context by stating that "younger children have less elaborate or complex schemata for political, social, or economic events...than older children" (1991, 205). To meet the learning needs of these students, I argue that teachers often must go beyond merely activating existing student schemata. When dealing with complex concepts or ones that are foreign to students, teachers must help students develop the appropriate new schemata. Young people often have no conception of such faraway and abstract ideas as international trade or social policy. For this reason, should we omit these concepts from our curricula? Of course not. But if we do teach them, we must try our best to make sure students understand them. How can we do this?

Coming to a comfortable understanding of a topic often requires great effort. Remember college calculus? With this in mind, Sizer (1984) states that students must be considered "workers" rather than receptacles for information. Only with their cognitive effort and the appropriate "coaching" from their teachers will true understanding and skill acquisition arrive. Those educators who base their efforts on schema theory find truth in Sizer's principle of "student-as-worker"; students must work hard and receive the right kind of instruction to integrate new information actively into their existing schemata, to make sense of complex new ideas. In a school that adheres to the "student as worker" tenet, students are logically placed on center stage; the work of all adults in the buildings is centered on their thinking.

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L Darling-Hammond



Using Schema Theory To Teach American History:

Educating Everybody's Children Robert W. Cole W. Cole, 2008-06-15 Designed to promote reflection discussion and action among the entire learning community *Educating Everybody's Children* encapsulates what research has revealed about successfully addressing the needs of students from economically ethnically culturally and linguistically diverse groups and identifies a wide range of effective principles and instructional strategies Although good teaching works well with all students educators must develop an extensive repertoire of instructional tools to meet the varying needs of students from diverse backgrounds Those tools and the knowledge base behind them are the foundation of this expanded and revised second edition of *Educating Everybody's Children* Each strategy discussed in the book includes classroom examples and a list of the research studies that support it The most important thing we have learned as a result of the education reform movement is that student achievement stands or falls on the motivation and skills of teachers We must ensure that all teachers are capable of delivering a standards based curriculum that describes what students should know and be able to do and that these standards are delivered by means of a rich and engaging pedagogy of plenty By these two acts we can ensure that all schools will be ready and able to educate everybody's children [Web-Based Instructional Learning](#) Khosrow-Pour, D.B.A., Mehdi, 2001-07-01 Advances in technology are making Web Based Education WBE a reality but there are still many questions that need to be answered These questions and more are addressed in *Web Based Instructional Learning*

Elementary and Middle School Social Studies Pamela J. Farris, 2015-02-03 The latest edition of Pamela Farris's popular value priced text continues to offer pre and in service teachers creative strategies and proven techniques sensitive to the needs of all elementary and middle school learners Coverage includes the C3 Framework and the four sets of learning from the National Curriculum Standards for Social Studies Farris together with contributors who specialize in implementing successful teaching methods and theories demonstrate how classroom teachers can excite and inspire their students to be engaged learners [Distance Learning Technologies: Issues, Trends and Opportunities](#) Lau, Linda K., 1999-07-01 In today's technology crazed environment distance learning is touted as a cost effective option for delivering employee training and higher education programs such as bachelor's master's and even doctoral degrees *Distance Learning Technologies Issues Trends and Opportunities* provides readers with an in depth understanding of distance learning and the technologies available for this innovative media of learning and instruction It traces the development of distance learning from its history to suggestions of a solid strategic implementation plan to ensure its successful and effective deployment **Resources in Education**, 2000-10 [More Strategies for Educating Everybody's Children](#) Robert W. Cole, 2001 This book presents a collection of papers offering practical strategies that teachers can use to enhance student performance at all levels The authors identify and describe the most effective teaching approaches for helping students learn history civics geography and science The book extends the notion of diversity by examining different populations that have been underserved by schools e

g homeless and immigrant students After a Foreword Gene R Carter and Preface Robert W Cole and Helene Hodges the eight papers are 1 Overcoming a Pedagogy of Poverty Helene Hodges 2 Diverse Teaching Strategies for Homeless Children Evelyn Reed Victor and James H Stronge 3 Diverse Teaching Strategies for Immigrant Children JoAnn Crandall Ann Jaramillo Laurie Olsen and Joy Kreeft Peyton 4 Strategies for Increasing Achievement in Civics Mary Ellen Bafumo and Burton Cohen 5 Strategies for Increasing Achievement in Geography Mary E Haas 6 Strategies for Increasing Achievement in History Virginia E Causey and Beverly J Armento 7 Strategies for Increasing Achievement in Science Charles Watson Alvin Pettus and Steven Fairchild and 8 ASCD Talks Back educators respond to papers in this volume Papers contain references SM

Doing History Linda S. Levstik, Keith C. Barton, 2011-01-26 Now in its fourth edition this popular text offers a unique perspective on teaching and learning history in the elementary and middle grades Through case studies of teachers and students in diverse classrooms and from diverse backgrounds it shows children engaging in authentic historical investigations often in the context of an integrated social studies curriculum The central assumption is that children can engage in valid forms of historical inquiry collecting and data analysis examining the perspectives of people in the past considering multiple interpretations and creating evidence based historical accounts In each chapter the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory thus providing specific examples of successful activities and placing them in a theoretical context that allows teachers to adapt and apply them in a wide variety of settings New in the Fourth Edition Expanded coverage of world history in two new chapters Integration of new technologies to support history instruction Updated classroom examples bibliographies and references **Current Index to Journals in Education**, 1997 **Instructional-Design Theories and Models, Volume III** Charles M. Reigeluth, Alison A. Carr-Chellman, 2009 Instructional Design Theories and Models Volume III Building a Common Knowledge Base begins the daunting task of developing a common knowledge base that underlies and supports the vast array of instructional theories models and strategies that constitute the field **Social Studies Lessons Using Graphic Organizers** Debra J. Housel, 2008-09 Presents twenty two standards based social studies lessons with graphic organizers with activities exercises maps topic summaries and other tools including a CD ROM with additional resources **Teaching Elementary Social Studies** James Zarrillo, 2000 This text presents a methodology that offers every child a chance to succeed regardless of language culture intellectual ability physical attributes emotional capabilities or social skills Teaching Elementary Social Studies encourages teachers to recognize that each child is unique and brings a special set of skills and abilities to the classroom The unifying theme of the text is diversity and the author introduces several dimensions beyond the pluralistic nature of the student population It promotes the idea that diverse students require a diverse pedagogy and offers specific ways to introduce meaningful topics in ways that will engage all students Provides a foundation for teaching social studies Informs pre service teachers about the national standards documents that dictate curriculum planning for social

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Creating Exhibits That Engage John Summers, 2018-03-02 Winner of the 2018 Ontario Museum Association Award of Excellence Winner of the 2019 Canadian Museum Association Award of Outstanding Achievement in the Research Cultural Heritage Category *Creating Exhibits that Engage A Manual for Museums and Historical Organizations* is a concise useful guide to developing effective and memorable museum exhibits The book is full of information guidelines tips and concrete examples drawn from the author s years of experience as a curator and exhibit developer in the United States and Canada Is this your first exhibit project You will find step by step instructions useful advice and plenty of examples Are you a small museum or local historical society looking to improve your exhibits This book will take you through how to define your audience develop a big idea write the text manage the budget design the graphics arrange the gallery select artifacts and fabricate install and evaluate the exhibit Are you a museum studies student wanting to learn about the theory and practice of exhibit development This book combines both and includes references to works by noted authors in the field Written in a clear and accessible style *Creating Exhibits that Engage* offers checklists of key points at the end of each chapter a glossary of specialized terms and photographs drawings and charts illustrating key concepts and techniques

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

Clio in the Classroom Carol Berkin, Margaret S. Crocco, Barbara Winslow, 2009-02-02 Over the last four decades women's history has developed from a new and marginal approach to history to an established and flourishing area of the discipline taught in all history departments *Clio in the Classroom* makes accessible the content key themes and concepts and pedagogical techniques of U S women's history for all secondary school and college teachers Editors Carol Berkin Margaret S Crocco and Barbara Winslow have brought together a diverse group of educators to provide information and tools for those who are constructing a new syllabus or revitalizing an existing one The essays in this volume provide concise up to date overviews of American women's history from colonial times to the present that include its ethnic racial and regional changes They look at conceptual frameworks key to understanding women's history and American history such as sexuality citizenship consumerism and religion And they offer concrete approaches for the classroom including the use of oral history visual resources material culture and group learning The volume also features a guide to print and digital resources for further information This is an invaluable guide for women and men preparing to incorporate the study of women into their classes as well as for those seeking fresh perspectives for their teaching

Decision-making in Planning and Teaching Stephen J. Thompson, 2001 Examines the thought processes of successful teachers to illustrate how they become skillful at planning implementing and evaluating instruction

Bilingual and ESL Classrooms Carlos Julio Ovando, Virginia P. Collier, 1998 The major goal of this book is to take a comprehensive look at research policy and effective practices in U S schools for students who are from culturally and linguistically diverse backgrounds The demographic predictions are that students with close connections to their bilingual bicultural heritages now labeled language minority students by the federal government will be very large in number in the near future becoming the majority in many states over the next three decades Thus we educators urgently need to provide appropriate meaningful and effective schooling for these students who too often have been underserved by U S schools This book speaks to all educators with the goal of providing rich examples of effective practices and their underlying research knowledge base page xiii

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NPC Believability Sangyeob Lee,2009 Monthly Catalog of United States Government Publications ,1990 **Annual Proceedings of Selected Research and Development Presentations at the ... Convention of the Association for Educational Communications and Technology** Association for Educational Communications and Technology. Convention,1999 **Monthly Catalogue, United States Public Documents** ,1990

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Table of Contents Using Schema Theory To Teach American History

1. Understanding the eBook Using Schema Theory To Teach American History
 - The Rise of Digital Reading Using Schema Theory To Teach American History
 - Advantages of eBooks Over Traditional Books
2. Identifying Using Schema Theory To Teach American History
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Using Schema Theory To Teach American History
 - User-Friendly Interface
4. Exploring eBook Recommendations from Using Schema Theory To Teach American History
 - Personalized Recommendations
 - Using Schema Theory To Teach American History User Reviews and Ratings
 - Using Schema Theory To Teach American History and Bestseller Lists
5. Accessing Using Schema Theory To Teach American History Free and Paid eBooks
 - Using Schema Theory To Teach American History Public Domain eBooks
 - Using Schema Theory To Teach American History eBook Subscription Services
 - Using Schema Theory To Teach American History Budget-Friendly Options

6. Navigating Using Schema Theory To Teach American History eBook Formats
 - ePub, PDF, MOBI, and More
 - Using Schema Theory To Teach American History Compatibility with Devices
 - Using Schema Theory To Teach American History Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Using Schema Theory To Teach American History
 - Highlighting and Note-Taking Using Schema Theory To Teach American History
 - Interactive Elements Using Schema Theory To Teach American History
8. Staying Engaged with Using Schema Theory To Teach American History
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Using Schema Theory To Teach American History
9. Balancing eBooks and Physical Books Using Schema Theory To Teach American History
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Using Schema Theory To Teach American History
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Using Schema Theory To Teach American History
 - Setting Reading Goals Using Schema Theory To Teach American History
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Using Schema Theory To Teach American History
 - Fact-Checking eBook Content of Using Schema Theory To Teach American History
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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