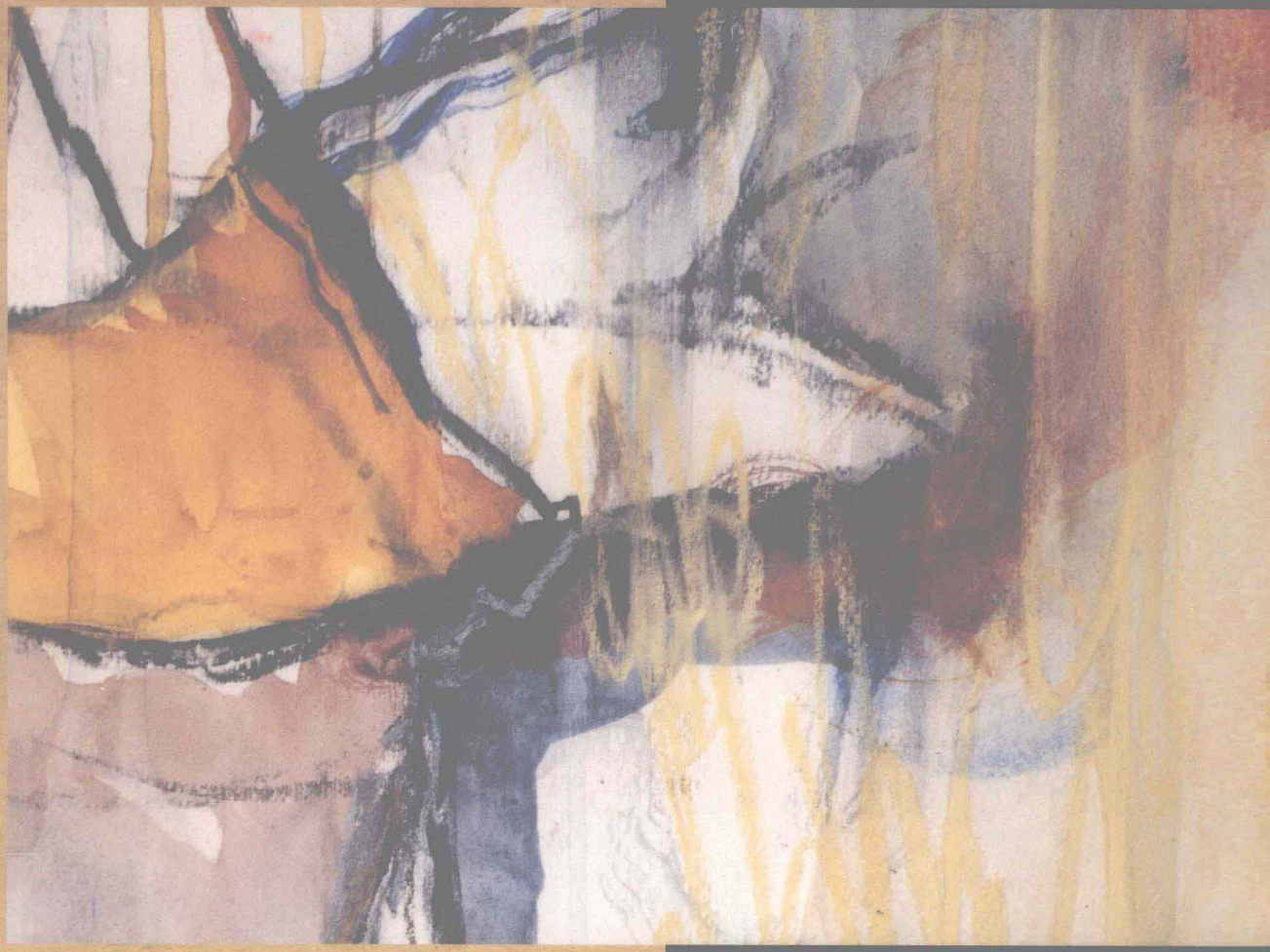

METHODS AND STRATEGIES FOR TEACHING IN SECONDARY AND MIDDLE SCHOOLS

KENNETH T. HENSON

THIRD EDITION

METHODS AND STRATEGIES FOR TEACHING IN SECONDARY AND MIDDLE SCHOOLS

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Eastern Kentucky University

THIRD EDITION

Longman Publishers USA

Methods and Strategies for Teaching in Secondary and Middle Schools, Third Edition

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Longman, 10 Bank Street, White Plains, N.Y. 10606

Associated companies:
Longman Group Ltd., London
Longman Cheshire Pty., Melbourne
Longman Paul Pty., Auckland
Copp Clark Longman Ltd., Toronto

This book was previously published as *Secondary Teaching Methods.*

Production editor: Ann P. Kearns
Editorial Assistant: Matt Baker
Cover design: Silvers Design
Cover art: Detail of untitled oil painting by Kenneth A. Henson (1973)
Text art: Fine Line Inc.
Production supervisor: Winston Sukhnanand
Compositor: ComCom

Photo credits: Sharon Henson, pp. 3, 23, 46, 66, 97, 205, 267, 287, 313, 379, 398; Greg Perry (Department of Public Information, Eastern Kentucky University), pp. 97, 135, 165, 226, 339; Tim Webb, pp. 13, 33, 55, 77, 118, 152, 184, 213, 244, 251, 277, 299, 328, 358, 389, 416

Library of Congress Cataloging-in-Publication Data

Henson, Kenneth T.
Methods and strategies for teaching in secondary and middle schools / Kenneth T. Henson.—3rd ed.
p. cm.
Includes bibliographical references and indexes.
ISBN 0-8013-1625-1
1. High school teaching—United States. 2. Middle schools—United States. I. Title.
LB1737.U6H45 1996
373.13′0973—dc20 95-9386
CIP

1 2 3 4 5 6 7 8 9 10-MA-9998979695

METHODS AND STRATEGIES FOR TEACHING IN SECONDARY AND MIDDLE SCHOOLS

To the hardest working and most passionate artists I know. My two sons, Randy and Ken.

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Preface

Effective teaching requires the teacher to have a repertoire of strategies and to know when to use each of them. Guskey (1990, p. 12) explains, "It is only when several strategies are carefully and systematically integrated that substantial improvements in learning become possible." *Methods and Strategies for Teaching in Secondary and Middle Schools,* third edition, is designed to prepare prospective middle through senior high school teachers for their first classroom experience and to help in-service teachers improve their teaching skills.

Today's teachers have at their disposal many strategies for organizing their classes and fostering the learning process. These include cooperative learning, classroom management models, curriculum models, effective school models, effective teaching models, critical thinking, mastery learning, teacher expectations research, simulations, case studies, inquiry learning, and matching learning and teaching styles. All these strategies are discussed in this edition.

WHAT'S NEW IN THIS EDITION

Themes

The third edition has enhanced the **multicultural** theme and has added a **teachers as decision makers** theme. Both these themes run throughout the book.

Research

This revision has had over 100 research and literature entries of studies done in the past two years. These are practical studies; each provides tips that you can use to increase your effectiveness and that of your students.

Topics

Education reform is bringing changes to schools at record speeds. To keep the text absolutely current, the following topics have been added to this edition:

- A new section on Teachers as Decision Makers—Chapter 1. (This theme runs throughout the third edition.)
- A major section on constructivism—Chapter 1. (This theme also runs throughout the book.)
- A major section on teachers and research—Chapter 1.
- A new statement to guide the use of the case studies found in each chapter of this book—Chapter 2.
- A new section on outcome-based teaching.
- Four additional sample lesson plans—Chapter 4.
- Six new sections showing how to develop a lesson using each teaching strategy—Chapter 5.
- Expanded section on cooperative learning—Chapter 5.
- Totally revised (updated) section on matching teaching styles to learning styles—Chapter 7.
- New section on parent involvement—Chapter 7.
- New section on matching styles to meet the needs of gifted students—Chapter 8.
- New section on matching styles to meet the needs of underachievers—Chapter 8.
- New section on using case studies in multicultural classrooms—Chapter 8.
- New section on cognitive mapping—Chapter 10.
- New section on arts education students' attitudes toward themselves—Chapter 12.
  - Ten new tables and figures have been added to this edition, including: Constructivism versus traditional beliefs about the purposes of schools—Chapter 1
  - Constructivism versus traditional beliefs about learning—Chapter 1
  - Constructivism versus traditional beliefs about the nature and organization of schools—Chapter 1
  - The roles of constructivist teachers compared with traditional teaching roles—Chapter 1
  - Learning styles model—Chapter 7
  - Some suggestions for using some traditional forms of media in the classroom—Chapter 10
  - Some suggestions for using some newer types of media in the classroom—Chapter 10

- A comparison of formative and summative evaluation—Chapter 14
- Sample activities from the levels of Bloom's *Cognitive Taxonomy*—Chapter 15

- A major section on teachers and research

Organization

Chapters 3 and 4 have been reversed so that objectives precedes daily planing.

Chapters 8 and 9 have been reversed so that multiculturalism precedes special education.

Chapters 14 and 15 have been reversed so that evaluation precedes test construction.

Features

The third edition also has several new features designed to stimulate discussion among students. For example, students may find the President and Governors' Goals for 2000 completely unrealistic. A listing of the top discipline problems of 1940 and 1982 will amuse and shock students. Students will enjoy seeing a chart indicating the percentage of students in each of Piaget's developmental stages. I have worked to give a balanced view on controversial topics. For example, the list of pros and cons of corporal punishment should encourage all students to give their opinions.

HOW THIS TEXT IS ORGANIZED

Part One is a thorough guide to planning learning units and daily lessons. Chapter 1 examines the dynamic profession of teaching, giving a realistic but positive view. The success of American education is highlighted, and the President and Governors' Goals for 2000 are discussed. Chapter 2 introduces the reader to curriculum development, or long-range planning. Chapter 3 guides the reader in using and writing performance objectives in all domains and at all levels of the taxonomy, and Chapter 4 shows how to use objectives in daily lesson plans to achieve the goals of long-range plans.

Part Two explains how teachers can put their plans into action most effectively. Chapter 5 introduces a variety of teaching methods, ranging from the lecture to inquiry; presents the strengths and limitations of each, and tells how the teacher can incorporate each method into an overall teaching strategy. Chapter 6 explains how the teacher can use both verbal and nonverbal communications to enhance the methods and strategies.

Recognizing that learning occurs in different ways for different people, **Part Three** covers individualizing instruction, with Chapter 7 explaining how it can best be applied in normal settings. Chapter 8 focuses on students in multicultural settings, and Chapter 9 discusses students with special challenges and students with special talents.

Effective teaching requires the ability to apply technology to improve instruction,

and **Part Four** is devoted to this important goal. Chapter 10 explains the role that imagery plays in learning and shows how teachers can apply media technology to improve instruction. The subject of Chapter 11 is the microcomputer, which has established itself in U.S. schools and is accepted as a permanent feature in present and future education. This chapter tells how teachers can use computers, without fear, to enhance their teaching effectiveness and the level of thinking in the classroom.

With good classroom management, motivation, and discipline skills, teachers can effectively implement their lesson plans. **Part Five** examines the research on techniques of motivation and classroom management. Chapter 12 helps teachers integrate findings from studies on motivation with their own personalities and teaching strategies to stimulate student interest. Chapter 13 examines several discipline and management models from within education and from other disciplines, with emphasis on helping teachers develop their own management and discipline strategies for the classroom.

Never before have American teachers been so accountable for their students' achievement, as shown in **Part Six.** Chapter 14 guides them to the understanding and use of evaluation techniques to promote learning, improve instruction, and assess student achievement. Chapter 15 will help teachers develop, administer, and score their own tests.

FEATURES OF THIS TEXT

Each chapter is organized to motivate the reader by direct involvement. At the beginning of each chapter, a list of **objectives** tells the reader exactly what to expect. A **Pretest** then thrusts the reader into the major concepts of each chapter, asking the reader to agree or disagree with a few pertinent statements.

From time to time boxes titled **Reflection** are incorporated within the main text. These boxes deal with important or controversial information or provide thought-provoking exercises pertinent to the subject under discussion. The boxes end with questions designed to elicit reader reactions to the statements. The main body of the chapter is followed by a **Recap of Major Ideas,** which presents a list of concise statements.

Next there is a set of **Cases** that show the major principles in the chapter in action. Each case is an experience taken from a real-life situation. The cases describe how principles were applied in classroom settings and the results of each application. At the end of each case are a few questions related to each experience and a discussion of these questions.

A college course should always be considered a beginning. This course and this book will stimulate students to go far beyond the bounds of each. A set of **Activities** follows the cases and will help students pursue further topics introduced in the chapter. Students may wish to use these activities to individualize their teaching.

Each chapter ends with a current list of **Suggested Readings** and a separate list of references. This book cites and uses information from more than 400 sources, a high proportion of which are research studies. The lists include all these references, plus

many additional sources that contain further information about the content in each chapter to help students investigate topics related to the teaching profession.

INSTRUCTOR'S MANUAL

The Instructor's Manual for this book is designed to help the professor make the course more exciting and meaningful and to give ideas for drawing students into conversations that will extend their perception of the teacher's role in the 1990s. The manual is divided into seven distinct parts.

Part One: An introduction to the pedagogy used in this textbook.

Part Two: Suggested classroom approaches for introducing each chapter to students, providing transparency masters for the instructor to use to involve students with each lesson.

Part Three: Pretest responses.

Part Four: Multiple-choice test items—Approximately ten items for each chapter—conveniently arranged by chapter so that the instructor can give a test on a single chapter or on any number of chapters.

Part Five: Multiple-choice test answer key.

Part Six: Essay test items designed to inspire students to higher levels of thinking.

Part Seven: Field activities to challenge students to actively pursue topics beyond the limited information in the book and beyond the college classroom.

ACKNOWLEDGEMENTS

This book and its forerunners have been on the market for an uninterrupted 22 years. In my association with Longman, I have found the company dedicated to excellence in all areas. The production staff, the marketing and sales staff, and all in between have proved their dedication again and again. Thanks to Matt Baker who was always there and ready to help with any question or problem. His assistance made the process flow smoothly and pleasantly. As with any business, the most important quality is integrity. The Longman staff has always distinguished itself in remaining honest and straightforward in all business transactions. I thank all of the Longman staff members for their dedication and integrity and for permitting me to add over 125 new research and literature entries to this current revision. I especially want to thank my friend Laura McKenna for her commitment to this project.

Since the preparation for such a project requires a lot of word processing, I am grateful to Jennifer Martin and Mona Keaton for their help in the preparation of this manuscript. Thank you both for helping me capture my ideas in print.

I would also like to thank the following colleagues for the suggestions they con-

tributed to this revision: Tom Dickenson, Indiana State University; Urvin Dickman, Mankato State University; Jesus Garcia, University of Illinois; and Fred Groves, Northeast Louisiana University.

Thanks to the following reviewers for their many constructive suggestions during the current revision:

Leslie Hewling Austin, Southwest Texas State University
Cathy L. Barlow, Morehead State University
Fred Groves, Northeast Louisiana University
Annette Hemmings, Southwest Missouri State University
Neil Kahn, Lasalle University
Jack Longbotham, Hardin Simmons University
Tony R. Sanchez, Indiana University Northwest
Isabelle L. Shannon, Virginia Wesleyan College
Michael L. Tanner, Northern Arizona University

REFERENCE

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