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Esercizi di storia medievale di A. Lalomia Premessa Si propongono in questa sede otto esercizi su argomenti di Storia che in genere vengono affrontati in terza superiore (prima liceo classico).

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Esercizio di storia medievale di A. Lalomia Premessa Si propone in questa sede un esercizio di storia medievale basato esclusivamente su immagini, una proceduraancora poco seguita nella scuola italiana, e a torto.

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Erasmus reached England after a stay in Italy early in the summer of 1510. Soon afterwards, in Thomas More's house at Bucklersbury, he rapidly wrote his famous satire, the Encomium Moriae, or "Praise of Folly," in which Folly celebrates her own praises as the great source of human pleasures. He had been meditating this piece on the long journey from Rome: it is a kaleidoscope of his experiences in Italy, and of earlier memories. As to the title, Moria, the Greek word for "folly," was a playful allusion, of course, to the name of his wise and witty host. This "Praise of Folly" is a satire, not only in the modern but in the original sense of that word—a medley. All classes, all callings, are sportively viewed on the weak side. But in relation to the author's own life and times, the most important topics are the various abuses in the Church, the pedantries of the school-men, and the selfish wars of kings. If this eloquent Folly, as Erasmus presents her, most often wears the mocking smile of Lucian or Voltaire, there are moments also when she wields the terrible lash of Juvenal or of Swift. The popularity of the satire, throughout Europe, was boundless. The mask of jest which it wore was its safeguard; how undignified, how absurd it would have been for a Pope or a King to care what was said by Folly! And, just for that reason, the Encomium Moriae must be reckoned among the forces which prepared the Reformation.

Since unification in 1860, Italy has remained bitterly divided between the rich North and the underdeveloped South. This book examines the historical, literary, and cultural contexts that have informed and inflamed the debate on the Southern Question for over a century. It brings together analysis of cinema, literature, and newspaper archives to reconsider the myths and stereotypes that both Northerners and Southerners deploy in their narratives. Salvatore DiMaria offers a masterful assessment of the entangled issues that have produced the South ' s image as impoverished and backwards, such as organized crime, illiteracy, and mass emigration. Documenting the state ' s largely failed efforts to bring the South into its socio-economic fold, DiMaria also points to the future, arguing that the European Union and globalization are transformative forces that may finally produce a unified Italy.

The Fourth International Conference on the History of Mathematics Education was hosted by Academy of Sciences and University of Turin (Italy). About 50 senior and junior researchers from 16 countries met for four days to talk about one topic: the history of mathematics education. In total 44 contributions were presented. The themes were Ideas, people and movements, Transmission of ideas, Teacher education, Geometry and textbooks, Textbooks – changes and origins, Curriculum and reform, Teaching in special institutions, and Teaching of geometry. In this volume you find 28 of the papers, all of them peer-reviewed. Since the first international conference on the history of mathematics education, the aim has been to develop this area of research, to attract more researchers and provide new insights that stimulate further " digging ". It is therefore very pleasing that so many new young researchers joined the conference, presenting results from ongoing or recently finished PhD projects. This makes us confident about a prosperous future of this research area as we look forward to the Fifth International Conference on the History of Mathematics Education, to be held in Utrecht, the Netherlands, in September 2017. Previous international conferences on the history of mathematics education: 2009 in Garðabær (Iceland) 2011 in Lisbon (Portugal) 2013 in Uppsala (Sweden)

An introduction to the sources, methods and theories most used by historians, this book explores the origins of the idea of the 'middle ages' and its development in Renaissance and modern European historical discourse, the problem of periodisation and the principal themes of modern historiography.

With one of the richest archaeological records and most complicated histories in the Mediterranean, Sardinia provides an important laboratory for studying the interaction of indigenous societies and outside forces in a partly isolated geographical context. Stephen L. Dyson and Robert J. Rowland, Jr. use both material culture and written documents to reconstruct the social and economic processes of an island society that showed both cultural creativity and continuity but responded to invasions from the Phoenicians through the Romans to the Aragonese. This first accessible reconstruction of island archaeology provides a balanced picture of the sweep of Sardinian history.

This volume examines how the history of mathematics can find application in the teaching of mathematics itself. This volume provides essential guidance for transforming mathematics learning in schools through the use of innovative technology, pedagogy, and curriculum. It presents clear, rigorous evidence of the impact technology can have in improving students learning of important yet complex mathematical concepts – and goes beyond a focus on technology alone to clearly explain how teacher professional development, pedagogy, curriculum, and student participation and identity each play an essential role in transforming mathematics classrooms with technology. Further, evidence of effectiveness is complemented by insightful case studies of how key factors lead to enhancing learning, including the contributions of design research, classroom discourse, and meaningful assessment. The volume organizes over 15 years of sustained research by multiple investigators in different states and countries who together developed an approach called "SimCalc" that radically transforms how Algebra and Calculus are taught. The SimCalc program engages students around simulated motions, such as races on a soccer field, and builds understanding using visual representations such as graphs, and familiar representations such as stories to help students to develop meaning for more abstract mathematical symbols. Further, the SimCalc program leverages classroom wireless networks to increase participation by all students in doing, talking about, and reflecting on mathematics. Unlike many technology programs, SimCalc research shows the benefits of balanced attention to curriculum, pedagogy, teacher professional development, assessment and technology – and has proven effectiveness results at the scale of hundreds of schools and classrooms. Combining the findings of multiple investigators in one accessible volume reveals the depth and breadth of the research program, and engages readers interested in:
* Engaging students in deeply learning the important concepts in mathematics
* Designing innovative curriculum, software, and professional development
* Effective uses of technology to improve mathematics education
* Creating integrated systems of teaching that transform mathematics classrooms
* Scaling up new pedagogies to hundreds of schools and classrooms
* Conducting research that really matters for the future of mathematics learning
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Against a background of controversy surrounding the teaching of history, this reader gathers the current thoughts of the leading practitioners. The development of school history up to the national curriculum and beyond is traced, and the main issues concerning history teachers today are examined. These issues include access to history, the definition of 'British' history in a multicultural society, gender and the place of history with the humanities. Progression and attainment are discussed as is the development of pupil's historical understanding, and practical approaches to teaching history to 11-18 level pupils are explored.

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