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x Using a scientific method in learning history can improve understanding and engagement. At the beginning of each school year, I ask my students, Why do we study history? Understanding the ethical, political and social complexities of historical events helps us, as a society, make better decisions now. But how do we promote this type of real learning in our classrooms? The use of historical research, like the scientific method, can improve understanding and engagement. Just as students in the science class make observations about the natural world, history teachers can attract the curiosity of students in the human world through investigation. Using a modern problem pulled from the headlines is a good starting point. Consider events that connect to the content, but also pay attention to the difficulty level of the work. Use multiple resources, such as video clips or images, to provide background information about the current event before the article is assigned. Curriculum experts, such as the Brown University Choice Program, the Stanford History Learning Group, and the U.C. George's Historic Project at the University of California, Irvine, provide teachers with a wealth of free resources at contemporary events. When the class reads the article, ask students to write down questions and make comments to attract intellectual curiosity about the historical roots of the contemporary issue. For example, to start our conversation about Reconstruction, I started with a lesson about the 2017 protest in Charlottesville, Virginia. Students asked questions such as Why did people feel the need to build Memorials for Civil War soldiers? and Where are the most civilian monuments of soldiers? The historical study is framed as a comparative question that asks students to rate how different groups are influenced by the same variable. For example, to tap into our study of reconstruction, our comparative question was whether there are more statues of Civil War soldiers (variable) in states that resisted Reconstruction (one group) or those that welcomed Reconstruction (second group)? This type of question helps students collect and analyze information. Organization of variable and group research students begin the research process. In the same way that they will be created to collect data in a scientific laboratory, students recognize that they must collect evidence for each part of their historical historical We often think that the word hypothesis is only used in the science class, but historians also make predictions. Instead of starting a history lesson with a dissertation, start your research with a historical hypothesis. After creating a comparative question as a class, each student writes down an individual hypothesis. Since we recently completed a unit on the Civil War, many students have speculated: The Nordic states that welcomed reconstruction have created more monuments because they like to remember that they won the war. Some students linked their prediction to our current event about the Charlottesville riots, suggesting, In the southern states that didn't welcome the Reconstruction, more monuments were created because they wanted to honor their fallen soldiers. The Northern States would not want to build many monuments because the North wanted to focus on bringing the country closer together, not celebrating victory in the war. Making predictions encourages students to explore historical empathy. How did different personalities perceive the historical event? Why? Creating a hypothesis instead of trying to find information that proves the argument, students are left wondering what the evidence will tell them: Will the data match my prognosis, or will it show me something I didn't predict? Once hypotheses are developed, students collect a range of primary and secondary sources as quantitative and qualitative evidence. The quantitative data consists of numbers, usually in the form of graphs, timelines and diagrams, to show historical patterns over time. High-quality evidence includes descriptive words or visuals such as written documents, images, maps and video clips. For example, to provide context for reconstruction, I shared sources about collaboration, radical reconstruction and black codes. Primary and secondary sources of socio-economic perspectives and demographic costs during and after the Civil War helped students gain insight into the attitudes and experiences of people living during reconstruction. Political cartoons and historical newspapers have also helped students understand the mood of people during this period of time. To increase student involvement in finding evidence, teachers can also ask students to find their own sources. For example, a student group in my class found evidence of where the Civil War memorials are. Data collection allows students to interact with sources and see connections with their hypotheses. In this query-driven scenario, the answer remains a mystery, and students are invested in drawing new conclusions rather than repeating old ones. As history teachers, we are qualified in getting students to analyze sources and analysis of sources to historical context. I like to use the phrase to analyze data with my students because it gets them from repeating what I say in lectures and turns them into conducting what they consider to be a real historical study. For example, many of my students learned that states legalized Jim Crow laws in the same time period that many Civil War memorials were built. This context has led many of them to ask questions about racial segregation. They wanted to know more about the civil rights movement. Most importantly, many of my students have started asking questions about the racial and socioeconomic inequalities that exist today. Using a scientific method of teaching history is an adaptable, replicated approach. Since this method engages students in critical thinking and evaluation, it confirms the fact that the end result of a history lesson should not be something that can be remembered, but what can be done. This article provides information on the different methods used by history teachers to teach history: In addition to teaching methods, history teachers use a variety of methods to guide learning processes. Teaching methods should serve the purposes and objectives of society. India is a democratic country, and in this country the teaching of history should be conducted along democratic lines. Muffut correctly states: All methods must be in accordance with the democratic process and relate to the goods desired in the study of the topic. Image source: firesinthemind.org/wp-content/uploads/2010/12/200204101524840.jpg Techniques used to get the training underway with the teacher's guidance. They must be chosen as a means of serving the best purpose of a certain time as a result of growth for the individual. Various Methods: Below are some of the techniques used by history teachers: i. Narrative technique, ii. Drilling technique, iii. Exam technique, iv. The technique of answering the question, v. Illustration technique, vi. Dramatization technique, vii. Jobs, viii. Review, and ix. Controlled study. These techniques are discussed in detail in the following pages: Narrative Technique: In this technique, the teacher tells the topic and students try to acquire knowledge through storytelling. This narrative is made with an eye on the interest, purpose and attitude of the students. The teacher makes every effort to present the subject in a simple, interesting and understandable way. Many times this method is adopted in addition to the question-and-answer method. The teacher should keep in mind the following points when using this technique. (a) The narrative should be in keeping with the children's mental and physical age. (b) The narrative should not be too long. (c) When using this technique, the teacher should supplement it with the technique of answering questions. (d) Make efforts to properly use the various teaching aids. Drill Technique: This is the most widely used training technique. It was originally introduced to Thorndike. It's become among teachers because it can be used quite easily. This method is based on the assumption that if specific training is reviewed several times, it becomes stable and permanent. Drill is not just a repetition of the act in order to achieve perfection, but a serious work of gaining perfection, forming a habit or fixing specific facts for an easy and easy recall, Drill is sometimes used as a synonym for Practice. Drill technique can only be used in certain specific aspects of teaching history. This is very useful in studying the dates and names of events. Page 2 The purpose of this study was to investigate and characterize current practice in secondary education history and its relationship to best practice. In this phenomenological study, the author explores the pedagogy of three high school history teachers and the degree to which their current methods demonstrated recent thinking about best practices in student learning. The data were obtained through questionnaires, observations and interviews. Studies show that constructivism is the most effective approach to teaching students history. However, most history teachers still use traditional, objective methods in their classrooms. However, the three teachers in this study show that there are some history teachers who are making changes to their pedagogy and aligning them with best practice to become more effective in the classroom. Page 2 2

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