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A STUDY OF THE AIMS AND OBJECTIVES OF SAMPLES  
PRESENTATIONS OF, AND EVALUATIONS OF LESSONS  
TAUGHT IN PRACTICE TEACHING AT THE AMERICAN  
SCHOOL FOR GIRLS.

A THESIS

Presented to the Faculty of Beirut College for  
Women in partial fulfillment of the requirements  
for the degree of Bachelor of Arts.

By

WADAD JIRIUS SABBAGH

May, 1953

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## BIOGRAPHICAL SKETCH

The writer was born in Safad, a town in the north of Palestine, of Palestinian parents. She had her elementary education in a Government School in Safad, on the completion of which she went to the Convent of Nazareth at Haifa for high school education.

The Palestinian débâcle in 1948 unfortunately prevented her from completing her studies at the Convent because her family emigrated to Beirut, her present residence. Upon sitting for an entrance examination at Beirut College for Women, she was accepted as a student at this college, where she has worked four successive years for the B.A. degree in Education and Social Work.

Her educational years passed smoothly and regularly. She enjoyed all courses of study, especially mathematics, geography, history, political science, social work, home economics, education, and sports. Her active participation in sports, however, ended as a result of a serious accident. Her hobbies are reading, knitting and gardening.

Like every ambitious person she aims at a goal. In her case the goal is to earn a master's degree in her field of study, if circumstances permit. Then she hopes to devote herself to the service of her nation.

## PREFACE

It gives me a great pleasure to introduce this thesis to its readers. This thesis is concerned with planning, teaching and evaluating history lessons as they relate to my practice teaching at the American School for Girls.

It is designed as a sample of modern teaching procedures, for College students, student teachers, teachers and others having a personal or professional interest in education.

In deciding on the contents of this thesis first consideration was given to the basic principals of the teaching process which are of great value to students of education. Second, attention was directed toward methods and techniques that are essential in the teaching of social studies, especially in the teaching of history.

The thesis material and illustrations were derived from many sources, and are combined with the author's student experience and philosophy of education.

I owe a special debt of gratitude to my advisor, Miss Gladys Hershberger, acting social dean and teacher of education at Beirut College for Women; to Mrs. Fayza Antippa, of the College Staff; and to my critique teacher Miss Huda Sukkar, teacher of history at the American School for Girls, for their helpful advice and assistance in editing this manuscript.

ABSTRACT OF A STUDY OF AIMS AND OBJECTIVES OF SAMPLES  
PRESENTATIONS OF, AND EVALUATIONS OF LESSONS,  
TAUGHT IN PRACTICE TEACHING AT THE  
AMERICAN SCHOOL FOR GIRLS.

Modern trends of education favor the organization and the outlining of courses in advance. That is, the course is planned as a series of topics to be studied or as a series of problems to be solved. Such a carefully thought out plan would facilitate the teaching process of the teacher, and would bring successful results. In some cases the outline can be based on the textbook, and in other cases it would be a combination of several supplementary books rather than from one textbook.

Objectives are first in importance in planning any Unit or any lesson. Absence of meaningful and clear objectives creates undirective study on both parts of teacher and students.

Planning of daily lessons ahead of time helps the teacher to achieve her educational goals <sup>more</sup> easily and more quickly than <sup>giving</sup> the extemporaneous ones. The teacher would pass ~~success~~ successively from one activity to the other, without wondering between activities what to do next.

Utilization of illustrative material in presentation of lessons would enrich the students' learning process.

The use of a wide variety of educational methods aids in arousing the interests of the students, and it corrects any monotony in the classroom.

Prospective teachers should realize that effective lessons are the result of effective planning on the part of the teacher.

Unfortunately, students in teacher training courses in the Near East have resorted to a most limited ~~number~~<sup>amount</sup> of published material on the teaching procedures used in this part of the world.

There is a great need for modern educational manuscripts which would serve as guide to the student teachers.

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## INTRODUCTION

The Science of education is a comparatively recent "science", dealing with history, philosophy, principles and problems of the teaching process. In modern times the science of education is one of the outstanding fields of study. It aims at facilitating education for both teachers and pupils; emphasizes the development of intelligent citizens and the cultivation of mind and intellectual knowledge.

This thesis is a sample of scientific education based on research work and careful study of practical and theoretical methods in teaching. To these is added the personal experience of the Author. This experience was obtained by teaching the pupils of the fourth secondary grade in the American School for Girls.

The American School for Girls is a well recommended school in Lebanon. It consists of Elementary and Secondary classes. Its graduates are accepted by the American University of Beirut, and Beirut College for Women without having to sit for entrance examinations. All the Staff members are of high education and possess a B.A. or an A.A. degree.

I would like to express my gratitude to the Principal and faculty members of the above-mentioned school, for their help in allowing me to practice teaching in their school, and for their patient efforts to fit me into their schedule.

My class consisted of 28 pupils of different nationalities: Lebanese; Palestinians; Armenian-Lebanese; Chinese and Americans.

Since I am trained for teaching social studies, I chose to teach Modern History in my practice teaching. The period I dealt with was the Napoleonic Period. I taught three lessons of 45 minutes each per week. Planning and preparation of the daily lesson plan required approximately 2-3 hours each.

The Near East has been dependent to a great extent on Western civilization and likewise in education. The theories applied in the schools are copied from western philosophies on education.

At present the tendency is to experiment on new methods which might meet the social, economical, and political aspects of these countries.

One purpose of this thesis is to present a series of lessons <sup>based on</sup> modern principles and methods of education for the benefit of the beginning teachers of high school classes in the Middle East. I hope that it will serve its purpose and be a small stone in the building of a new system of education for this country.

BEIRUT

WADAD SABBAGH

May, 1953.



GENERAL OBJECTIVES IN TEACHING  
OF  
HISTORY

A STUDY OF THE AIMS AND OBJECTIVES OF, SAMPLE  
PRESENTATIONS OF, AND EVALUATIONS OF LESSONS,  
TAUGHT IN PRACTICE TEACHING AT THE AMERICAN  
SCHOOL FOR GIRLS

GENERAL OBJECTIVES IN TEACHING OF HISTORY

Educational objectives of any kind or form are of great necessity to the educational process. They serve as milestones for teachers and students. They aid them to follow the right directions. In other words, they point the way, indicate ideals, and present challenges in the learning process.

Many persons, such as writers, editors, board of education members, teachers, committee members and school administrators participate in determining objectives. In order to get effective educational objectives, these people make the objectives conform to the social needs and in accord with pedagogical possibilities. Otherwise these objectives would not be effective.

Coming now to the objectives in the teaching of history, we find that they have the same necessary functions and purposes.

According to these professors, Edgar Wesley,<sup>1</sup> Arthur and David Bining,<sup>2</sup> Milton Tryon,<sup>3</sup> objectives in teaching of history are as follows:-

- 
- 1 Edgar Bruce Wesley, Teaching Social Studies in High School Page 126.
  - 2 Arthur C. Bining and David Bining, Teaching The Social Studies in Secondary Schools PP. 40-41
  - 3 Milton Rolla Tryon, The Teaching of History In Junior And Senior High Schools. P. 215.

- 1- To gain worthy historical knowledge.
- 2- To attain world understanding.
- 3- To develop keen citizens.
- 4- To cultivate powers of thinking, reasoning, critical judgement, and arranging facts.
- 5- To develop comprehension of political, social and economic operations.
- 6- To arouse interest in historical readings and writings.
- 7- To acquire techniques of dealing with books and of research work.

Professor Wesley has mentioned other distinct objectives:

- "1- To develop an appreciation of social heritage.
- 2- To learn the historical method.
- 3- To develop a scientific attitude.
- 4- To acquire a sense of time.
- 5- To understand relationships and generalizations.
- 6- To develop a reasoned basis for patriotism.
- 7- To broaden and extend interests and sympathies.
- 8- To facilitate the process of synthesizing."<sup>1</sup>

In addition to the afore objectives, <sup>the</sup> studying of history cultivates tremendous skills and abilities which other courses scarcely afford. Some of the outstanding skills

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1 Wesley, OP. Cit., P. 126.

are:skimming; outlining; summarizing; drawing; talking;  
reading; and listening abilities. Besides these it proves  
the fact of <sup>the</sup> continuity of history.

A UNIT COURSE OF STUDY ON NAPOLEON'S  
PLACE IN MODERN HISTORY

A UNIT COURSE OF STUDY ON NAPOLEON'S  
PLACE IN MODERN HISTORY

OUTLINE OF THE UNIT

I - Introduction

The Biography of Napoleon

II - Napoleon and France

A- Bonaparte, Chieftain of France

B- The Establishment of the New Government

C- The Internal Reforms of Napoleon

1- Church and Religion

2- The Five Codes

3- Education

III- Napoleon and Europe

A- The Factors Which Motivated the Domination of  
Europe.

B- Conquests of Napoleon

1- The Extension Beyond the Rhine

2- The Consolidation of Germany

3- The Establishment of the Rhine Confedera-  
tion

4- The Changing of the Sister Republics into  
Kingdoms

5- The Subjugation of Prussia

6- Further Plans for Expansion in 1810

IV - The Downfall of Napoleon

A- Napoleon's Failure to Maintain his European Power

B- The Continental Blockade

C- The Disaster of Napoleon in Russia

D- Napoleon's Defeat by his Subjects

E- The End of Napoleon's Empire

In planning this unit course of study the teacher estimated the covering of the unit in four weeks' time. She figured that the whole unit would imply twelve lessons, three lessons each week. Also, it was arranged that the length of each lesson should not exceed five pages in the textbook. This preliminary planning was done with Miss Sukkar, the critique teacher.

In case of any hindrance this unit would be subjected to some flexibility or changes depending on circumstances.

## THE GENERAL OBJECTIVES OF THE UNIT

- 1- Acquisition of a broad conception of Napoleon and his Empire.
- 2- Attaining an understanding of <sup>the</sup> European situation in that period.
- 3- The ability to study a broad topic from many different angles, and to relate events clearly in one's mind.<sup>1</sup>
- 4- Using subject matter as a means to an end, that is developing individual personalities.
- 5- Developing skills of outlining, summarizing, notetaking; use of the library and of reference books; drawing maps, charts, graph and pictures; writing reports, bibliographies; reading, speaking and listening effectively.
- 6- Strengthening of the thinking, reasoning and critical powers of the students, also, to stimulating<sup>g</sup> their imagination.
- 7- Cultivation of traits of responsibility, leadership, cooperation, creativity, emotional stability and sociability.
- 8- Development of a sense of appreciation for the arts of that period.
- 9- Development of a love for historical studies.
- 10- The development of ability to work in a group and to

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<sup>1</sup> The first three objectives have as their goal the attainment of scholastic material.



contribute one's efforts to the benefit of the group.

- 11 - The development of the ability to choose candidates who are suitable for a definite job and to elect such persons by a democratic method.
- 12 - The acquisition of experience in democracy in classroom situations.<sup>1</sup>

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<sup>1</sup> The objectives 4\_12 have as their aim the development of personality together with the enrichment of subject matter.

## PROBLEMS TO BE WORKED BY THE PUPILS

- 1- Work on a group project. Prepare and present reports and pictures on "Furniture and Costumes of France in the 18th Century".
- 2- Draw map of Europe in 1810, showing the extension of the French Empire.
- 3- Collect as many pictures as you can of the most important European leaders of the 18th Century.
- 4- Collect a number of pictures of the Bonaparte's family.
- 5- Enrich your collection of pictures by drawing pictures or cartoons.
- 6- Draw the graph on page 290 in the Text Book showing the rise and fall of Napoleon's power.

The above mentioned problems will be designated to the class at the appropriate place in the unit course of study. Each problem is related to one part of the unit. The accomplishment of each goes hand in hand with the study of that part.

For example, the first problem, the Project, is correlated to the whole unit, therefore it will be assigned to the class a week after beginning the unit. The second problem is connected with the conquests of Napoleon. On completion of these conquests, the pupils will be asked to draw this map. The other problems will be carried on in the same way.

In fact, one purpose of these problems is to enrich the teaching process of the teacher. The second purpose is to make pupils interested in subject matter; to develop different skills and abilities of pupils; to increase their knowledge; to encourage creativity and originality among pupils.

## LESSON I

Subject: Modern History Date: 15-4-1953 Period: 45 Minutes  
Unit: Napoleon's Place in Modern History Topic: The Biogra-  
phy of Napoleon  
Reference: Becker, Carl, Modern History. PP. 259-263.

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### I - Objectives

#### A- General Objectives (for the unit)

Help the pupils to visualize the greatness of Napoleon in Modern History.

#### B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Clarify the pupils' understanding of Napoleon's family background.

2- (Pupils' Objective) Acquire the techniques for using the Encyclopedia.

### II- Procedures followed in the classroom.

#### A- The Approach.

The evolutionary approach.<sup>1</sup>

1- Surveying briefly the previous chapter for a bird's eye view of that material.

2- In introducing the new unit, showing pictures to motivate interest in the lesson.<sup>2</sup>

#### B- Activities in the classroom

1- A discussion<sup>3</sup> of the text-book material by the

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1 See the explanation of this approach on P. 50 of the thesis.

2 See Appendix 'A' P. 60 (At the end of the lesson these pictures will be handed to the prefect of the class to display them on the Bulletin Board.

3 Explanation of the discussion method would appear on P. 41 of the thesis.

pupils. The following are leading questions:

- a. What do you already know about Napoleon?
- b. Do you consider him a great man? Why?
- c. What are Becker's opinions about Napoleon?

2- A lecture<sup>1</sup> by the teacher on the biography of Napoleon to supplement the textbook information.

- a. What is the meaning of the word Biography?
- b. Presenting the biography of Napoleon<sup>2</sup>

1- Origin

2- Education

3- Youth

- c. Showing picture of the Bonaparte's family.
- d. Locating towns in France on the Map of Europe.
- e. Introducing the Encyclopedia.

1- What does the word Encyclopedia mean?

2- What are the values of the Encyclopedia?

3- Who can explain how to use it?

- f. Demonstration of the use of the Encyclopedia (by the teacher). She shows how to locate specific information in several volumes.

### III-Assignment of the next lesson

- A- Read in the Encyclopedia Britanica about H.G. Wells,<sup>3</sup> and write a short account in your own words of his

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<sup>1</sup> Explanation of the lecture method is found on P. 43 of the thesis.

<sup>2</sup> See the Biography of Napoleon in the Appendix 'B' P. 63

<sup>3</sup> In the textbook there was a comment on Napoleon by H.G. Wells, the famous historian, scientist, and philosopher. This is an occasion to introduce both H.G. Wells and

life, to be handed in at the beginning of the period.

B- Read in Becker, Carl, Modern History from page 263-268. It is about what Napoleon accomplished in France. Find out, while reading, answers to the following questions.

1- How did Napoleon rise to power?

2- How did Napoleon establish the new Government?

IV- Summary of today's lesson, by the teacher asking the following questions.

A- Was Napoleon French by Origin?

B- Where was Napoleon born?

C- Where did Napoleon have<sup>his</sup> his education?

D- Did Napoleon come from a rich family?

E- How did Napoleon achieve the command of the army in Italy?

F- How was this important to Napoleon?

V - Materials used in the classroom for this lesson.

A- Map of Europe.

B- Blackboard and chalks.

C- Pictures of Napoleon and his family.<sup>1</sup>

D- The Encyclopedia Britannica, Index Book and Book containing information on Napoleon.

VI- Bibliography used by the teacher in preparation for this lesson.

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1 See Appendix 'C' P. 65

- A- Lockhart, John Gibson, The History of Napoleon Bonaparte. London: J.M. Dent and Sons Ltd., 1947.  
PP. 1-8
- B- Shotwell, James T., An Introduction to the History of Europe. Ginn and Co., Boston, New York, Chicago  
1934 PP. 269-272.
- C- Edited by Phipps R.W., Memoirs of Napoleon Bonaparte. New York, Charles Scribner's Sons,  
1891, Vol. I, P. 2,6, Vol. III, P. 228.

## LESSON II

Subject: Modern History Date: 17-4-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: Napoleon and France: A- Bonaparte, Chieftain of France, B- Establishment of the new Government.

Reference: Becker, Carl, Modern History P. 263-268.

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### I - Objectives

A- General Objective (for the unit)

Master the study of the first phase of Napoleon's career: Napoleon and France.

B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Helping pupils to understand fully the early achievement of Napoleon in France.

2- (Pupils' Objective) Develop the ability of outlining.

II- Review of the previous lesson by both teacher and pupils. Teacher takes time out to read several selected quotations about Napoleon which will interest the class. If time permits a poem<sup>1</sup> could be read also.

A- "Napoleon was characterized by skill, energy, intelligence, purity of his military administration, his dislike of the aristocrats, and his total disregard of his own private interest."<sup>2</sup> Comment on

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<sup>1</sup> See Appendix 'D' P. 66

<sup>2</sup> James Harvey, Readings in European History, P. 470.



this - Teacher encourages a short discussion to clarify the contradicting ideas of this quotation.

B- Ask pupils to read some of their reports on the biography of H.G. Wells.

III-Assignment of the next lesson.

A- Read carefully in Becker, Carl, Modern History pages 268-273.

B- Write an outline for it, using originality in form and thoughts to be handed in next lesson.

C- This part speaks about the submission of people to Napoleon and the religious reforms of Napoleon.

How were these reforms achieved?

IV- Procedures followed in the classroom.

A- A supervised study<sup>1</sup> on the lesson (approximately 10-15 minutes, by both teacher and pupils)

1- Ask pupils to read silently their designated pages (263-268) in the textbook, and prepare a tentative outline for it.

2- Help the pupils to draw up an outline for the lesson, on the blackboard.

3- Discuss the items of the outline with the pupils.

4- Show pictures of Napoleon's Generals at the appropriate place in the outline. (Generals Duroc, Talleyrand, and Moreau.)

5- Locate towns which occur in the lesson on the

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<sup>1</sup> See explanation of the supervised study on page 47 of the thesis.

European Map.

V - Summary of today's lesson.

Teacher stimulates a short discussion through the following "lead" questions.

A- Give three reasons for the fall of the Directory in 1799.

B- What motivated the expedition to Egypt?

C- State the organization of the new Government under Napoleon.

VI- Materials used in the classroom for this lesson.

A- Map of Europe.

B- Blackboard and chalks.

C- Pictures of Napoleon's generals.<sup>1</sup>

VII-Bibliography used by teacher:

A- Robinson, James Harvey, Readings in European History.  
Boston, New York, Chicago, Ginn and Company, 1906.  
PP. 467-483.

B- Edited by Phipps R.W., Memoirs of Napoleon Bonaparte  
New York, Charles Scribner's Sons, 1891. Vol. I,  
P. 334, Vol. II, P. 60

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<sup>1</sup> See Appendix 'E' P. 68

### LESSON III

Subject: Modern History Date: 20-4-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: The Internal Reforms of Napoleon: Church and Religion.

Reference: Becker, Carl, Modern History, PP. 268-273.

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#### I - Objectives

##### A- General Objective (for the unit)

Develop an appreciative attitude towards Napoleon's reforms in France.

##### B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Acquaint pupils with the internal reforms of Napoleon.

2- (Pupils' Objective) Acquire the skill of interpreting outlines.

#### II- Review of the previous lesson by both teacher and pupils.

A- Continuing the discussion of the previous outline formed by the pupils on the blackboard.

B- Completing the exhibition of pictures.

C- Defining some words which came up in the lesson of the day:

1- Coup D'état

2- Dictatorship.

#### III-Assignment of next lesson.

Prepare pages 259-273 of the textbook for a short test.

A 20 minutes' test. It will cover the biography of

Napoleon and what Napoleon did in France in the way

of reforms.

IV- Procedures followed in the classroom.

A- Ask 2 pupils to write their own outline on the blackboard.

B- Lead pupils to discuss the defects of these outlines.

C- Lead the class to modify them.

D- Draw up a final form for them.

E- Discuss the important items of the outlines.

V - Summary of today's lesson by both teacher and students.

A- Why did Napoleon want to gain the good will of the Catholics?

B- How did he accomplish this aim?

C- What is meant by this statement "he conceded little and gained much"<sup>1</sup> when he signed the Concordat?

D- Explain the following sentence: "The Catholic Church and all good Catholics by 1801 recognized the revolution as an accomplished fact".<sup>2</sup>

VI- Materials used in the classroom for this lesson.

A- Blackboard and chalks.

B- Pictures of Napoleon's generals.

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1 Becker, OP. Cit., P. 273

2 Ibid.

## LESSON IV

Subject: Modern History Date: 22-4-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: Test

Reference: Becker, Carl, Modern History PP. 259-273.

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### I - Objectives

A- General Objective (for the unit)

Evaluating the first phase of the Napoleonic period.

B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Checking on the mastery of material.

2- (Pupils' Objective) Developing the art of evaluation.

### II- Assignment of next lesson.

A- Prepare pages 273-277 of text book for an informal discussion.

B- This section is a continuation of the internal reforms of Napoleon.

C- Find out answers to the following "lead" questions:

1- Why was France in need of these reforms?

2- What are these reforms?

3- Do you consider them significant reforms? Why?

### III-Procedures followed in the classroom.

A- Test

1- Define briefly the following:

a. Concordat.

- b. Peace of Amiens and the peace of Lunéville.
  - c. Battle of the Nile.
  - d. The Coup D'état of 18th Brumaire.
- 2- State how Napoleon won the support of the French people.
- B- Introduce the project to be undertaken by the class:  
Furniture and costumes of France in the 18th century.
- 1- Ask pupils to define the term "project".
  - 2- Suggest that the class work in small groups on this project.
  - 3- Show pictures of furniture and costumes of the period.
  - 4- State the purpose of this project.
  - 5- Explain the steps involved in this kind of work.
    - a. Research of materials to be used
    - b. Planning in Committees and by individuals
    - c. Construction of reports, illustrations, etc.
    - d. Evaluation of the experience of pupils in the carrying of the project.
  - 6- Lead the class to enumerate on the blackboard, the period they would like to work on.
  - 7- Allow each pupil to choose her own period according to her interest.
  - 8- List the names of those who are in favour of each period, to form small committees.

9- Appoint a date to continue the planning of the project the next time.

IV- Materials used in the classroom for this lesson.

A- Pictures of furniture of France in the 18th Century.<sup>1</sup>

(These pictures will be displayed on the Bulletin Board of the class.)

B- Blackboard and chalks.

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<sup>1</sup> See Appendix 'F' P. 69

## LESSON V

Subject: Modern History Date: 24-4-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: The Internal Reforms of Napoleon concluded: A- Five Codes.  
B- Education.

Reference: Becker, Carl, Modern History PP. 273-277.

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### I - Objectives.

#### A- General Objective (for the unit)

Reveal to the pupils the significance of Napoleon's reforms in the European Countries.

#### B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Clarify Napoleon's accomplishments in France.

2- (Pupils' Objective) Develop the ability of group discussion.

### II- Assignment of the next lesson.

A- Read carefully in Becker, Modern History pages 277-288<sup>2</sup>, about the extension beyond the Rhine.

B- Explore for the answering orally of the following questions in the textbook.

1- What factors motivated the domination of Europe?

2- Where did Napoleon start his expansion?

C- Prepare 3 questions on subject matter for discussion.

D- (Teacher) Divide the lesson among 3 pupils. Ask each pupil to plan and write an account of her topic and to present it to the class in the next lesson.



III-Procedures followed in the classroom.

Informal discussion about the following: (by both pupils and teacher)

A- What is the difference between a King and an Emperor?

B- Is a Kingdom an Empire?

C- How does Parlement and Parliament differ?

D- What does Napoleon mean by saying "My glory Chiefly consists, not in having won 40 battles but in having established the Civil Code"<sup>1</sup>.

E- What caused the modification of these Codes?

F- Napoleon established only the Civil Code. Comment on this.

G- The Codes of Napoleon had no significance. Comment.

H- What is meant by the following; Napoleon said "Good methods make good minds; good principals<sup>e</sup> make good citizens".<sup>2</sup>

I- Was the system of public schools effective?

IV- Summary of today's lesson by the teacher.

A- Place the following outline on the blackboard:

1- Five Codes of Napoleon

a. Characteristics of the revolutionary laws.

b. The establishment of Napoleon's Codes:

i- Civil Code

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1 Becker, OP. Cit., P. 275

2 Ibid. P. 276.

ii-Criminal Code

c. The effects of these Codes.

2- Education

a. Establishment of public schools

b. The importance of the public system of education.

C- Go rapidly over the outline, in order to help pupils to summarize today's discussion.

VI- Materials used in the classroom for this lesson.

A- Map of Europe.

B- Blackboard and chalks.

## LESSON VI

Subject: Modern History Date: 27-4-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: Conquest of Napoleon: Extension beyond the Rhine.

Reference: Becker, Carl, Modern History PP. 277-282.

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### I - Objectives

#### A- General Objective (for the unit)

Acquaint the pupils with the importance of Napoleon in Europe.

#### B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Help pupils to learn about the early European conquests of Napoleon.

2- (Pupils' Objective) Acquire the skill of summarizing.

II- Review of the previous test by the teacher, to show the pupils their mistakes and point out complete right answers to the questions.

#### A- Teacher reads the first question:

Define briefly the following:

Concordat, Peace of Amiens, Peace of Lunéville, Battle of the Nile, The Coup D'état of 18th Brumaire.

B- Teacher answers the question. Ask pupils if material is clear.

#### C- Teacher reads the second question:

State how Napoleon won the support of the French

People.

- D- Teacher answers it. If it is apparent that the class does not understand all points, the teacher will repeat the explanation or give further examples.

III-Assignment of the next lesson.

- A- Read in Becker, Modern History pages 282-286 about Napoleon and Europe: The Consolidation of Germany.
- B- Make a rough draft of a summary of this lesson, to be discussed in the class on Friday.
- C- Bring all the materials you need in order to start working on your part of the project: papers, pencils, rulers, etc.

IV- Procedures followed in the classroom.

- A- Ask the 3 girls who have been assigned in lesson V to present by turn the reports on subject matter to the class.
- B- During pupils' presentation of material locate countries on the Map of Europe.
- C- At the end of their presentation allow the class to ask questions of reporters on subject matter - Discussion.

V - Summary of today's lesson by the teacher.

- A- Place the following outline on the blackboard:

What Napoleon did in Europe

- 1- Factors which motivated the domination of

Europe.

- a. Napoleon was ambitious.
- b. Napoleon wished to be remembered in History.
- c. Napoleon wanted to fuse all the European nations into one.

2- Conquests of Napoleon

- a. The extension beyond the Rhine
- b. The consolidation of Germany

B- Go rapidly over the outline, showing the relationships of the points to summarize today's lesson.

VI- Materials used in the classroom for this lesson.

A- Map of Europe<sup>1</sup>

B- Blackboard and chalks.

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1 See Appendix 'G' P. 74

## LESSON VII

Subject: Modern History Date: 29-4-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: Work Period  
on the project of Furniture and Costumes of France  
in the 18th Century.

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### I - Objectives

A- General Objective (for the unit)

Acquisition of more knowledge about France.

B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Encouraging pupils to work in small groups and thus provide an outlet for their individual differences. Leading them to start work on the project.

2- (Pupils' Objective) Attaining the techniques of simple research work.

### II- Procedures followed in the classroom.

A- Ask a girl to list the following topics of the project on the blackboard:

1- Furniture and Costumes of the period of Louis XIV

2- Furniture and Costumes of the period of Louis XV

3- Furniture and Costumes of the period of Louis XVI

4- Furniture and Costumes of the period of the French Empire.

B- Group the girls according to their interests.

- C- Help each group to select a chairman.
- D- Exhibit the "books" which the teacher chose for pupils' use in working on the project.<sup>1</sup>
- E- Suggest to the class the idea of presenting a prize for outstanding work of any group.
- F- Announce that the next work-period is going to be on the 13th of May. On May the 27th the reports should be ready for presentation in class.
- G- Inform the pupils that the books would be kept in the library under the auspices of Amal El-Khoury. Ask each girl to sign her name on taking out a book.
- H- Separate the groups to draw a plan for their group work.
- I- Supervise these groups and help them with any difficulties. (Attention! this group planning is entirely a new procedure for this group of girls. It will undoubtedly, require enthusiastic and tactful handling on the part of the teacher, to make this a meaningful experience for each pupil.)

III-Materials used:

- A- Books chosen by the teacher for the project are enumerated in Appendix <sup>H</sup> P.75
- B- Blackboard and chalks.

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1 See Appendix 'H' P. 75

## LESSON VIII

Subject: Modern History Date: 1-5-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: Conquest of Napoleon (Cont'd): The Establishment of the Rhine Confederation.

Reference: Becker, Carl, Modern History PP. 282-286.

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### I - Objectives

A- General Objective (for the unit)

Realizing the importance of Napoleon's European conquests.

B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Acquainting pupils with Napoleon's European conquests.

2- (Pupils' Objective) Developing the ability of evaluating summaries.

### II- Assignment of the next lesson.

A- Prepare pages 286-292 in Becker, Modern History for informal discussion. These pages include the subjugation of Prussia and the changing of the sister republics into Kingdoms, and Napoleon's further plans for expansion 1810.

B- Think out the answers for the following:

1- Why did Napoleon defeat the Prussians?

2- What were Napoleon's further plans for expansion?

III-Review of the previous lesson, by the teacher asking the following questions:

A- What was Napoleon's Objective in conquering Europe?



B- What were Napoleon's early conquests?

C- Teacher presents to the class a list of novels on the Napoleonic period, which she thinks are useful and interesting novels to the pupils. She suggests to the class to read these books in order to enrich their knowledge about the Napoleonic Period.

IV- Procedures followed in the classroom.

A- Ask several pupils to read their summaries for today's assignment to the class by turns.

B- Lead the class to analyse these summaries. Detect their defects and modify them.

C- Locate countries on the map of Europe at the appropriate place in the discussion.

V - Summary of today's lesson, through the discussion of the following questions:

A- How were the European conquests significant to Napoleon.

B- What would have been the fate of Napoleon if he did not accomplish these conquests?

VI- Materials used in the classroom for this lesson.

A- Map of Europe.<sup>1</sup>

B- Blackboard and chalks.

C- Novels on the Napoleonic Period.<sup>2</sup>

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1 See Appendix 'G' P. 74

2 See Appendix 'I' P. 76

## LESSON IX

Subject: Modern History Date: 4-5-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: Conquest of Napoleon: The Subjugation of Prussia.

Reference: Becker, Carl, Modern History PP. 286-292.

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### I - Objectives.

A- General Objective (for the unit) .

Understanding the significance of the European conquests to Napoleon's triumph.

B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Clarifying the last conquest of Napoleon. Drilling pupils for memorization of necessary facts and dates.

2- (Pupils' Objective) Developing the ability of leadership, through the pantomiming of a famous European leader.

### II- Assignment of the next lesson.

A- Read in Becker, Modern History PP. 292-297 about the downfall of Napoleon.

B- Draw the map on page 290 in Becker, showing the extension of the French Empire; Include in the map the countries, islands, and seas, only without any town. It is not necessary to use the same colors as in the book. Use your talent and do whatever you like. Make your map as original as possible.

(Maps would be mounted on colored papers and displayed attractively in the room). The Bulletin Boards are scarce in this school. It is for the teacher's imagination to plan where to display these maps. The alternative for a make-shift bulletin board in the class are:

- 1- Card board mounting below the blackboard rail.
- 2- Card board mounting on the back of the classroom's door.
- 3- Individual mounting suspended from pupils' desks.
- 4- Very narrow boards displayed between windows.

III-Review of the previous lesson. (By the teacher)

A- Name the countries that Napoleon had already conquered.

B- Locate these countries on the map of Europe.

IV- Procedures followed in the classroom.

A- Ask a girl to pretend to be Napoleon and tell the class about her Prussian Campaign.

B- Ask another girl to identify herself with Napoleon and speak about the Peace of Tilsit with the Russians and Prussians.

C- Let a third pupil do the same thing and talk about her further plans for extending the French Empire.

D- Locate countries on the map of Europe at the appropriate time of the lesson.

E- Allow the pupils who personified themselves with

Napoleon to answer the questions which may be asked by the class if certain parts are not clear.

V - Summary of today's lesson. (By the teacher)

A- State briefly the main ideas of the lesson.

B- Make clear to the class which dates and battles they are supposed to remember.

C- Teacher exhibits pictures on the Napoleonic Period.<sup>1</sup>

D- Continue the discussion which had emerged spontaneously in the previous period: "Comparison between Hitler and Napoleon".

VI- Materials used in the classroom for this lesson.

A- Map of Europe.<sup>2</sup>

B- Blackboard and chalk.

C- Pictures on the Napoleonic Period.

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1 See Appendix 'J' P. 77-78

2 See Appendix 'G' P. 74

## LESSON X

Subject: Modern History Date: 8-5-1953 Period: 45 Minutes

Unit: Napoleon's Place in Modern History Topic: The Downfall of Napoleon

Reference: Becker, Carl, Modern History PP. 292-297.

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### I - Objectives

#### A- General Objective (for the unit)

Clarifying the significance of Napoleon's downfall in modern times.

#### B- Specific Objectives (for the lesson)

1- (Teacher's Objective) Analysing the downfall of Napoleon; Continuation of the drill of previous lesson on location of places and important dates.

2- (Pupils' Objective) Enjoying the skill of drawing.

### II- Assignment of the next lesson.

A- Prepare pages 297-299 in Becker, Modern History, for discussion in class.

B- Draw a cartoon which shows the meaning of the following statement: "In 1809 Napoleon for the first time, was forced to accept a war which he would have preferred to postpone". Cartoons to be displayed on Bulletin Board.

### III-Review of the previous lesson.

Ask a pupil to name and locate on the map the countries

which formed Napoleon's Empire (Austria, Prussia, Spain, Rhine Confederation, Kingdom of Naples, Kingdom of Switzerland, Denmark, Holland, France, etc.)

IV- Procedures followed in the classroom.

A discussion of the textbook material by the pupils.

The following are leading questions:

A- Why was Napoleon described as having a blind side in his mind?

B- What did Becker mean by this statement: "God finally became bored <sup>with</sup> of Napoleon".<sup>1</sup>

C- "In 1809 Napoleon was no longer controlling circumstances as he seemed to do formerly, on the contrary, circumstances were beginning to control him".<sup>2</sup> Comment on this.

D- What is meant by the Continental System?

E- Teacher reads to the class anecdotes on Napoleon.<sup>3</sup>

V - Summary of today's lesson.

A- Ask a girl to enumerate the factors that hindered Napoleon from maintaining his European power.

B- Let another pupil define briefly the Continental System.

C- Ask a pupil to state the significance of this system.

D- Teacher exhibits pictures of Napoleon at St. Helena.<sup>4</sup>

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1 Becker, OP. Cit., P. 294

2 Ibid.

3 See Appendix 'K' P. 79

4 See Appendix 'L' P. 80

VI- Materials used in the classroom for this lesson.

A- Map of Europe.

B- Blackboard and chalk.

C- Pictures of Napoleon at St. Helena.

EXPLANATION OF METHODS USED

IN

PRESENTATION OF LESSONS



## EXPLANATION OF METHODS USED IN PRESENTATION OF LESSONS

The term "method" is defined as a process of teacher-directed activities aimed to make teaching effective. Method is an essential aspect of education, as well as an important problem. Effective teaching depends mainly on the use of sound methods.<sup>1</sup> Sound methods facilitate the learning process and make it more interesting to students.

Methods are numerous in number and form. This is a benefit for teachers who can thus utilize a variety of methods to enrich their classroom teaching.

The Near East elementary and secondary educational systems lack this variety of methods, as the question and answer method dominates the whole teaching process. Thus, during my practice teaching I have planned to introduce several modern teaching methods, and to evaluate their effectiveness.

Below are some of the methods with explanation, which I found very useful in practicing teaching at the American School for Girls.

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1 Material taken from Wesly OP. Cit., P. 441.

## THE DISCUSSION METHOD

This method is defined as a process of preparation, discussion and evaluation. This discussion method is of two types, informal and formal, such as, a debate, a panel and a round table.<sup>1</sup>

Professor Moffatt's definition of this method is different. He said "Discussion [is] a very important teaching-learning device, results when members of a group communicate their ideas and opinions on a subject of mutual interest".<sup>2</sup>

In this method the teacher's responsibility lies in stimulating all class members to contribute to the discussion, as well as giving each pupil a chance to express his opinions. Teacher should avoid the domination of the discussion by one group.<sup>3</sup>

"Experience in various kinds of discussion [develops effective] (...) listening, speaking, thinking and reasoning. [Encourages] (...) leadership, cooperation, self-confidence and self-reliance".<sup>4</sup>

In my experience informal discussions proved to be very successful. In consequence the pupils became more active and more enthusiastic in the lessons. Questions or quotations were used to lead discussions in the class.

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1 Material taken from Wesley OP.Cit., PP. 433-436  
2 Maurice P. Moffatt, Social Studies Instructions, P.143.  
3 Ibid.  
4 Ibid P. 144.

Here is a sample of such:

- 1- "The Catholic Church and all good Catholics by 1801 recognized the revolution as an accomplished fact".  
Comment on this.
- 2- Explain the following statement, "He conceded little and gained much" when Napoleon signed the Concordat.
- 3- Napoleon said, "Good methods make good minds; good principles make good citizens". Discuss this.
- 4- Napoleon said, "My glory chiefly consists, not in having won forty battles, but in having established the Five Codes. Comment on this."<sup>1</sup>

You might wonder why I did not use the formal type of discussion. The reason is very simple; the pupils are not ready for that step yet. They need training along these lines first. On the other hand, evolutionary changes are more fruitful than revolutionary ones. Thus, I wanted to follow this policy in order to achieve more purposeful pupils' participation in class.

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1 D.C. Cit., on P. 20 and 25 of the thesis.

## THE LECTURE METHOD

According to Professor Bining the lecture method "is anything that the teacher tells, including any talk planned or impromptu of the teacher, whether it lasts five minutes or fifty."<sup>1</sup>

The lecture method is more used in the social studies than in other subjects. It occupies a large place in this field, especially in history. History is a broad subject and pupils get lost in a maze. The teacher through the use of the lecture method, can show pupils the relationships between topics.<sup>2</sup> It makes history more understandable and more interesting.

Professor Wesley advises his teachers to use only the informal lecture method and to avoid the formal type.<sup>3</sup> I believe he is right because the informal method checks on dull atmosphere and monotony in the classroom. It arouses interest, and it stimulates cooperation on the part of the pupils.

The best occasions for the use of the lecture method are the following:

- "1- To give an overview of a large unit or topic.(...)
- 2- (...) To supplement the pupils' reading.
- 3- To give a background for a topic.
- 4- To save time for the pupils. (...)

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1 Material taken from Bining. OP.Cit., P. 69

2 Ibid. P. 71

3 Material taken from Wesley. OP. Cit., PP. 456-458.

- 5- To arouse interest.
- 6- To give an intelligent assignment.
- 7- To (...) correct faulty ideas.
- 8- To make summaries and give reviews."<sup>1</sup>

In my case, I have utilized the lecture method in introducing the unit course of study to the class, in supplementing the biography of Napoleon, in reviewing tests, and in explaining outlines. My lecture process included a variety of activities such as lecturing; demonstration; exhibition of pictures; reading of maps and graphs; asking questions and defining words. Through this variety I was able to attract the attention of the class and at the same time to avoid restlessness and apathy from my pupils.

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1 Bining. OP. Cit., PP. 71-75

## THE TEXTBOOK METHOD

In modern time the textbook method is the most used. The textbook can be handled in many different ways as follows:

### 1- The Memorized Recitation

When the teacher assigns a few pages of the textbook, then the pupils memorize the facts presented in those pages, and on the next class the teacher examines the class orally to see if the pupils know the material.

### 2- Question and Answer Recitation

The teacher spends the period asking questions based on the designated lesson, to check on pupils' mastery of material.

### 3- Discussion - Recitation

Here the period is spent in discussing outlines or summaries of the assigned pages prepared by the students or for demonstrations by the teacher of these study skills.

### 4- The last level, when teacher and pupils cooperate to draw up an independent organization for the textbook, or use the textbook as a guide only.<sup>1</sup>

Since our schools are still following the traditional system of education, I was obliged to use the textbook

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<sup>1</sup> Material taken from Wesley Op.Cit., PP. 448-449

method in my practice teaching. I have tried to relieve the students from the memorized and question and answer recitations. I encouraged the discussion recitation in the majority of the lessons. The discussion recitation was based on outlines and summaries formed by pupils, both teacher and pupils and by teacher alone.

In fact, the pupils cooperated in the construction of outlines, and participated willingly in making summaries and in leading discussions. This resulted in outstanding progress of the mastery of subject matter.

## SUPERVISED STUDY

"By supervised study we mean the supervision by the teacher of a group or a class of pupils as they (...) [perform their study or assignment]"<sup>1</sup> Modern trends in education indicate that under careful supervision pupils can do better work in less time.

In my experience, supervised study is one of the basic educational principles of which, every teacher should make use. Even though the supervised study adds an additional load on the part of the teacher, it is a useful method with tremendous value.

Supervised study directs pupils in their studies; develops better ways of studying; encourages initiative and creativity; and compels students to do their own assignments rather than to depend on others. In addition, because of the great change in community life and of the wide range of recreational activities, some of the assignments given as home study are not practical any more, specially the long and difficult assignments. Light tasks such as outlining, drawing and summarizing are advisable to be given in this situation.<sup>2</sup>

There are three kinds of supervised study:

- 1- The conference plan, which is supervision of the weak students.

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1 Bining OP.Cit., P. 110

2 Material taken from Ibid P.115 & Moffatt OP. Cit.,P. 115



- 2- The double-period plan. In this plan, one period is used for recitation work, and the other for supervised study or the opposite way.
- 3- The divided-period plan. When the period is divided into two activities; supervised study then recitation or when one group has supervised study with one teacher while the second has recitation with the other teacher. This type requires a big room in order to avoid disturbance of either group due to difficulty of studying while recitation is going on.<sup>1</sup>

I have experimented <sup>with</sup> the first type of the divided-period of supervised study and found it a useful plan. It revealed several weaknesses of study habits practiced by pupils, such as memorizing without understanding, learning events without relating them to one another etc.

Illustrations of this: One period, the teacher requested the class to study, individually, their lesson for twenty minutes. At the end of this time, a pupil was chosen to act as secretary to the class. Then both teacher and pupils worked cooperatively to draw up an outline for the lesson on the blackboard. The last part of the period was spent in explanation of the outline.

As the pupils were working on a project, many of the

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1 Material taken from Bining. OP.Cit., PP. 116-118.

lessons were turned to work-period, under the supervision of the teacher. Pupils worked in groups on their reports. The teacher directed and guided the groups in searching for material, planning and constructing their reports.

Supervised study provided the pupils with a better method of understanding subject matter and somehow helped in improving their study habits.

## THE MOTIVATING TECHNIQUES

In education the word motivation means any means used by teachers to arouse interest in the lesson or subject matter. Motivation plays an important roll in the teaching process. Sound motivation results in eager contributions from the students to the lesson.

Mr. James Hemming has presented to us five types of motivating techniques as an aid to teachers:

1- Contrast of Then and Now; Near and Far.

This means comparison of things now and then.

Contrasting things now and in the past.

2- The Evolutionary Approach.

Present material in a consequence order, showing relationships between the past, the present, and the future.

3- Striking Relationships.

Use of striking relationships to attract the attention of the class.

4- Personalization and Projection.

Making subject matter personal. Identify <sup>ing</sup> pupils with subject matter.

5- The problem approach presenting subject matter in a problem form to be solved.<sup>1</sup>

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<sup>1</sup> Material taken from James Hemming, The Teaching of Social Studies. PP. 35-40

~~The~~ Motivation techniques can be formal or informal, ~~formal~~ when it is planned ahead of time, by the teacher, informal when it comes out spontaneously in the lesson.

I made use of these techniques ~~an~~ many occasions, for example the following:

In introducing the unit course of study on Napoleon's place in Modern History, I utilized the evolutionary approach, and showed the relationship between the new unit and the old one. It turned out to be highly successful.

In one lesson the personalization method was implied. Three pupils were asked to identify themselves with Napoleon. One girl introduced to the girls her Prussian Campaign, another presented the Peace of Tilsit signed between France, Russia and Prussia. The third girl narrated her future plans for expansion. <sup>The</sup> Responsibility of the lesson was entrusted to the three pupils. They carried on the lesson of that day. The teacher was a supervisor watching out for any misinterpretation or misunderstanding to clear up. The pupils enjoyed this activity very much.

Exhibition of pictures before starting the lesson is a kind of motivation. Appendixes 'A', 'C', 'E', 'F', 'J' and 'L' are samples of such.

A good idea is to open the lesson by reading a statement to motivate thinking and stimulate interest. The following statement once served this purpose: "Napoleon was characterized by skill, energy, intelligence, <sup>The</sup> purity of his

military administration, his dislikes of the Aristocrats and his disregard for his own private interests".<sup>1</sup>

Other devices as films, anecdotes and novels of the Napoleonic period were used as means of motivation.<sup>2</sup>

All these techniques were found helpful in arousing the pupils' curiosity and holding their attention further.

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1 IOC. Cit., on P. 16 of the thesis.

2 See Appendixes K,P. 79 , 'I' P. 76

EVALUATION OF MY EXPERIENCE  
OF  
PRACTICE TEACHING

## EVALUATION OF MY EXPERIENCE OF PRACTICE TEACHING

I looked forward with much expectation to the beginning of my practice teaching. I felt the long-awaited experience was going to be the test for all the theories that had accumulated in my mind. These theories were the result of numerous courses, lectures, and research work done during the four years at College.

Up to that time, I had depended on the second-hand experiences of other people in education, but now, the time had come for me to have my own first hand experience as a pedagogue. I was sure there would be pitfalls in my way; this, however, did not discourage me, for by trial and error humanity has learned some of its most valuable lessons. I was eager to start my practice teaching, though I feared the first meeting of a class of curious and undoubtedly critical pupils.

After experience in the classroom I found that the application of theories is not as easy as one thinks. Many obstacles and limitations hinder one from utilizing all useful data at hand. This was the case with me, although I had the privilege of doing my practice teaching in a school which is aiming to abolish traditional methods of education - The American School for Girls which is known for being<sup>as</sup> one of the best schools in Lebanon.

In an evaluation of a school system it is logical to point out any serious handicaps or limitations during the term of practice teaching.

The first limitation was that although subject matter was considered mainly as a means to an end, yet the teacher's apparent aim was to make pupils master their subject matter, with little attention given to the development of the pupils' individual personalities. This practice was contradictory to my personal philosophy of education, one part of which states that subject matter should in practice also be a means to an end. I endeavoured therefore to influence the pupils' attitudes on this point, and stressed personality development and emotional adjustment in the classroom, without neglecting textbook mastery.

A small variety of modern principles and methods of education were used, which I thought would not arouse opposition on the part of the pupils. Introduction of these methods was made through an evolutionary approach, avoiding a sudden change.

In following this policy, modern techniques were used peacefully with only a little objection from few pupils at the beginning. Finally, these objections disappeared altogether and a full cooperation from all members of the class ensued.

A teacher to be professionally successful must try to



understand her pupils. She accepts them as they are and works with them to improve them. The means towards understanding pupils can be achieved by observation of students, by interviews and through study of the accumulative records of pupils.

An additional duty of the teacher is her responsibility to respect individuality. She bases subject matter on individual differences to meet the interest and needs of all pupils. At the same time the teacher should encourage initiative and creativity among her groups.

A wise teacher should utilize a variety of methods in teaching any subject, no matter what the cost in her time and efforts. In doing that <sup>the</sup> teacher should be careful enough to select the methods that conform with the ability of her pupils and go in accordance with their interests; otherwise, her methods would be ineffective.

From personal experience I believe that any type of informal method whether discussion, lecture or recitation is more fruitful than formal methods used.

Informal and democratic procedures in the classroom proved to be very successful. They result in enthusiastic and active participation of students in the lesson. They establish friendly attitudes between all members of the class, as well as between the teacher and the pupils. The teacher is a guide or an advisor for the pupils. Thus,

teacher and pupils worked on common goals or aims, to the benefit of the whole group.

Another limitation was lack of good equipment, such as a classroom bulletin board, adequate school library, spacious classroom, and enough illustrative material and good maps on the unit.

An essential factor of practice teaching is that a student teacher should gradually hold the whole responsibility of the class. Ideally, a student teacher can do the following before real practice teaching starts:

- 1- Studying carefully the pupils in the classroom
- 2- Administering tests.
- 3- Planning a series of lessons.
- 4- Constructing examinations.
- 5- Marking papers.
- 6- Serving as a substitute teacher.
- 7- Teaching a small group when the whole group is divided.
- 8- Collecting supplementary material.
- 9- Taking charge of the bulletin board.
- 10- Assisting in supervision of extra curricular activities.
- 11- Coaching plays and directing assembly programme."<sup>1</sup>

In my situation, the first six weeks were spent in observation, correcting papers, studying pupils and

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<sup>1</sup> Raleigh, Schorling, Student Teaching, P. 8-9.

supplementing material. At the end of this period, my real practice teaching started. With this, all my time and efforts were directed to ~~planning~~<sup>making</sup> the daily lesson plans carefully; to selecting supplementary material for the textbook; and to searching for illustrative material, reference books related to the unit and to the project.

All this was carried out under the supervision and guidance of Miss Hershberger, my education teacher, and Miss Huda Sukkar, my critique teacher.

There is an Arabic proverb which says "one year of experience is better than two years of study" (اختبار سنة ولا علم سنتين). In fact this is true; through practice teaching I had the privilege of concrete experience in education besides theoretical. I realized that teaching is more than telling. Teaching is a process of preparation, presentation, guidance, and evaluation. I discovered that even though the teaching job is difficult and requires much time and planning, it gives one many satisfactions and rewards.

In conclusion, practice teaching is a significant phase in teacher-preparation. With it begins a new era of one's life and the "green light" to one's career.

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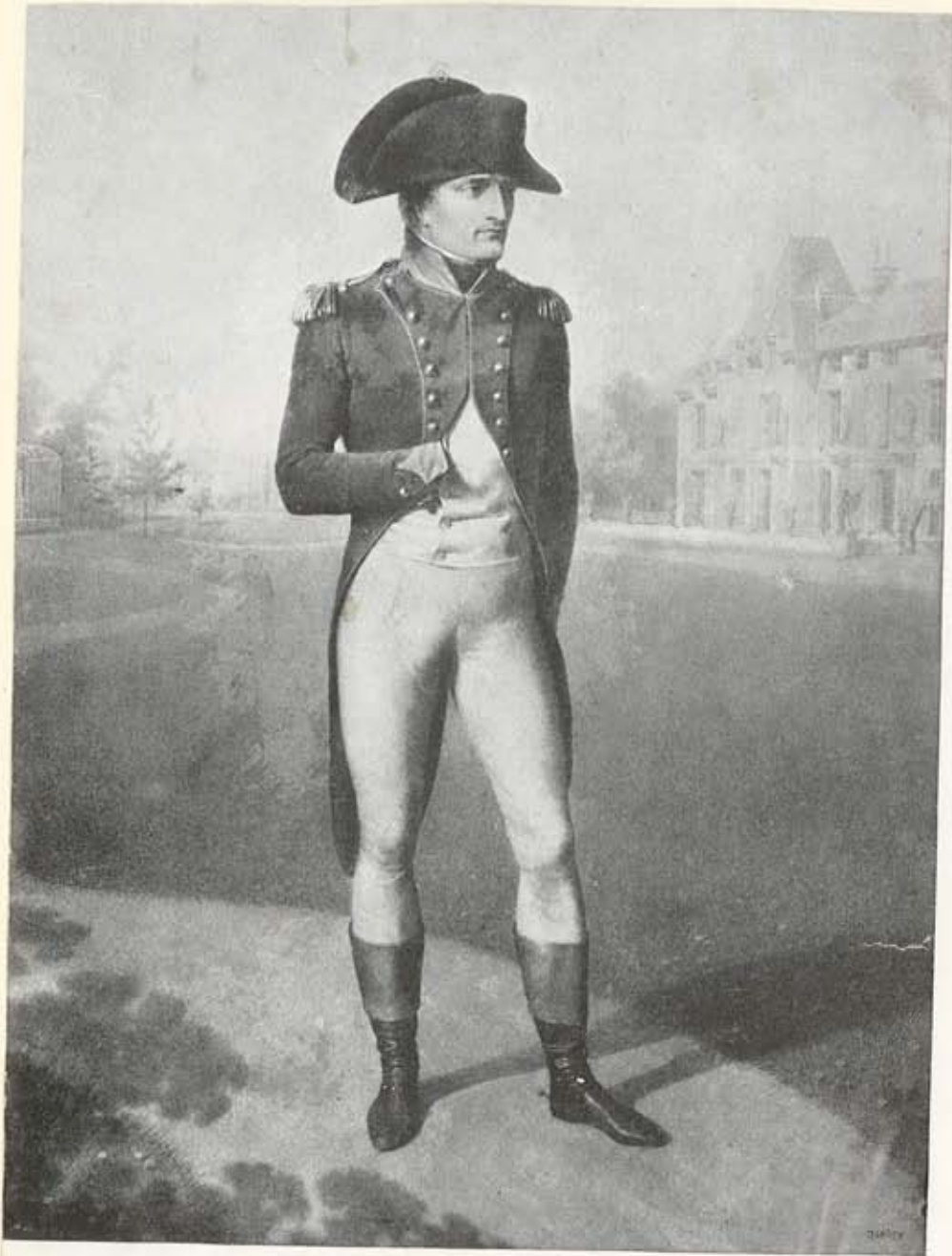
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APPENDIX

APPENDIX 'A'



GENERAL BONAPARTE. By the French painter, Isabey. Napoleon as First Consul shortly before he became emperor. (Alinari)



APPENDIX 'A'



Appendix 'A'<sup>2</sup> - Pictures of Napoleon and Marie Louisa.

APPENDIX 'A'



Appendix 'A',<sup>3</sup> - Napoleon on his way to Italian Campaign.

## APPENDIX 'B'

### BIOGRAPHY OF NAPOLEON<sup>1</sup>

#### Origin:

Napoleon Bonaparte was born at Ajaccio in the island of Corsica on the 15th of August, 1769. He was descended from Italian ancestors. His native language was Italian. His father, Charles, was an advocate of good reputation, of an impoverished family which claimed the honours of nobility. His mother, Letitia Ramolini, was known for her beauty and strength of mind. As for his infancy here is a quotation describing it. "Napoleon was remarkable for obstinacy, curiosity, was high spirited, quarrelsome, imperious, and fond of solitude."<sup>2</sup>

#### Education:

When Napoleon was ten years old he was taken to France by his father and enrolled in the military school of Brienne, where he remained 6 years. He spoke only Italian when he reached Brienne but soon mastered the French Language. In 1783 he was sent to the Royal Military School at Paris. On completing his course in the military school Bonaparte was made second Lieutenant at Valance 1785. He was interested in history, Latin, literature and mathematics.

#### Youth:

In the beginning of 1792 he became Captain of artillery

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1 See the bibliography of this biography on P. 15 of the thesis.

2 Lockhart, OP. Cit., P.2

in Paris mainly as a reward for his services in the recapture of Toulon. He was suspected as a partisan of Robespierre. In consequence he was arrested but was soon released. In 1793 while he was seeking a job in Paris he was called to defend the Tuileries. He succeeded in that, then the ~~new~~ government of <sup>the</sup> Directory which he had helped into power gave him further promotion, appointed him to command the armies in Italy. He left his newly-wed wife Josephine and moved to Italy to carry on the work against the Prussians. By that time he was only 25 years old. This marks a turning point in his career, as we shall see in the new unit.

APPENDIX 'C'

PICTURES OF NAPOLEON AND HIS FAMILY<sup>1</sup>

Volume I

- |    |                       |        |
|----|-----------------------|--------|
| 1- | Napoleon I            | Page 1 |
| 2- | Letitia Ramolini      | Page 2 |
| 3- | The Empress Josephine | Page 6 |

Volume II

- |    |                          |          |
|----|--------------------------|----------|
| 1- | Napoleon I               | Page 1   |
| 2- | The Empress Maria Louisa | Page 228 |

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| 1- | The Empress Josephine | Page 1 |
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<sup>1</sup> Pictures found in Phipps, OP. Cit., Vol.(s) I, II, III.

APPENDIX 'D'

INCIDENT OF THE FRENCH CAMP<sup>1</sup>

You know, we French storm'd Ratisbon:

    A mile or so away,  
On a little mound, Napoleon  
    Stood on our storming-day;  
With neck out-thrust, you fancy how,  
    Legs wide, arms locked behind,  
As if to balance the prone brow  
    Oppressive with its mind.

Just as perhaps he mused "My plans  
    That soar, to earth may fall,  
Let once my army-leader Lannes  
    Waver at yonder wall,"-  
Out 'twixt the battery-smokes there flew  
    A rider, bound on bound,  
Full-galoping; nor bridle drew  
    Until he reached the mound.

Then off there flung in smiling joy,  
    And held himself erect  
By just his horse's mane, a boy:  
    You hardly could suspect -  
(So tight he kept his lips compressed,  
    Scarce any blood came through)  
You look'd twice ere you saw his breast  
    Was all but shot in two.

"Well," cried he, "Emperor, by God's grace  
    We've got you Ratisbon!

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1 Poem found in Laughlin, Hugh C., Select Poems of Robert Browning. P. 41-43, New York, D. Appleton and Company, 1912.

The Marshal's in the market-place,  
And you'll be there anon  
To see your flag-bird flap his vans  
Where I, to heart's desire,  
Perched him!" The chief's eye flashed; his plans  
Soared up again like fire.

The chief's eye flashed; but presently  
Softened itself, as sheathes  
A film the mother-eagle's eye  
When her bruised eaglet breathes;  
"You're wounded!" "Nay," the soldier's pride  
Touched to the quick, he said:  
"I'm killed, Sire!" And his chief beside,  
Smiling the boy fell dead.

APPENDIX 'E'

PICTURES OF NAPOLEON'S GENERALS<sup>1</sup>

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| 1- General Duroc | Page 334 |
| 2- Tallyrand     | Page 300 |

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| 1- General Moreau | Page 60 |
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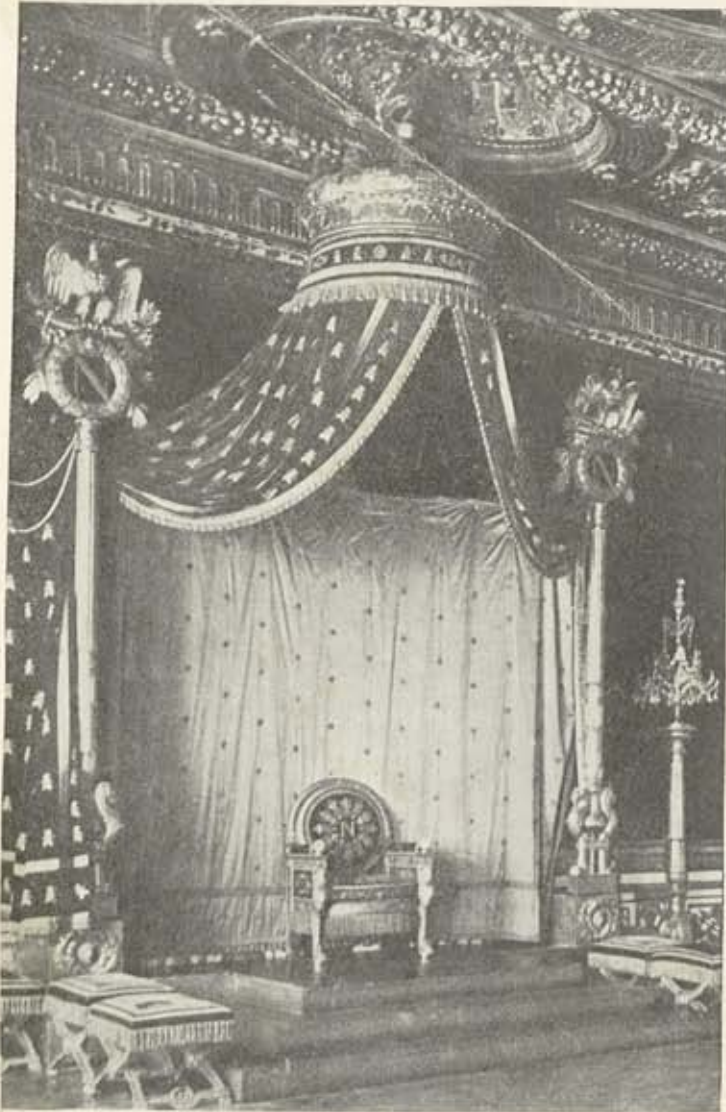
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<sup>1</sup> Picture found in Phipps OP.Cit., Vol.(s) I, II.



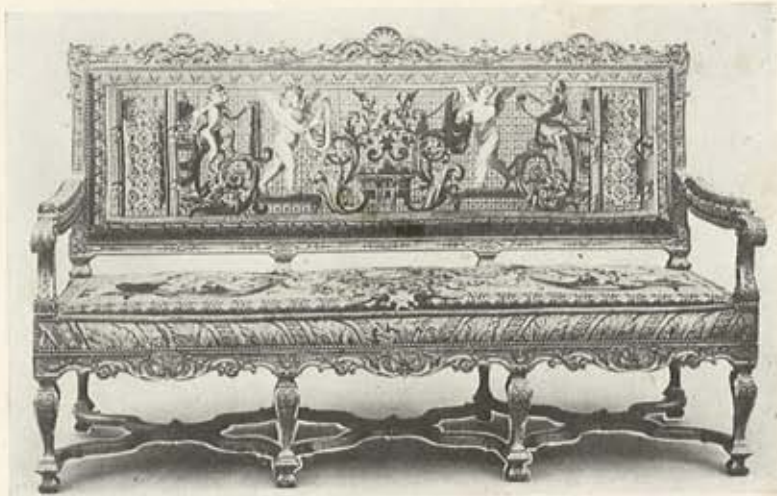
APPENDIX 'F'

PICTURES OF FURNITURE OF FRANCE IN THE 18th CENTURY



The Empire style. Napoleon's throne room at Fontainebleau

APPENDIX 'F'



A typical Louis XIV sofa upholstered in tapestry, designed in the manner of Berain



A finely carved Louis XIV table of gilded wood with marble top, from the Château de Vaux

APPENDIX 'F'



A typical drop-front desk of the Empire period, showing the round pillars, vertical form, and ornolu mounts



A Louis XV armchair with cane seat and back



Louis XV armchair of walnut, upholstered with tapestry



Louis XVI parlor in the Hotel Manhattan, New York. A good example of the modern application of the style

APPENDIX 'G'

MAP OF EUROPE IN 1810



*Note to the Student:* The Rhine boundary, the ancient goal of French ambition, was reasonably assured before Napoleon came to power. Observe how his policy led to 1) untenable conquests and 2) insecure dependencies. *Conquests:* Holland, German Coast (Hamburg, Bremen,

Lubeck), Western Italy (Piedmont, Tuscany, Papal States), Illyrian Provinces. *Dependencies:* Confederation of the Rhine, Duchy of Warsaw, Helvetic Republic, Kingdom of Italy (Eugene Beauharnais), Naples (Joseph Bonaparte, Murat), Spain (Joseph).

APPENDIX 'H'

REFERENCE FOR THE PROJECT OF FURNITURE AND COSTUMES  
OF FRANCE IN THE 18TH CENTURE

- 1- Dyer, Walter A., Handbook of Furniture Styles, New York, The Century Company, 1918.
- 2- Evans, Mary A.M. Costume Throughout the Ages. London, Chicago, J.B. Lippincott Company, 1938.
- 3- Miller, Gladys., Decoratively Speaking. New York, Doubleday Doran and Company, 1939.
- 4- Moore, Doris Langley., The Woman in Fashion. New York, London, Sydney, B.F. Bats Ford Ltd.
- 5- Laver, James., Taste and Fashion. London, Toronto, Sydney, George G. Harrap and Company Ltd., 1945.
- 6- Lewis, Ethel., Decorating the Home. New York, The MacMillan Company, 1942.
- 7- Litchfield, Frederick., Illustrated History of Furniture. Boston, The Medicine Society of America, 775 Boyleston St. 1922.
- 8- Walcup, Fairfax Proudif., Dressing the Part. New York, Appleton - Century. Crofts - Inc. 1950.
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- 10- Wilcox, Juner., The Mode in Costume. New York, Charles Scribner's Sons, 1948.

APPENDIX 'I'

NOVELS OF THE NAPOLEONIC PERIOD

- 1- Dumas, Alexandre, The Count of Mounte Cristo; 2 Vols.  
London, J.M. Dent and Sons Ltd., New York. E.P.  
Dutton and Co. Inc. 1938.
- 2- Hardy, Thomas. The Dynasts. London, Macmillan, 1926.
- 3- Thackeray, William. Vanity Fair. 3 Vols. 1926.
- 4- Tolstoi, Lyof N., War and Peace. New York, Thomas  
Y. Crowell Co. 1899.



APPENDIX 'J'

PICTURES ON THE NAPOLEONIC PERIOD<sup>1</sup>

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1 Pictures found in William Milligan Sloane, The Life of Napoleon Vol. I.

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1 Anecdotes found in Ludwig, Emil. Napoleon.

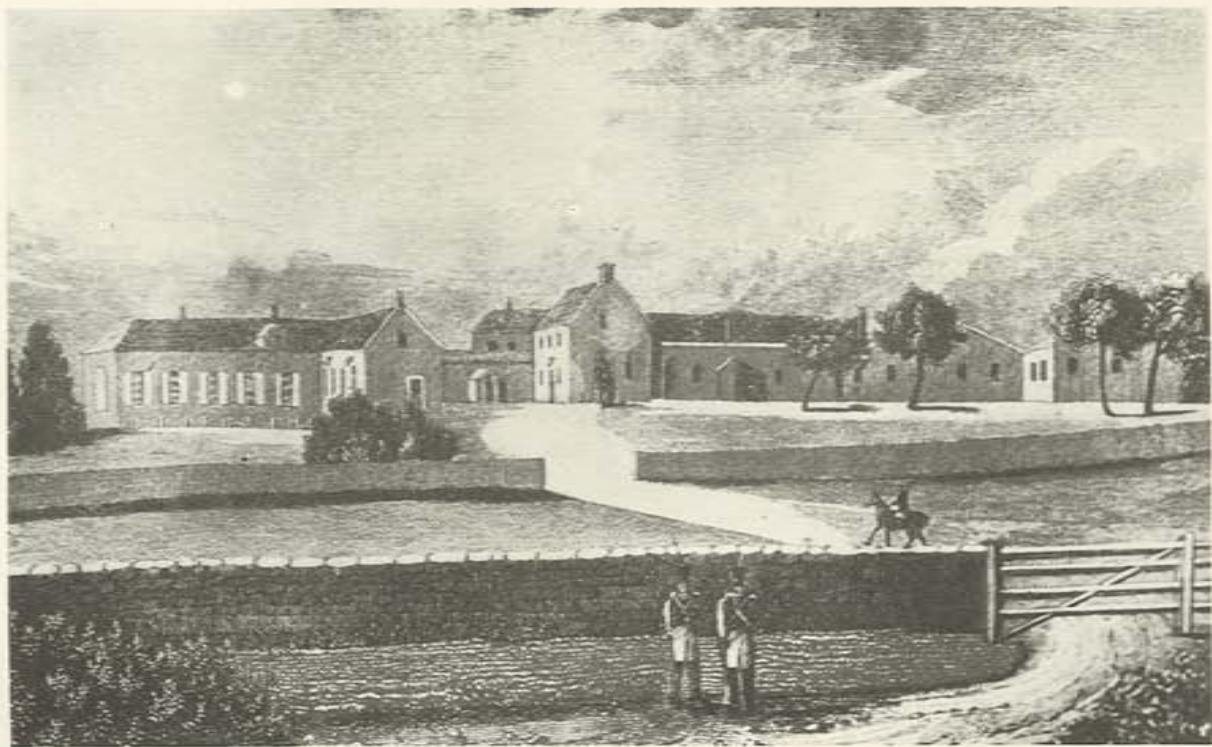
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1 Pictures found in Aubry, Octave, St. Helennal.



LONGWOOD, ST. HELENA, IN THE TIME OF NAPOLEON  
From an Old Drawing