

Chapter 1 : World History Online Textbook - Will Pack's Classroom

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In lieu of an abstract, here is a brief excerpt of the content: Writings on Kabuki, Cornell University East Asia Program, ; pp. The title "Frozen Moments" refers to the mie: In , Leiter published his first article on Kabukiâ€™a series of interviews with four actors reprinted in the current volume. He has since become one of the pioneers of the field. This compilation offers fifteen "frozen moments" of varying length, topics, and quality, ranging from that first essay up to pieces written in , and approaching the Kabuki as a sort of tour guide for those who have a passing familiarity with the form, but also offering enough support material to make it accessible to those who do not know it as well. As a result, as Leiter himself shares in the introduction to Frozen Moments, the essays "tend to be more descriptive than analytical" xi. They are also accompanied by two hundred ten illustrations and photographs, which greatly supplement the text. Some of these pieces are rare and difficult to find, which makes their appearance here greatly appreciated. In that sense, Frozen Moments represents a sort of "greatest hits" collection for Leiterâ€™and Kabuki scholars will appreciate the collection for that reason alone. Also included are three previously unpublished pieces: The chapters themselves do not appear in the order in which they were written, but rather organized around the four themes of "Actors," "Performance," "Theatres," and "History. Also offered are detailed chapters on mie stylized poses , keren special effects and acrobatic action , tachimawari stage fights and American Kabuki replication. Outside of taking students to an actual live performance or comparing videotapes of different productions of the same show, it is difficult to impress upon those not familiar with Kabuki the complex interrelationship between tradition and individual performance. The volume is not without its flaws. Not all terms used in the text are included in the glossary. Each individual essay has its own notes and list of references, but the additional "Selected Bibliography" which is included is missing several entries. For example, none of the works cited in the introduction is included. There is also an unevenness to the pieces, although this is easily explained by the fact that they are "frozen moments" from four decades. Nonetheless, the overall effect is to You are not currently authenticated. View freely available titles:

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Examples in History, Mathematics, and Science The preceding chapter explored implications of research on learning for general issues relevant to the design of effective learning environments. We now move to a more detailed exploration of teaching and learning in three disciplines: We chose these three areas in order to focus on the similarities and differences of disciplines that use different methods of inquiry and analysis. A major goal of our discussion is to explore the knowledge required to teach effectively in a diversity of disciplines. We noted in Chapter 2 that expertise in particular areas involves more than a set of general problem-solving skills; it also requires well-organized knowledge of concepts and inquiry procedures. Different disciplines are organized differently and have different approaches to inquiry. For example, the evidence needed to support a set of historical claims is different from the evidence needed to prove a mathematical conjecture, and both of these differ from the evidence needed to test a scientific theory. Discussion in Chapter 2 also differentiated between expertise in a discipline and the ability to help others learn about that discipline. Pedagogical content knowledge is different from knowledge of general teaching methods. In short, their knowledge of the discipline and their knowledge of pedagogy interact. But knowledge of the discipline structure does not in itself guide the teacher. For example, expert teachers are sensitive to those aspects of the discipline that are especially hard or easy for new students to master. Page Share Cite Suggested Citation: Examples in History, Mathematics, and Science. Brain, Mind, Experience, and School: The National Academies Press. These conceptual barriers differ from discipline to discipline. An emphasis on interactions between disciplinary knowledge and pedagogical knowledge directly contradicts common misconceptions about what teachers need to know in order to design effective learning environments for their students. The misconceptions are that teaching consists only of a set of general methods, that a good teacher can teach any subject, or that content knowledge alone is sufficient. Some teachers are able to teach in ways that involve a variety of disciplines. However, their ability to do so requires more than a set of general teaching skills. Consider the case of Barb Johnson, who has been a sixth-grade teacher for 12 years at Monroe Middle School. By conventional standards Monroe is a good school. Standardized test scores are about average, class size is small, the building facilities are well maintained, the administrator is a strong instructional leader, and there is little faculty and staff turnover. What happens in her classroom that gives it the reputation of being the best of the best? During the first week of school Barb Johnson asks her sixth graders two questions: After the students list their individual questions, Barb organizes the students into small groups where they share lists and search for questions they have in common. After much discussion each group comes up with a priority list of questions, rank-ordering the questions about themselves and those about the world. The students had the opportunity to seek out information from family members, friends, experts in various fields, on-line computer services, and books, as well as from the teacher. Sometimes we fall short of our goal. At the end of an investigation, Barb Johnson works with the students to help them see how their investigations relate to conventional subject-matter areas. They create a chart on which they tally experiences in language and literacy, mathematics, science, social studies and history, music, and art. Students often are surprised at how much and how varied their learning is. It would not work to simply arm new teachers with general strategies that mirror how she teaches and encourage them to use this approach in their classrooms. Unless they have the relevant disciplinary knowledge, the teachers and the classes would quickly become lost. At the same time, disciplinary knowledge without knowledge about how students learn i. In the remainder of this chapter, we present illustrations and discussions of exemplary teaching in history, mathematics, and science. The three examples of history, mathematics, and science are designed to convey a sense of the pedagogical knowledge and content knowledge Shulman, that underlie expert teaching. This view of history is radically different from the way that historians see their work. Students who think that history is about facts and dates miss exciting opportunities to understand how history is a discipline that is guided by particular rules of evidence and how particular analytical skills can be relevant for understanding events in their lives see Ravitch and Finn, Unfortunately,

many teachers do not present an exciting approach to history, perhaps because they, too, were taught in the dates-facts method. The study contrasted a group of gifted high school seniors with a group of working historians. Both groups were given a test of facts about the American Revolution taken from the chapter review section of a popular United States history textbook. The historians who had backgrounds in American history knew most of the items, while historians whose specialties lay elsewhere knew only a third of the test facts. Several students scored higher than some historians on the factual pretest. In addition to the test of facts, however, the historians and students were presented with a set of historical documents and asked to sort out competing claims and to formulate reasoned interpretations. The historians excelled at this task. Most students, on the other hand, were stymied. Despite the volume of historical information the students possessed, they had little sense of how to use it productively for forming interpretations of events or for reaching conclusions. Different Views of History by Different Teachers

Different views of history affect how teachers teach history. Consider the different types of feedback that Mr. Kelsey gave a student paper; see Box 7. Barnes saw the papers as an indication of the bell-shaped distribution of abilities; Ms. Kelsey saw them as representing the misconception that history is about memorizing a mass of information and recounting a series of facts. These two teachers had very different ideas about the nature of learning history. Those ideas affected how they taught and what they wanted their students to achieve. Rather than simply introduce students to sets of facts to be learned, these teachers help people to understand the problematic nature of historical interpretation and analysis and to appreciate the relevance of history for their everyday lives. One example of outstanding history teaching comes from the classroom of Bob Bain, a public school teacher in Beechwood, Ohio. Historians, he notes, are cursed with an abundance of data—the traces of the past threaten to overwhelm them unless they find some way of separating what is important from what is peripheral. The assumptions that historians hold about significance shape how they write their histories, the data they select, and the narrative they compose, as well as the larger schemes they bring to organize and periodize the past. Often these assumptions about historical significance remain unarticulated in the classroom. Bob Bain begins his ninth-grade high school class by having all the students create a time capsule of what they think are the most important artifacts from the past. In this way, the students explicitly articulate their underlying assumptions of what constitutes historical significance. At first, students apply the rules rigidly and algorithmically, with little understanding that just as they made the rules, they can also change them. But as students become more practiced in plying their judgments of significance, they come to see the rules as tools for assaying the arguments of different historians, which allows them to begin to understand why historians disagree. Leinhardt and Greeno , spent 2 years studying a highly accomplished teacher of advanced placement history in an urban high school in Pittsburgh.

Chapter 3 : Class Notes - Mr. Smith's Social Studies @ Wilson Riles

[Note: This is Chapter 7 in a series devoted to the early history of the Kabuki-za (). It is largely based on Vols. 1 and 3 of Kabuki-za Hyakunen-Shi (A Hundred Year History of the Kabuki-za), edited by Nagayama Takeomi ().

This is Chapter 7 in a series devoted to the early history of the Kabuki-za. It is largely based on Vols. A team of 10 writers worked on the project but none are identified for their contributions. Some material has been cut, some expanded, and other material added from different sources. Special sections with new material have been provided within borders. Links are given selectively and only for items not so identified in previous entries. Kei Hibino of Seikei University offered helpful comments during the preparation of this entry. Corrections and documented additions are welcome. The music was by Kishizawa Koshikibu and the choreography by Hanayagi Jusuke. The theatre had been struggling in recent years. Then, within the hour, between 4: In , after writing Shima Chidori Tsuki no Shiranami, he had announced his retirement and changed his name to Furukawa Mokuami, but even then he continued to write numerous plays. Not only the theatre world but Japanese society as a whole was extremely saddened by his passing. All the newspapers carried numerous encomiums and expressions of mourning. Later, even though long feeling disillusioned by the old-time theatre, I occasionally went out of boredom, and what I definitely recall of interest in his plays is that his poetry remained unchanged. His old poetry had invaded my mind. Tsuruya Nanboku was a greater genius than Mokuami and a certain group of people nowadays prefer him, but while he has realistic ability, and a talent for shocking audiences with fantastical ideas, he lacks the poetry of Mokuami. Kawatake Mokuami was, with Tsuruya Nanboku IV, one of the two greatest kabuki playwrights of the 19th century. His family was in the bathhouse business, later running a pawnshop. When he was 14 he went off on his own, learning as much as he could about the world. While working at a lending library he read voraciously. After Ichikawa Kodanji IV moved to Kamigata the playwright took advantage of the opportunity to collaborate with him. These plays, while rarely revived, nonetheless cast an illuminating light on the changing world of Meiji Japan. He announced his retirement in , when he changed his name from Shinshichi to Mokuami, but the lack of anyone to step into his shoes led to his continuing to write plays almost until the day he died. January abroad included the overthrow of the Kingdom of Hawaii, an action involving the participation of the U. In February Thomas A. Edison built the first motion picture studio, in West Orange, New Jersey, while the diesel engine was patented the same month by Rudolf Diesel. A Memoir translated by Paul McCarthy , Ihara Seiseien wrote in his History of Meiji Drama that the use of these girls in the dance "provided a precedent for the admission of women to the Kabuki stage. Nonetheless, the work was extremely popular and drew a full house on the fourth day, after which it helped sell out the rest of the run. I must have watched with special interest for scenes like the one in Azuma kagami in which Sanetomo played by Fukusuke is killed by Kugyo Kikugoro in front of the Tsurugaoka Shrine in Kamakura. His death came during a production at the Ichimura-za, which was forced to close down so its future could be considered. However, during these discussions, on March 28, at 6: Regarding Kakitsu, Okamoto wrote: He most certainly ranked alongside the great and famous Dankikusa [sic]. With his sympathetic style of acting he soon became a prominent figure. It was extremely unlucky that he passed away at the age of forty seven from acute peritonitis. He succeeded Benjamin Harrison. In April an Abt-style rack railway named for Swiss inventor Roman Abt , intended for steep inclines and first introduced in Germany in , was installed on the Shinetsu Line between Yokokawa and Karuizawa. And, on April 18, the kabuki scholar Sekine Shisei died from influenza, aged First on the bill, at 10 a. He displayed ability at languages from his youth and, when he was 17, he created a Japanese-Dutch dictionary. He moved to Edo during the Ansei period late s , and became a diplomat during the last years of the Edo shogunate, even representing the shogunate on a mission to Europe in , and learning about the business of journalism. Thereafter, he became a participant in the Theatrical Reform Movement. He quit politics after his political career was bruised by a bribery scandal in which he was involved. His prolific brush also produced political novels, translations, and historical writings. But the Kabuki-za did have a setback during its May production, when a fire forced it to close briefly. On May 12, at 4: Although the full house was thrown into great

confusion, not a person was injured, only the shop itself was lost, and the fire was extinguished by 5: The theatre was closed down for three days. Yesterday, May 12, at 5: Five places were burned down only one of them built of brick, though and all was quenched. Whatever caused the fire was destroyed and went up through the Sasahara chimney, so it remains unclear. The next day, the same paper provided more information, including this: Also, the bridges of [nearby] Sanjukkenbori Canal and the Tsukiji riverbank were jammed here and there with princesses and their ladies-in-waiting who had just barely escaped with their lives and whose gorgeous clothing and multifarious herbal scents, for a time, brought the clamor of the crowd to a halt. This description, while a bit hyperbolic, gives a vivid picture of the actors, backstage personnel, and firefighters, noblewomen, and geisha who endured all the confusion of this experience. During the May program several nagauta singers changed their names: On June 14, the closing day of the May program, a group of South Sea islanders from Truk Island, led by the royal prince, visited the Kabuki-za in their colorful native garb, creating quite a stir among the regular theatregoers. On June 25 the Sawamura-za changed its name to the Asakusa-za. When the fines were added up they came to three yen 50 sen, which they contributed to the Charitable Theatre Society for the Tokyo Poorhouse during the annual three days of benefit performances for that cause held at the Kabuki-za. That benefit production, held from June 25 to June 27, starting at The fourth was yet another history play, the classic puppet drama Genpei Nunobiki Taki The Genji and Heike at the Nunobiki Falls , while the fifth on this overstuffed program was the dance play, Rokkasen. Meanwhile, distinguished women members of the benefit committee raised money for their charity with a bazaar. May was also when Mikimoto Kokichi of Japan discovered a way to make cultured pearls. With the heat registering in the high 90s day after day people stayed away and, with 17 days still left on the schedule, the program shut down on the 30th. In August Japan experienced a dysentery epidemic. On September 19, New Zealand became the first nation to give women the vote. Two days later, the Duryea brothers drove the first gas-powered car in America. He himself showed weakness, declaring: For the first act nothing much happened. That day was the death anniversary of Komatsu Daifu Taira no Shigemori. Buddhist mortuary tablets were carried out on stage and a long speech was made. And yet, while they kept quietly watching, the experts in the west sajiki gallery were extremely unhappy. Gradually from about mid-way through the speech they started to create an uproar and en masse started to shout and harangue. They started banging the sajiki gallery hand rail and eventually began shouting and jeering. Such a disturbance was unprecedented. Others in the audience were also getting wound up. I understand from what was said to me that since the start of the customary invitations issued to drama critics that this was a most unusual occurrence. In spite of this the actual performance of the middle act continued in silence. As a consequence all the newspaper drama critics, without apologising, drafted letters arguing that it was boring. The reviews, both good and bad, were freely published. However, amongst regular theatre goers there was uproar and a fuss was made that their experience of the play was interrupted. The majority of the audience made an issue of this and that it had been futile to continue watching because of the ill-mannered loutish behaviour which had been completely abusive. Though the theatre critics, for their part, fought back they lost the argument and were eventually obliged to apologise. As far as I am aware this only ever happened on that one occasion and was something which had never happened before or happened since. Turnout was so poor the last piece was cut but the result was disappointing and the show ended after 25 days. Sadanji was the company leader. The Chitose-za itself had burned down in However, ticket sales lagged and the program lasted a mere 20 days. On the other hand, the opening ceremony at the Meiji-za drew a full house. Colorado granted women the right to vote in November. Hill, and in which, among others, the following cultural figures were born:

Chapter 4 : Flashcards - Chapter 7 Study Guide

What kind of Greek drama, exemplified by the plays of Aristophanes, were filled with broad physical humor, gross sexual gags and innuendoes and brilliant word play at the expense of politicians?

Consider how the table of contents aligns with your course syllabus and teaching philosophy: Is coverage of topics broad or specific? Are key principles stated precisely and clearly? Are the explanations and interpretations consistent with your teaching style? In addition to content, evaluate the text structure and layout as discussed in the previous section. Textbooks vary greatly in their level of difficulty with respect to readability, depth of theoretical treatment of information, and complexity of end-of-chapter problems. Colleagues who have adopted the book can provide insight about these issues. They are also helpful for determining whether a textbook contains errors, which have been shown to have a large, negative effect on student learning Iona, Considerations in Choosing a Textbook Look at it from the point of view of novice users. Is it organized in a useful way? Consider the information and the weight. A book which is more appropriate for the course may be available, often at substantially lower cost to the student. Choose a book that contains most of the information that is needed, and supplement it with additional readings. This alerts students to the existence of other resources. Match the text to the audience in terms of its preparation and prior knowledge. Check the book carefully for errors. The text itself is rarely the only resource available to the students and instructor. Many publishers have a separate study guide, often with chapter summaries and solutions to textbook problems. Upon adoption of a text, publishers often provide or offer for sale at a reduced price transparencies, slides, and computer test banks. Software to accompany textbooks is also becoming more popular. This software can vary considerably in quality and usefulness, so you may want to ask for a demonstration disk before purchasing it or requiring that students purchase it. Once you have chosen a textbook, help your students use it effectively. A number of suggestions are given in the sidebar. Allow time during the first week of class to introduce the text and outline your strategy for its use. Encourage your students to use the text by asking them questions that require higher-order critical thinking skills drawing on and extending its material, methods, or examples. Simple factual questions are of little value to long-term retention or true understanding. Higher-order questions require students to think about the readings, ask questions, integrate material, and develop answers in their own words. When appropriate, help students to understand that a text book is not always the final authority on a topic, particularly in fields where new information is discovered at a very fast rate. Students may learn that it is okay to question the text if the instructor also openly disagrees with some interpretations or approaches in the book. The instructor can use different interpretations as examples of unresolved problems and illustrate critical thinking by presenting reasons and evidence for differing opinions. After a thorough search, you may find that the book you want simply does not exist. Publishers have realized this and have taken steps to customize their products to meet faculty needs. It is possible to select certain chapters of a given book to be bound as a volume. Choosing and Using Instructional Resources. The National Academies Press. Be prepared for questions, references to those readings, and other activities building on that material. Take notes in outline form as you read the text, indicate key points with a highlighter, note connections between sections, make lists of questions that come to mind or uncertainties, and pause frequently to summarize the key points of each section or chapter. Compare your lists of questions and your lists of key points with those of others in the class. Bring questions to class or recitation sections and ask the instructor to answer them. Review the text after the class to gain additional perspective. Look in supplemental texts to see how other authors present similar topics, especially if the points seem vague or unclear in the primary text. Remember that often the presentation that introduces new information, concepts, and vocabulary will seem foreign. Another presentation with a slightly different twist may help you see something differently or may confirm that you have identified key points. Review the text before exams and quizzes or periodically throughout the term. Study and review worked examples before attacking the homework problems. Read over questions, exercises, and problems that are not assigned and think about how to answer them. Group questions or problems by the topics they address or the methods

required to solve them. Summarize by writing your own problems. Consult worked examples in other texts. This approach offers considerable flexibility, given that many smaller textbook publishers are now subsidiaries of larger corporations. Another option is to combine resources from several different publishers and to offer students a "coursepack" instead of a textbook. Many college bookstores and copy centers will work with faculty members to collect chapters, readings, and supplements. They obtain the required copyrights, and bind and sell custom-designed materials tailored for a particular course. For some, the value of the Internet is that it allows users at remote locations to sign-on to computers where they have accounts, often using connection software called telnet. For others, rapid electronic communication and document sharing replaces phone conversations and meetings and facilitates collaboration. Another major use of the Internet has been to provide free public access to documents in electronic form. Many individuals and organizations "post" documents on their own computers so that others can obtain electronic copies without need for special accounts and passwords. File transfers can be made by FTP file transfer protocol software, and for many who have posted documents to their Web pages see below, file transfers can be initiated by as little as the click of a button on the title of the document. Page 52 Share Cite Suggested Citation: To use the Web you need a computer with special software that is called a browser, such as Lynx, Mosaic, Cello, or Netscape, or equivalent services available through commercial Internet providers. Highly detailed text, graphics, and videos are available on a wide array of topics. The Internet and the ease of information viewing and retrieval that are possible through the Web mean that students are no longer limited to information provided by textbooks and printed materials in libraries. Students may "search" on the World Wide Web for preprints and reprints of articles, for discussion bulletin boards on specialized topics, for conference abstracts and proceedings, or for topical compilations of materials for research or teaching. Most Web navigational software systems include search engines that allow the user to locate information or sites by topic area. With more than a thousand new Web sites added every day, browsing for information on the Web needs to be done even more carefully than a literature search for library references. Bear in mind that while the Web holds enormous potential in providing access to information, much of the information available has not been reviewed for quality or reliability. Examples of Faculty and Student Use of Web Resources Course Web pages give students easy access to assigned readings and reference material. Student presentations to their class mates through creation of Web pages. Student access to resource information for papers or research projects. Access to discussion groups and the latest information on particular topics. A number of electronic resources are available to those seeking information about education. Many professional societies have created Web pages with information about their educational initiatives and with links to other resources. Also, consider looking at the information posted by those who fund educational initiatives, including the National Science Foundation, the Howard Hughes Medical Institute, and the Department of Education. Electronic Communication Electronic mail "e-mail" enables students and faculty to communicate with each other and with people all over the world. Many groups have adopted or created systems under which messages sent to a single address are delivered to mail accounts of all members of the group. This kind of electronic bulletin board is called a "listserv. Another form of group electronic communication is through a bulletin board on which messages are posted, called a newsgroup. Interested readers must sign on to a particular electronic address to find and read messages or posted documents. Bulletin boards of this type permit readers to leave their reactions to and comments on the postings of others. Many instructors use electronic communication to facilitate interactions among students, and between students and themselves. Sample uses of e-mail or Web pages for communication include: Students send questions electronically to the instructor, which gives them an opportunity to express a doubt or misconception that they might have been afraid to voice in class. The instructor can transmit the question and the answer simultaneously to all students, without identifying the individual who asked the question. Faculty members can monitor these exchanges to gauge student understanding and progress. Faculty hold "electronic office hours" in addition to traditional ones, so that students can ask a question and receive an answer almost immediately. Faculty require drafts of student papers to be submitted electronically; not only does this make it easier for some faculty to review the draft, it forces the student to become familiar with technology used in the workplace. Faculty members distribute or post homework assignments, homework solutions, exam solutions,

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and other supplemental information electronically. Faculty create electronic "suggestion boxes" where students can post their comments about the course; consult the administrator of your campus e-mail system for ways to make the postings anonymous. Choosing and Using Electronic Technologies Before reviewing particular software, it is important to know which course goal it will help you to achieve. Lists such as those published by Boettcher and Kozma Advantages of Interactive Computer Software Increased motivation because software packages offer feedback and respond to the questions and uncertainties of the student. Increased enjoyment of learning because students shift from the passive role of receiving knowledge to the more active role of becoming seekers of knowledge. Reduced learning time due to personalized instruction which accommodates different learning styles. Self-paced instruction encourages the student to invest the time in weak areas rather than in areas they have already mastered. Increased retention from the enhanced engagement and participation of the learner. Mastery can be more nearly ensured because programs can be designed so that new material will not be covered until the current material is mastered by the student. Privacy because students interact on a one-on-one level and are free to ask questions without feeling intimidated or embarrassed. Opportunity to conduct simulated laboratory procedures and experiments which are too dangerous or expensive to be performed by students, or which require expensive laboratory equipment. Page 54 Share Cite Suggested Citation: In addition to working with the demonstration disks yourself, invite students to give you feedback on the product.

Chapter 5 : PPT - Chapter 7: The Classroom as a Global Community PowerPoint Presentation - ID

Will Pack's Classroom. Search this site. Home. Classes. Honors World History. World History. Chapter 7: India and China Establish Empires. Section 1: India's.

Chapter 6 : Project MUSE - Frozen Moments: Writings on Kabuki, (review)

Study Theater Test Chapter 7 Flashcards at ProProfs - Which is the term for actors who play female roles in Kabuki theatre? Dan.

Chapter 7 : Theater Test Chapter 7 Flashcards by ProProfs

Chapter 7. Multiple Choice 7. The instruments of the orchestra. a. are arranged in four families. d. all of the above. b. should not be brought into the classroom.

Chapter 8 : Classroom Instruction That Works

Effective Instructional Strategies Chapter 7: Using Teaching Methods Chapter Seven Objectives After completing chapter 7, students should be able to do the following: 1. Discuss factors that should be considered in selecting teach.

Chapter 9 : Kabuki Woogie: THE FIRST KABUKI-ZA (). Chapter 7: (Meiji 26)

What is frequently overlooked in our service delivery plans is the classroom environment and its effects on the student, the many interactions that take place within the class setting, and the transactions with teachers and other peers (Keogh,).