

Defining Like a Historian:

A Middle School Social Studies Writing Intervention

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Abstract

The purpose of this Action Research Paper was to discover and implement effective strategies to improve the skill of articulating the importance of historical terms in a middle school setting. The study focused on three male, Latino, ELL 8th grade Social Studies students at San Miguel School in Washington, D.C. The focal students had the lowest grades in Social Studies and the highest number of missing and/or incomplete Social Studies assignments in the first weeks of their third quarter. During my 11 weeks of full control, I implemented four strategies: (1) Direct instruction of Mandell & Malone (2008)'s Thinking like a Historian (TLH) categories; (2) Guided practice; (3) Written feedback; and (4) Individual Conferences. Pre- and post- data collection indicates a positive correlation between these strategies and the students' (a) overall Social Studies grade; (b) rate of assignment completion; and (c) skill of articulating in writing the importance of historical terms, events, and persons. This paper includes: the author's personal philosophy statement, detailed description of the data collection, student artifacts, and concludes with the author's reflection on her overall experience of student teaching at San Miguel School.

Introduction

In September 2018, I began an observational practicum in a Social Studies classroom at a private, all-boys middle school in Washington, D.C. as part of the Master's Social Studies Secondary Education program at the Catholic University of America (CU). Four months later, I began a student teaching practicum in the same classroom and with the same cooperating teaching teacher. We identified as an area of particular weakness the students' poor ability to articulate the importance of historical events, terms, and persons. Students could repeat definitions and supporting details from the history textbook, but the students presented low-level historical thinking skills: they struggled to explain why historical events, terms, and persons were important. This paper presents and summarizes the process of identifying the learning needs of this particular population of low-performing, middle-school English Language Learners to bolster their historical thinking skills, in particular the ability to articulate the importance of historical events, terms, and persons. In other words, students were defining terms, but they were not defining them *like historians*, that is, using the discipline-specific modes of thinking and writing proper to historical investigation. My appraisal of the students' learning needs, intervention strategies, implementation and the interpretation of results, and transformative reflection in this paper follow CU's Conceptual Framework.

Personal Instructional Philosophy

"You will know the truth, and the truth will make you free" (John 8:32). The purpose of education is to lead people into the joy of living fully in the truth. Human beings are persons created in the image of God (Genesis 1:26-27), on the way toward perfect union with God and others in eternal life. The purpose of education in this light is twofold: to form the person in this

life for this life and for eternal life. As an educator, my role is to assist young men and women in becoming who God created them to be. Put another way, I am cooperating in the work of forming saints. My perspective on the nature of the human person and God are informed by Christian revelation with St. Thomas Aquinas as a preeminent spokesman of that tradition. My perspective on my role as an educator is inseparable from my vocation as a consecrated woman religious in the Order of Preachers, founded by St. Dominic. This Order exists for the purpose of the study, preaching, contemplation and communal living of the Truth of Jesus Christ. My first role as a teaching Sister is to love my students a spiritual mother, and to pray for them.

My philosophical first principles are realist: reality exists outside of me, and human reason makes it possible to investigate that reality and to arrive at true, albeit limited knowledge about that reality. The universe is worth investigating because it is intelligible (it can be known) and because it is good (it is desirable). The universe is intelligible and good because the God who is its first cause is wise and good. Human beings are a strangely fascinating part of this universe because they reason and do all sorts of reasonable and unreasonable things that are inconceivable for the rest of the non-reasoning universe.

From here, philosophy gives way to revealed truth and I add that God, who utterly transcends the universe, is intimately present to it by sustaining it in being and directing all things by His providence. Furthermore, human beings are His image and likeness, mortally wounded by a disaster at the dawn of human existence (original sin) but redeemed when God intervened in history to reveal Himself gradually to the human race, culminating in becoming man Himself. This makes human beings infinitely more heartbreaking, infinitely more interesting, and infinitely more wonderful to get to know than they were on philosophy's terms

alone. Not only are human beings more heartbreaking, more interesting, and more wonderful in themselves, but also insofar as the universe is created by God and sustained by His providence, the history of the universe and human history reveal something of God's own being, even if the designs of providence most often elude our definitive interpretation. The fact that human beings and nations often (mis-)identify God's will with their own personal or national projects is not an argument against God's personal involvement in history, but rather an argument for epistemic and personal humility. Finally, because human beings are rational and the universe intelligible, we desire to know and are capable of knowing objective truth, including objective truth about God and morality. Because all human beings share a common humanity, there are absolute truths across all times and places that are knowable and valid for human beings in any times and place. This does not position the student of the past as the judge of persons in the past; rather, it gives the student of the past common ground on which to converse intelligently with persons the past, even if this conversation is necessarily rather one-sided, the persons from the past being present for the conversation by way of texts and other artifacts. Thus my philosophy of history education takes the reality of God and human agency seriously.

My overall philosophy of teaching is deeply indebted to the life and thought of St. Thomas Aquinas. St. Thomas ponders the question of how teaching occurs and what passes between student and teacher in the process of teaching with great insight into human psychology. Learning, he believes, occurs when a person acquires new knowledge that he did not previously have. All knowledge begins with the senses (what is seen, heard, touched, etc.) and is then appropriated into the subject, who compares and integrates it with what he already knows (*De Veritate* q. 2 art. 3). In this respect his view is similar to that of constructivism, which sees the

importance of personal experience, the activation of prior knowledge and the assimilation of new information into what was previously known as central elements in the process of student learning (Martin & Loomis, 2014). For St. Thomas, new knowledge can come either from experience or through another person's knowledge, that is, through being taught by another: "In one way, natural reason by itself reaches knowledge of unknown things, and this way is called *discovery*; in the other way, when someone else aids the learner's natural reason, and this called learning by instruction" (Aquinas, 1952).

In the case of learning by instruction, St. Thomas does not imagine the student as a vessel who is being passively filled by the teacher. The image that he uses is that of a physician: a physician in treating a sick person supplies necessary remedies to enable the person's own natural health to work on its own, and the healing comes partly from the outside and partly from an interior cause, namely, the patient's body assimilating the cure and healing. So it is when someone teaches: the teacher supplies examples to illustrate difficult principles, they model the reasoning that takes one from general knowledge to specific conclusions, and then the student by an interior process of reasoning and comparison with what is previously known, comes to share in the teacher's knowledge. It is the activity student's own reasoning process that generates knowledge as opposed to belief or opinion. "Therefore, just as the doctor is said to heal a patient through the activity of nature, so a man is said to cause knowledge in another through the activity of the learner's own natural reason, and this is teaching" (Aquinas, 1952). Such a view of instruction is neither fully teacher-centered, nor student-centered; the teacher is neither merely the guide on the side nor merely the sage on the stage. Teaching only occurs when there is a synergy between the reasoning activity of the teacher and that of the student (Brennan, 2018).

The goal of history education for me, why I want to study history and what I want to give my students, is the opportunity provided by the study of the past to wrestle with the big questions: who and what are human beings, what does it mean to be human, how did we get here, and where do we go from here? If wisdom is the fruit of experience, then surely a person becomes wiser by reflecting not only on her own experiences, but on those of others. What English journalist and committed democrat G. K. Chesterton wrote of tradition applies equally to history:

Tradition may be defined as an extension of the franchise. Tradition means giving votes to the most obscure of all classes, our ancestors. It is the democracy of the dead. Tradition refuses to submit to the small and arrogant oligarchy of those who merely happen to be walking about. All democrats object to men being disqualified by the accident of birth; tradition objects to their being disqualified by the accident of death. Democracy tells us not to neglect a good man's opinion, even if he is our groom; tradition asks us not to neglect a good man's opinion, even if he is our father. I, at any rate, cannot separate the two ideas of democracy and tradition; it seems evident to me that they are the same idea.

To study history is to learn from the experiences of others, even if those others are ordinary, old, or dead. So much of the modern myth of progress is just presentism in disguise. It is humbler and therefore also wiser to listen to the voices of the past.

In fact that these others are so very *other* makes them not irrelevant, but in a certain sense the most relevant, necessary, and novel. C. S. Lewis's essay "On the reading of old books" has been a foundational text for my thinking about the why and how of studying history. He explains

that each age has its characteristic assumptions, and only the encounter with another age with its different assumptions can shake a person into critically examining his own assumptions, which are the assumptions of his age:

Every age has its own outlook. It is especially good at seeing certain truths and specially liable to make certain mistakes. We all, therefore, need the books that will correct the characteristic mistakes of our own period. And that means the old books. All contemporary writers share to some extent the contemporary outlook—even those, like myself, who seem most opposed to it. Nothing strikes me more when I read the controversies of past ages than the fact that both sides were usually assuming without question a good deal which we should now absolutely deny. They thought that they were as completely opposed as two sides could be, but in fact they were all the time secretly united—united with each other and against earlier and later ages—by a great mass of common assumptions...The only palliative is to keep the clean sea breeze of the centuries blowing through our minds, and this can be done only by reading old books. Not, of course, that there is any magic about the past. People were no cleverer then than they are now; they made as many mistakes as we. But not the same mistakes. They will not flatter us in the errors we are already committing; and their own errors, being now open and palpable, will not endanger us. Two heads are better than one, not because either is infallible, but because they are unlikely to go wrong in the same direction. To be sure, the books of the future would be just as good a corrective as the books of the past, but unfortunately we cannot get at them.

Reading “old books” and listening to the voices of past ages are an ideal corrective to the characteristic blindness of our own age, because their blind spots and their clear-sighted spots are different than ours, and both their blindness and the clarity help reveal us to ourselves.

Additionally, Lewis as an English Literature tutor found that the “old books” are often a great deal more accessible and interesting to the beginner than contemporary commentaries on them:

There is a strange idea abroad that in every subject the ancient books should be read only by the professionals, and that the amateur should content himself with the modern books... But if he only knew, the great man, just because of his greatness, is much more intelligible than his modern commentator. The simplest student will be able to understand, if not all, yet a very great deal of what Plato said; but hardly anyone can understand some modern books on Platonism. It has always therefore been one of my main endeavours as a teacher to persuade the young that firsthand knowledge is not only more worth acquiring than secondhand knowledge, but is usually much easier and more delightful to acquire.

I share with Lewis, Lesh (2009), and Davidson & Lytle (2009), the view that the most interesting and authentic way to learn about the past is to encounter the past, through the sources. In other words, the best way to learn history is to do history. A high school history class does not necessarily aim to prepare students to become historians, but it does prepare them to understand the past and the present on their own terms, to put sources in conversation with one another, to grapple with multiple perspectives, and to ask who, where, when, how, and most importantly why a text or other source was composed, and what did it do. Wineburg’s repeated proposal that

historical thinking is an unnatural act that requires explicit instruction and practice resonates with me (1991, 2001, 2007). I have seen in myself, in my own students, and on my various practicum sites that it is much easier to read a text for comprehension (“What is this saying?”) than it is to think as a historian. As Wineburg points out, the latter involves the “unnatural” epistemic acts. “Historical thinking requires an orientation to the past informed by disciplinary canons of evidence and rules of argument.” The historian painstakingly assembles documentary evidence and other sources and then interrogates them relentlessly, “by checking sources, corroborating evidence and verifying facts to arrive at a tentative narrative” (Wineburg, 2007). The resulting narrative is tentative on questions of interpretation, but it is through these means that the student of history is able to begin to understand the past, and in understanding the past is able to return with new wisdom to the big questions: who and what are human beings, what does it mean to be human, how did we get here, and where do we go from here?

This approach of teaching history as *doing* history is more appropriate for secondary than for elementary students. As noted by Pernould (1975), history education for young children history comes mainly through an accumulation of “true stories,” and then graduates to learn history through encountering and analyzing multiple accounts for older students. Learning the teacher’s or the textbook’s summary of past events is history education at its lowest level, yet for there to be breadth as well as depth to history education, direct teaching and summary is inescapable. Also inescapable is the constant tension between the incalculably huge amount of material to teach and the very finite time that teachers and students have to prepare and study the material. However much a teacher strives to expose her students to the whole past, he can only select a pitifully tiny slice of it to offer his students. How to make that slice sufficiently

representative of the whole and yet also sufficiently consumable in a finite time for beginner historians will be a constant stretch for me as a history teacher. Facing the time-consuming difficulties of the source-based approaches of Pernoud (1975) Lesh (2009), Wineburg (1991, 2001, 2007), Davidson and Lytle (2009), the temptation to reduce history to summarizing people and events, memorizing facts, and opining about the past will be real, but teaching students to think historically will be worth the effort. Again, with St. Thomas, students are only learning when the teacher leads them to reason and reach conclusions on their own. Applied to history, this means that students learn history when the teacher leads them to discover the persons and events of the past by thinking historically.

Because knowledge is acquired both through personal discovery and through other persons, a variety of methods should be used. Different students learn differently and have different strengths and weakness; instruction should allow each student to use what she is strong in and strengthen what she is weak in. Lecture, discussion, debate, use of technology, artistic and creative projects, writing, modelling and direct instruction of study skills, note-taking, social etiquette, and the virtues are all important. I have seen, and my students have self-reported, that they have had their thinking pushed and their minds opened to the thoughts of others through debates and Socratic-style seminars; that they love asking questions and receiving answers; that they enjoy making video projects; and that they have grown in the practice of virtue through direct instruction, modelling and practice of what the virtues look like and sounds like. It is the responsibility of the teacher to be an expert in their content area, open to adjusting their preferred methods of instruction to the needs of their student population, to get to know the students and their interests, to listen to students and answer their questions, and unfailingly to love and respect

each student. The responsibilities of the student include being open to be stretched by new forms of learning, which is often uncomfortable, to ask questions, to advocate for himself, and to respect himself, the teacher, and his fellow students. The goal of education has been reached ultimately when teacher and student are face to face with the Truth that answers every question, the Beauty that alone can satisfy their desires, and the Love that loves them infinitely: the face of God revealed in the person of Jesus Christ.

On the practical side, my thoughts on managing behavior follow the teachings of the great 19th-century educator St. John Bosco. He based his “preventative system” on the idea that reason, religion, and kindness create the conditions in which problems are prevented before they begin. St. John Bosco understood that young people want to be treated reasonably and kindly, and to respond generously to the love of God. He also believed that the young “must not only be loved; they must also know that they are loved.” I want my classroom to be a happy and peaceful place where we enjoy learning and being together. For this reason, my classroom discipline strategies are more positive and preventative than punitive. Arranging seating to minimize distractions, creating a beautiful physical space in the classroom with art and uplifting quotations to feed the soul, intervening discreetly through physical presence, liberal use of praise to encourage students in making good choices and other successes: these all contribute much more than shaming or “beat-downs” to a classroom where learning is a joy.

I use a variety of instructional strategies, because the more varied the presentation, the more connections that students can make with the content, and the better they will retain the material. Through multimodal content delivery, my students have opportunities to interact with information in various ways: lecture, reading, videos, discussion, writing, individual, pair, and

group work, acting, and other forms of differentiating content and delivery of the content. I have found that students respond enthusiastically to opportunities for debate and Socratic discussion, with the latter being especially fruitful in stimulating inquiry among adolescents. In all these areas, it is essential to teach not only content but also to teach the skills: how to take notes during a lecture, how to debate, how to take notes while reading, how to find the main idea, how to have a scholarly conversation with give-and-take on all sides.

Collaboration with my colleagues has been one of the most enriching opportunities in my teaching practice. My colleagues in English departments have taught me how to incorporate Socratic discussions, a trial activity, and Kahoots into my theology classroom, which were all extremely engaging for me and the students. While I have not yet implemented my ideas for collaborating with a biology teacher on teaching about the Catholic Church's teachings surrounding evolution or human sexuality, or with an English teacher on a joint research paper, or with an art teacher on a joint culture project, discussion, I look forward to doing so in the future. Collaboration with families is truly the heart of the mission of teaching. It is to the parents that God entrusted the primary responsibility of raising and educating the child, and who are, consequently, the first educators of their child. The parents entrust their child to me as a teacher and to the school, but it is not the school's role or my role as a professional educator to replace the parents. It is to collaborate with them in the human and Christian formation of their child, listening to their experience of who their child is, what he needs, what he is like, and most importantly by praying for them.

School Philosophy

My student teaching placement occurred at a private, Catholic, all-boys middle school in Washington, D.C. This site is part of a nation-wide network founded by the Roman Catholic religious order known as the Christian Brothers. As described on the “History & Background” page of its website, the school seeks to “transform lives and break the cycle of poverty,” and

forms students who are hard-working, responsible, and faith-filled young men. X is one of about 50 institutions nationwide known as Nativity and Miguel schools, educating thousands of at-risk, low-income children. As non-tuition-driven schools exclusively serving children living in poverty, X and the other Miguel schools embody daily the Christian Brothers’ charism: “to provide a human and Christian education to the young, especially the poor.”

The charism of the Christian Brothers as described here echoes closely my own Religious Community’s primary apostolate of educating young people in the Truth of Jesus Christ, with a focus on the whole person in all their human and spiritual dimensions.

Of the 93 students who attend my placement school, all of them are boys, 95% are ELL, 90-100% qualify for federal poverty assistance, and 100% are racial minority (Hispanic, Asian, Multiracial, & Ethiopian). Approximately 10-20% of the students are receiving some form of special education services, primary through tutoring. My cooperating teacher, Mr. Williams (not his real name), believes that this school more often than not accomplishes what it sets out to do for the students, equipping them with a quality education for success in high school and beyond.

Family involvement is high at the school. One of the requirements for a student to enroll is that he have at least one family member who is committed to him being there. Parents,

whether they are together or separated, contribute their time to the school in the form of cleaning, driving carpools, maintenance work, tutoring, assisting in field trips and other events, and in other forms of involvement. All of these are counted toward a family's volunteer time. The opportunities to get to know and forge bonds with the students' families is vital, and San Miguel makes this home-school collaboration a major priority.

The school's website describes its curriculum as a "holistic and rigorous academic program." While the school follows Common Core and NCSS standards for Social Studies, Mr. Williams reports a high degree of individual autonomy for the teachers: the curriculum in the humanities is "free flowing," with set standards and yet a wide berth of freedom for the teachers to "teach however he wants." This freedom to teach what he wants to teach, he explained, is what made him want to teach here.

Some changes that have occurred in the school during Mr. Williams' time have been the growth of the student body, which has led to changes in how administration is carried out. The principal delegated some administrative responsibilities to other two individuals, and administrative responsibilities are now shared among them. Mr. Williams also noted that the school has moved to adopt standards, which he said limited his freedom to design his curriculum but also still left him with a great degree of control over what he teaches and how he teaches it. The school is also pushing for the coveted Blue Ribbon status, and he perceived that the school has intensified its standardized testing by aligning their assessments teaching to the standards and to the standardized test. In other words, a certain degree of teaching to the test has intensified in the past few years. The danger here would be that the standards and tests cease to be guides to learning and become the goal of learning, which ultimately dries learning up at the source. I

would rather have a school where students think and are excited to learn than a Blue Ribbon school where the primary focus is priming students to perform on one particular measure of academic competence. No professional educator would boast of sacrificing content mastery for performance on a specific test, yet the essential balance between performance on a specific test and teaching for content mastery is a difficult one to achieve. Ideally, both occur together.

Problematic Situation

This project aimed to improve middle school students' skill of articulating the significance of historical terms in Social Studies. Throughout the course of my observations of Mr. Williams' 7th and 8th grade students, both during the fall semester and during the first weeks of my student teaching practicum, a recurring theme was the generally poor outcomes on an assignment called simply "ID's," short for "identifications." Mr. Williams' Social Studies students are routinely given an assignment called "ID's" in which they are required to use their textbook to find 1) the definition and 2) the importance of teacher-selected identification terms. These terms include vocabulary, events, and people. Students are required to complete this assignment individually and the final version, after opportunities to edit their responses, receives a test grade. Through grading and giving feedback on IDs, I have confirmed that the students rarely demonstrate the skill of articulating the importance of historical terms. Most often, they repeat the definition or include information that belongs in the definition. Another frequent mistake is to state a fact that they have not stated in the definition, but which is tangential rather than the main importance. For example: "The Magna Carta is important because it is about taxes." Alternately, students make a false inference about the importance and state an error, for example: "The Magna Carta made men and women equal."

Mr. Williams attributes students' poor skills in articulating the importance of historical events to a combination of factors. First, he stated that students "do not know how to find the importance" of terms from their history textbook. Since the importance of the terms may not be directly stated in the text where the term is defined, students often have to make inferences, which is a higher-level thinking and reading comprehension strategy than simply repeating the words in the textbook. He also stated that students often do not read enough of the text to encounter enough relevant information in order to determine the importance. At the same time, the IDs are a staple assignment of the Social Studies curriculum, one which Mr. Williams has asked that I continue to use when I assume control of the Social Studies classes.

Mr. Williams has given students examples of how to write IDs, and provides written feedback to students in order to elicit them to make the needed corrections. Many of the comments are "Be more specific" or "Give more detail" or an X if the response is missing, very incomplete, or in error. When students interact with his suggestions, they often simply click the "Accept" button on his suggestions which simply turns a feedback statement "Give more detail" into body text in the student response. Furthermore, students do not seem to transfer or generalize these case-by-case comments into an overall strategy for writing future IDs, as subsequent assignments manifest the same errors and deficiencies as earlier ones. Another problem is the number of students who do not attempt the IDs, often as part of an overall pattern of not attempting work assigned as homework.

When Mr. Williams stated his view that the students "did not know how to identify the importance" of historical terms in reading the textbook, I asked if they had been taught how to do

so. In other words, how much instruction have the students received in identifying what makes a person, place, event, or thing important to history? The answer was very little to no instruction.

One dilemma that relates to the issue of the poor quality of, or non-attempts at articulating the importance of historical terms is the “learning is social vs. individual” dilemma. IDs are always and only individual assignments, whereas almost all of the students’ other classwork in class is partner work. The IDs assignment is one of the very few instances when the interaction is limited to student and material, and student and teacher, rather than between the persons who are learning.

The reliance upon the IDs assignment structure as a preferred method of history vocabulary instruction seems to touch upon a “How to Teach” control dilemma. The structure of this assignment and the importance attached to it as demonstrated by the Social Studies teachers has the character of an outside standard imposed from without. It is not clear to me why the Social Studies teachers have determined that the IDs assignment should be a preferred tool for learning historical terms. Mr. Williams has explained to students that one reason behind assigning IDs is because high school classes will be structured in a similar way and learning this method now will prepare them for similar work in high school. I am not aware of which high school(s) he may be referencing, as this is not an assignment that I have seen replicated in any of the five high schools where I have taught or completed practica, including schools in D.C. Nevertheless, this is one rationale that he has given the students.

One possible strategy for improving students’ skill in identifying the historical significance of persons, places, terms, and events is to teach the main “Thinking Like a Historian” categories and supporting questions (Mandell & Malone, 2008). Once students are

familiar with these questions, they can apply them to the assigned terms. In this way, they will have a vocabulary for identifying in what way the term is historically significant.

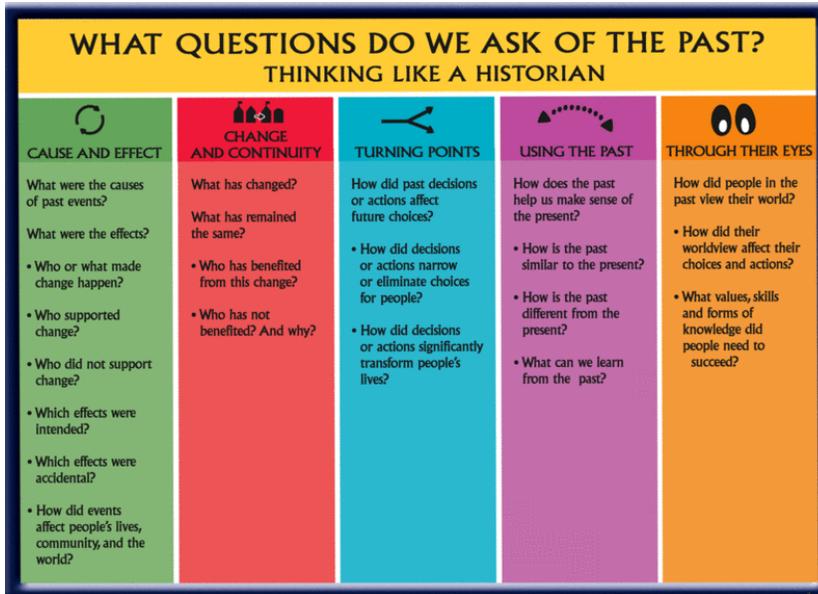


Figure 1: “Thinking Like a Historian” categories and questions (Mandell & Malone, 2008)

Measurable outcomes on this study will, then, include the presence of TLH language in the students’ IDs. Specifically, this language can be coded as follows, with a 5 being highest and 0 being lowest:

Table 1: Measures for scoring student use of the Thinking Like a Historian (TLH) categories

| | |
|---|---|
| 5 | Student uses 2 categories without teacher prompt/feedback |
| 4 | Student uses 1 category without teacher prompt/feedback |
| 3 | Student uses 2 categories with teacher prompt/feedback |
| 2 | Student uses 1 category with teacher prompt/feedback |
| 1 | 0 categories included |
| 0 | Not attempted |

Dilemma Discussion

The problem of student's poor skills at articulating the importance of historical terms touches upon two instructional dilemmas, namely, the "Knowledge as product vs. process" dilemma and the "Knowledge as given vs. problematical." Mr. Williams has commented to me that our teaching philosophies, as manifested in our different teaching styles, appear to differ along the lines of organizing the curriculum around content or around desirable skills and process, where his approach emphasizes content and mine emphasizes what he described as "thinking skills." He further commented that he believes we would both benefit as teachers from learning from each other and meeting in the middle. A staple of his teaching practice for teaching the content is worksheets and ID assignments, in which the students find information from the textbook, answer critical thinking questions, and write the importance of IDs which requires both reading and making inferences from the text. For me as a history student, reading and answering questions from the textbook was the least engaging way to interact with the content.

Consequently, assigning textbook reading and questions is among my least preferred teaching strategies. I prefer to present the content to the students and have them re-combine and apply the content in a new context. For example, instead of simply writing answers to questions from the textbook, students take a smaller section of the textbook, and act out the event described for the class. This approach has a significant downsides in terms of the increased amount of time required to design the activity in the planning stage and also to implement the activity with the students in the classroom. While the depth of understanding that the students gain may be worth the extra time, this kind of activity also sacrifices breadth in that students engage more deeply with their single event than they would by simply answering questions about it, but they engage

less deeply with the other events than they would have done by reading and answering questions. Finally, as Dr. Maggioni has pointed out, the read-and-answer-questions approach does not teach specifically *historical* ways of thinking about the past. Yes, the students are reading about history, but are they being led thereby to think historically about history? Thinking historically is a skill that needs to be taught and practiced in more ways than finding information in the textbook.

This leads to another dilemma that is in play in Mr. Williams' classroom, namely "Knowledge as given vs. problematical." Mr. Williams has explained to me that he began using the textbook-worksheet strategy after noticing that the students disengaged from the lecture-style, notes on the board approach that he had been using previously. In addition, he has explained his current practice of worksheet over lecture that "Students learn better when they discover the information for themselves rather than someone just giving it to them." I question the extent to which finding information from the textbook is more an act of discovery than the teacher telling them information. The student is finding information through reading and writing, but in both cases, students are receiving the definitive, authoritative answers to questions from either the teacher or the textbook or a teacher-selected set of websites. In other words, in these cases knowledge is being treated as given. Discovery as genuine historical inquiry would involve engagement with primary or secondary historical sources in order to engage a real historical question, or to join the conversation of historians about a debated issue in the field.

These dilemmas have a direct bearing upon the problem I will be studying, namely students' weak skills in articulating the historical importance of historical terms. In a recent example, several 7th graders wrote for the importance of Muhammad II that he "determined to

conquer” a set territory, which they copied verbatim from the textbook. These responses gave no evidence that they had read further on in the text, and noted none of the actual accomplishments of Muhammad II. The 8th graders have a similar problem in that they also often write related phrases from the textbook as the importance, or they take what appears to be a wild (and at times incorrect) guess, as for example that George Washington set the precedent of having a first president and without him, there would have been no presidents of the United States. This response gives evidence of some level of historical thinking in that it looks to the past to explain the present as an outgrowth of that past, and it follows two instances of my directly teaching the historical thinking categories and questions of Mandell and Malone (2008). The 8th graders have begun incorporating these historical thinking categories and questions into writing their IDs, and it will be one of the aims of this ARP to determine the extent to which direct teaching and practice of using categories and questions improves students’ skills of articulating historical importance. On their most recent test, several 8th graders who had received this direct instruction, guided practice, and individual practice, were successful in articulating the historical importance of the terms “XYZ affair” and “Precedents of George Washington” by using Mandell and Malone’s “Thinking Like a Historian” categories.

The emphasis in student assignments is often on finding the correct information, and the students have difficulty with the more complex cognitive task of articulating historical importance when this is not directly stated in the text but must instead be inferred. When critical thinking questions are assigned, students typically receive little feedback as to the quality of their answers, beyond “You will get this right as long as you give me a well-reasoned response.” Rarely, if ever, do the students have their reasoning challenged or honed, and the impression

could be given that nothing is certain and anything is permitted as long as some reason is given. This could lead to a relativism which no longer seeks the true or the best, but only the convenient. Thus, I see both an immediate and a long-term need to teach the thinking skills which will enable students to think, argue, and judge their own and others' reasons well.

There are also a number of factors in the classroom environment which may be contributing to the problem of articulating historical importance. On the part of the students, a diverse set of student needs may account for the observed deficit. This may be due to a weakness in verbal processing, such that the student might understand the importance but not be able to articulate his understanding. Alternately, the student may have a deficit with respect to reading comprehension, such that he does not understand what he is reading. If this is the case, poor reading comprehension may be attributable either to students' ELL status, to lack of practice, or to the presence of a learning disability. Finally, the student may have a deficit not in processing, reading in English or reading comprehension, but in the discipline-specific practice of identifying historical importance. In this last case, possible causes of the skill deficit could be lack of instruction and/or lack of practice. This would relate to the domain of instructional strategies. If the students have not been taught the skill of identifying historical importance, nor had sufficient opportunity to practice the skill either with guided or independent practice, then it is to be expected that there would be little or no development of the skill. It may also be the case, for the 8th graders in particular, having had the same Social Studies teacher for the third year in a row, using similar instructional strategies and routines each year, that they would benefit from experiencing a different set of Social Studies teaching strategies simply for the sake of variety. Assessment also plays a role, as Mr. Williams is using the ID assignment to assess students'

ability to extrapolate the importance of historical terms from the textbook. This particular assignment is one way to assess this skill, but it is possible to assess the skill in other ways as well.

Observational Data Collection I: Pre-Implementation Data

This project will examine methods of increasing 8th grade boys’ proficiency in articulating the historical importance of historical terms. Their Social Studies teacher observed that 7th and 8th grade students had difficulty identifying and articulating historical importance on an “Identification” assignment, which requires them to write the definition and importance of historical events, terms, or persons. The four students selected for particular attention in this study are the four lowest-performing students in Mr. Williams’ 8th grade Social Studies class, as measured by their grades and rates of assignment completion in January 2019. All four of these students had a failing grade and numerous assignments not attempted and/or not completed at the beginning of data collection in January 2019, as well as failing their most recent Social Studies test.

Table 2: *Cause-effect chart*

| Causes/Diagnosis | Observed effects, behaviors | Implementation/Solution strategies |
|---|---|---|
| Student E: students laugh at his oral answers in class 0-2x/week; has been diagnosed with depression (per Mr. Williams, my CT); on-task behaviors increased dramatically after his seat was moved from a back corner near a friend to a desk front and center; reading comprehension difficulties | Student E usually does not complete homework; Student E received an in-school suspension for stealing school property; Student E’s ID importance’s often do not make logical sense when they are completed. Student E’s performance in class as measured by increased on-task behaviors and decreased off-task behaviors after seating assignments changed. He is | Direct instruction of Thinking Like a Historian (TLH) categories & questions Guided practice writing IDs with TLH categories Providing feedback on writing IDs with TLH categories in Google Doc Individual conferences with |

| | | |
|--|---|--|
| <p>or processing difficulties (input or output; ELL.</p> <p>Student F: frequently absent from school on account of soccer club team games; low interest in school; high interest in socializing; high energy; another instructional strategy may be more effective; poor understanding of instructions; need for additional scaffolding of task management (organization); poor motivation. ELL.</p> <p>Student I: low self-efficacy; high energy; high interest in socializing; another instructional strategy may be more effective; student may need to develop metacognitive skills to identify when he does and does not know something. ELL.</p> | <p>currently failing Social Studies. His writing, including “importance”s of IDs, often contain non-essential, factually incorrect information and at times do not make logical sense.</p> <p>Student F is failing Social Studies. He rarely completes in-class assignments, and more rarely completes homework. When he does attempt assignments, he does quality work but rarely completes it. He frequently turns and talks to students around him or touches their desk or belongings. Mr. Williams reported that this student “does not do work for any of his classes.”</p> <p>Student I often fidgets, moving around in his seat, touching objects on his own or others’ desks. He often talks or humming to himself or talking to neighbors, approx. every 3 minutes. Student 3 expresses surprise at assigned tasks with expressions such as “What???” approx 2-3x/week. Student 3 did not attempt numerous assignments in January and was failing the class, but has taken initiative to complete makeup work and complete assigned work on time or early in the second month of the semester. Importances in IDs are often vague or repeat non-essential facts.</p> <p>Student J almost never attempts homework, and rarely completes classwork. The quality of his work</p> | <p>students on writing IDs with TLH categories</p> |
|--|---|--|

| | | |
|---|--|--|
| <p>Student J: hearing loss (Student 4's right ear is closed up, and according to Mr. Williams (CT) he has had cochlear surgery to correct a hearing impairment); Mr. Williams reported that he thinks students "make fun of him" (unspecified cause); Student 4 is very quiet and rarely speaks unless spoken to first. He often complies with instructions to work with a partner after being prompted multiple times to do so; Other students do not appear to initiate many interactions with him; poor motivation. ELL.</p> | <p>is good. Mr. Williams reports that this student and his older brother "never do any work," but believes that he is capable of producing quality work.</p> | |
|---|--|--|

Preliminary observation suggests that all four students are motivated by peer interactions, but in different ways. Students 1, 2, and 3 appear to seek peer interactions, whereas Student 4 tends to avoid peer interactions. Student 4 displays no hostility toward other students, nor have I observed any hostility directed to him; he appears more so to be indifferent or avoidant, choosing to read a book during indoor recess rather than play a game or talk with peers, or work alone rather than with a partner during work time. This may be due to hearing loss or to avoid negative peer interactions, as Mr. Williams has noted that he believes Student 4 gets teased by other students, although he has not specified what he believes Student 4 gets teased about. All four

students speak English fluently, but as all four students are ELL, they may have reading and writing skill deficits due to lack of proficiency in reading and writing in English. An issue complicating this data collection is the low rate of assignment completion and/or attempts for these students.

Pre-implementation data

Students E, F, J, and I's work on the Chapter 7 Section 1 IDs serves as baseline data for the pre-implementation phase of data collection. It was due during Week 2 of the student teaching practicum. The students exhibited different deficiencies and proficiencies on this assignment. Using the metric below, scores ranged from 4 (Student uses 1 category without teacher prompt/feedback) to 0 (Assignment not attempted). These scores are adjusted for late turn-in; thus an assignment that was not attempted according to the assigned due date received a coding of 0 for the original due date and a subsequent coding of 1-5 if it was attempted later.

Table 3: *Baseline ID scores (Week 2)*

| | #1 | #2 | #3 | Average score |
|---|-----------------------------|-----------------------------|-----------------------------|---------------------------|
| E | 1 1 | 0 1* (10 days late) | 0 1* (10 days late) | .33 (Week 2) 1* (late) |
| F | 4 | 1 | 4 | 3 |
| J | 1 (completed late same day) | 1 (completed late same day) | 4 (completed late same day) | 2 |
| I | 0 1* (4 days late) | 0 1* (4 days late) | 0 1* (4 days late) | 0 (Week 2) 1 (late) |

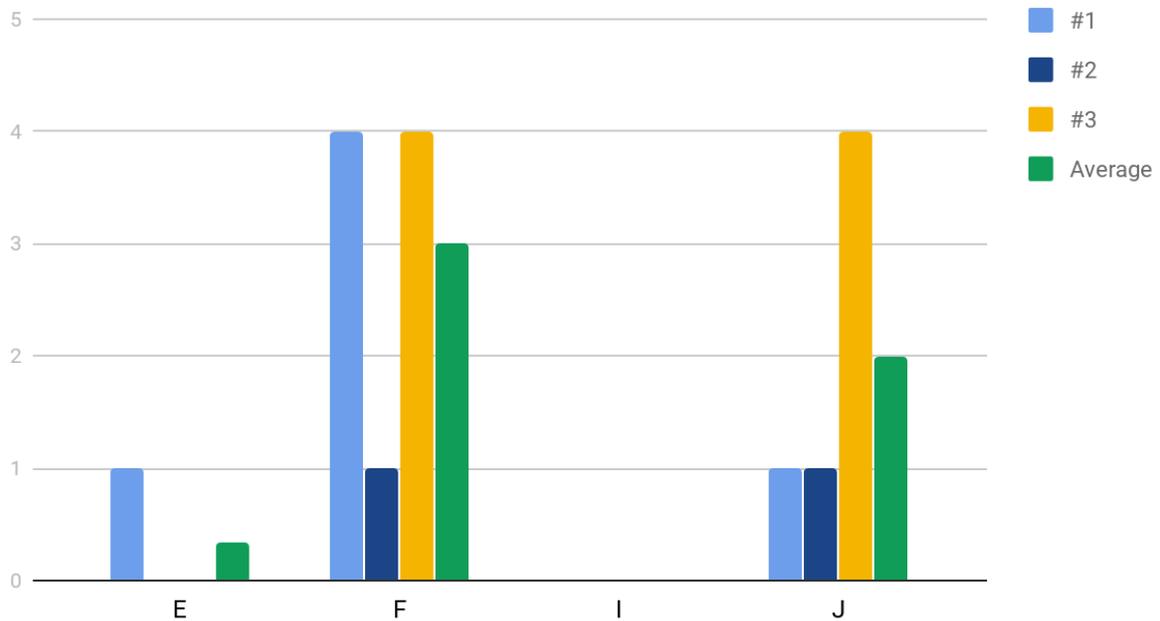


Figure 2: Baseline ID scores for Students E, F, I, & J (Week 2)

Using the 0-5 coding system described in the section above, I gathered baseline, pre-intervention data on the performance of the four focal students on an ID’s assignment consisting of three terms. The chart shows students’ performance on each item (#1-3) as well as an average score. Scores on individual items ranged from 0 to 4; average scores ranged from 0 to 3. Student E attempted 1 out of 3 ID items with an average score of 0.33. Student F attempted 3

out of 3 with an average score of 3. Student I attempted 0 out of 0 items with an average score of 0. Student J attempted 3 out of 3 items with an average score of 2. At baseline, the average score of students E and I rose from a 0.33 and 0, respectively, to a 1 after re-calculating for a late turn-in. Both students F and J demonstrated the ability to articulate historical importance at a 4 level on at least one item before intervention.

Literature Review and Proposed Solutions

The main solution strategies I propose are: direct teaching of the Thinking Like a Historian categories of Mandell & Malone (2008), combined with guided and independent practice of these on the students' weekly Identification assignment (IDs), clear and consistent written feedback, and individual conferencing with students.

Generating inquiry is key to stimulating deep thinking among students (Fusco 2012), particularly in the social sciences (National Council for Social Studies [NCSS]). A prominent motif in the history education literature is that major component of teaching history-specific modes of thinking and reading like a historian is to present students with opportunities for genuine historical inquiry using primary sources (Davidson, J. W., & Lytle, M. H., 2000; Wineburg, S., Martin, D., & Monte-Sano, C., 2013; Counsell, C., 2011, Lesh 2011, Reisman 2012). Reisman (2012) found that teaching document-based lessons requiring students to interrogate and corroborate multiple accounts of past events had significant positive effects for 11th graders on a variety of scales, including historical thinking; ability to transfer historical thinking strategies to contemporary issues; mastery of factual knowledge; and growth in reading comprehension. Lesh (2011) used a similar approach. With a minimum of direct instruction and a preponderance of class time used for document-based inquiry, he found a number of benefits,

including high levels of student engagement and increased evidence of historical thinking in students' speaking and writing. Students' search for pat answers ("Won't you tell us the answer?") began to give way to an increase in historical thinking in terms of perspective-taking, analysis of multiple causes, corroborating sources, and others.

Mandell and Malone (2008) have identified five domains of historical thinking which, in turn, spark related questions. The five "Thinking Like a Historian" (TLH) categories are: Turning Points, Through Their Eyes, Change and Continuity, Cause and Effect, and Using the Past. The related questions include:

CAUSE AND EFFECT: What were the causes of past events? What were the effects?

USING THE PAST: How does the past help us make sense of the present?

CHANGE (difference) & CONTINUITY (similar): What has changed? What has remained the same?

TURNING POINTS: How did past decisions or actions affect future choices?

THROUGH THEIR EYES: How did people in the past view their world? (Mandell & Malone, 2008).

A body of history education research literature supports history instruction through the lenses of these historical thinking categories. For example, Counsell (2011) advocates teaching strategies for equipping students to grapple effectively with change and continuity. Lowenthal (2000) argues that teaching disciplinary content must be allied with teaching historical empathy and the contemporary relevance of past events, which aligns with the language of "using the past" and "through their eyes."

Wineburg (2001, 2007) has noted that historical thinking is an “unnatural act.” While thinking about the past is natural for human beings, but historical thinking is unnatural in its rigorous and interrogatory character. Natural thinking about the past sits at a grandmother’s knee and listens to her tell the family story; historical thinking asks “how do you know?” and sifts through the relics of the past in archives, diaries, receipts, records, and so many other forms of evidence, seeking to test, verify and corroborate the story. In other words, historical thinking is a particular epistemic skill that must be developed.

From what has been said so far, it may seem that teaching historical thinking through the strategies of direct instruction and guided practice with a tertiary source (the textbook) are the polar opposite of what the history research literature recommends, namely teaching historical thinking through document-based inquiry. The ID assignment, it must be frankly admitted, in itself is historical inquiry at a very low level, both in terms of engagement of student interest and in terms of the historical thinking required. The textbook is treated as a definitive source of information, and the activity in itself measures reading comprehension in a history textbook rather than the development of historical thinking; students are never encouraged to question the reliability of the textbook itself as a source of information, and rarely use multiple sources of documentary evidence to make historical claims.

These issues point to the very real limitations of the use of the ID assignment. The solution strategies of direct teaching and guided practice of extrapolating the historical importance of historical terms from a tertiary source (the textbook) are not proposed as substitutes for historical inquiry using primary sources. On the contrary, the strategies of direct teaching and guided practice of using the TLH categories to articulate the importance of

historical terms on the ID assignment would find a natural complement in the variety of historical inquiry that was effective in Reisman's study. If practicing using the categories in the ID assignment produces gains in articulating historical importance, then students experience a gain in a certain fluency in historical thinking, reading, and writing. Further research would be needed in order to demonstrate the degree to which these gains transfer to reading, thinking, speaking, and writing with primary historical texts, if at all, but the two approaches need not be mutually exclusive.

Moreover, a number of factors indicate the utility of this assignment as a focal point in the development of historical thinking skills has a number of benefits. First, the cooperating teacher has required this assignment for the remainder of the year, so there is not the option to eliminate the assignment in favor of document-based inquiry. Second, as this has been a weekly assignment for them for the entire year, it will be possible to gather baseline data from as far back as August 2018 on their performance on the IDs. Thirdly, a strong body of literature supports "writing to learn" as a beneficial strategy to improve reading comprehension, and the ID assignment utilizes both writing practice and reading comprehension (National Institute for Literacy, 2007; Graham & Hebert, 2011). Additionally, and more importantly, teaching the TLH categories and applying them to a text which is designed for middle school students (the textbook) is itself a form of guided practice for applying these same categories and their related questions to the more difficult primary and secondary historical sources.

Providing clear, consistent feedback has demonstrated beneficial effects on motivation to read among adolescent males of diverse socioeconomic and racial backgrounds (Smith & Wilhelm, 2002). Therefore, in addition to direct instruction and guided practice of applying the

TLH categories to writing IDs, the solution strategies of providing specific and individualized feedback to students through Google Drive and talking through the assignment one-on-one (Cave) will be utilized. This last strategy has the additional benefit of being a vehicle for both immediate feedback as well as serving as informal assessment of the student’s cognitive processes. Using the weekly ID assignment as a measure of student progress will allow me to track the development of students’ skills at articulating the importance of historical terms with and without teacher prompting in the forms of written and oral feedback on the IDs.

Observational Data Collection II: Post-Implementation Data

Throughout the course of intervention implementation, I tracked the focal students’ Social Studies grades as well as their performance on ID assignments. Their Social Studies grades manifested an overall positive upswing from Week 5 of my student teaching semester (the beginning of intervention), with some fluctuation at key points such as Week 11 (the end of Quarter 3) and Week 12 (the beginning of Quarter 4).

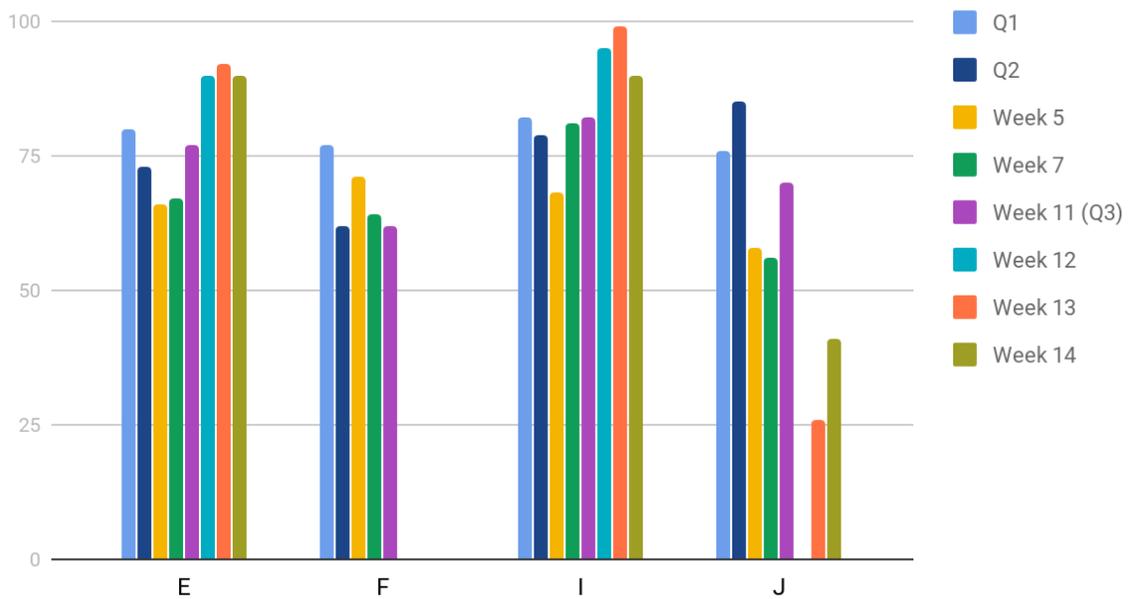


Figure 3: Social Studies (SS) Grades (%) for Students E, F, I & J

I will discuss the changes in the students’ grades in what follows. Below is a table containing the numerical data on the focal students’ grades:

Table 4: Overall Social Studies (SS) Grade

| | Q1 | Q2 | Q3 Week 5 | Week 7 | Week 11 (Q3 final grade) | Q4 Week 12 | Week 13 | Week 14 |
|---|----|----|---------------------------|--------|--------------------------------|---------------|---------|---------|
| E | 80 | 73 | 66 | 67 | 77 | 90 | 92 | 90 |
| F | 77 | 62 | 71 | 64 | 62 | -- | -- | -- |
| I | 82 | 79 | 68 (2/6) → 73 (2/8) | 81 | 82 | 95 | 99 | 90 |
| J | 76 | 85 | 58 | 56 | 70 | 0 | 26 | 41 |

Additionally, the average ID scores for the four focal students manifest overall growth from their baseline score (Week 2-ID’s), as seen in the chart below. A discussion of these results and of the fluctuating trends between increased and decreased scores between Weeks 11-14, will appear in the following section, “Discussion of data.”

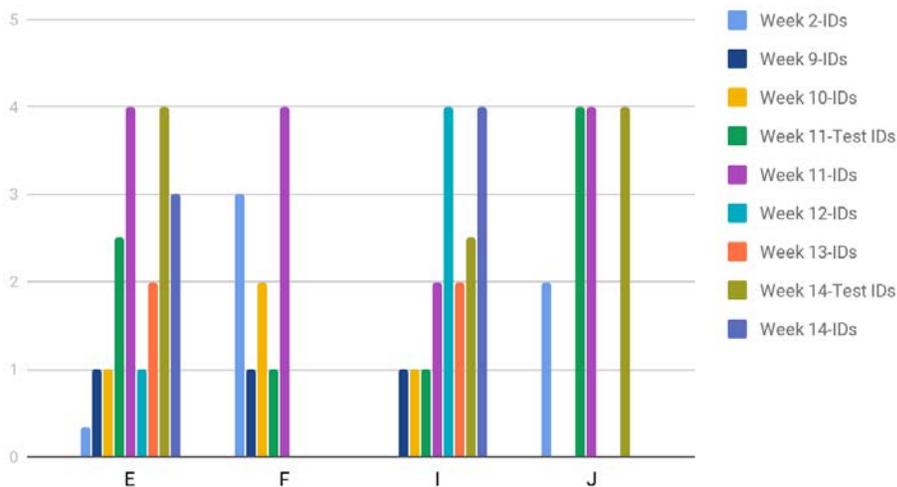


Figure 4: Average ID scores for Students E, F, I, and J

During Week 5, I had two individual conferences with Student I to discuss missing assignments and makeup work. He came in an additional time to make up a missing quiz with Mr. Williams, on which he earned a 100%. One section of ID's (Chapter 8 Section 1) was due this week. Student E completed the ID assignment on time; Students J and F did not attempt an ID's assignment due this week; Student I completed all three of the Chapter 8 ID sections, including the two that were not yet assigned.

During Week 6, I introduced the TLH categories to the students using a combination of accessing prior knowledge and direct instruction. On the first day of direct instruction, students were asked the following question as a warm-up: "What makes something important to history?" Students wrote their answers and then had a share-out as I wrote their answers on the whiteboard. General themes in the students' words and ideas that emerged most frequently were change (mentioned by 6 students), cause and effect (mentioned by 4 students), and having an impact on people and/or society (mentioned by 6 students). Between 1 and 6 students alluded to each of the five TLH categories; some responses addressed multiple categories and one response did not directly answer the question. For this latter, it is likely that the student did not answer the question, as he provided an example of a historically important term the class had recently learned (checks and balances) rather than an explanation of what makes something historically important. Table 5 below displays the general themes that emerged in the student responses, the TLH category or categories which ally with the general themes, and the number of students who mentioned the theme.

Table 5: Student responses to the prompt, “What makes something important to history?”

| General themes of student responses | TLH category corresponding to student responses | # students mentioned |
|---|--|-----------------------------|
| <p>Change</p> <ul style="list-style-type: none"> ● (Student E) When it was very important during that time or changes something about the world happens like the constitution was very important to history ● An event that changes how the country is governed or an event that is devastating and kills lots of people. ● It makes it important when it changes everything around you in that time period ● The way that it changed how people view things. Also how it changed the way things are in the present. ● Something that changes the way something works, like new countries or governments. ● A big event that changed something | Change and continuity | 6 |
| <p>Impact on people/society</p> <ul style="list-style-type: none"> ● When it has a big effect on our society. ● An event that changes how the country is governed or an event that is devastating and kills lots of people. ● Something that is important to history has to be remarkable and had to be important or helpful to the country. ● (Student I) Thing that affect society bad by a lot or that affects something that is important already but it turns bad ● What is important to history is that the event or what ever happened made big impact in society. ● (Student J) Something that causes a impact on a lot of people. | Cause and effect Change and continuity | 6 |
| <p>Cause/effect</p> <ul style="list-style-type: none"> ● Something that makes history important is how it affected the future. ● When it has a big effect on our society. ● (Student I) Thing that affect society bad by a lot or that affects something that is important already but it turns bad ● (Student J) Something that causes a impact on a lot of people. | Cause and effect Change and continuity | 4 |
| <p>Affects the future/the present day</p> <ul style="list-style-type: none"> ● Something that makes history important is how it affected the future. ● The way that it changed how people view things. Also how it changed the way things are in the present | Using the past Change and continuity | 2 |

| | | |
|---|---------------------------|---|
| 1st time/something new <ul style="list-style-type: none"> ● If it is the first time that the event happens. ● Something that changes the way something works, like new countries or governments. | None | 2 |
| How people view their world <ul style="list-style-type: none"> ● The way that it changed how people view things. Also how it changed the way things are in the present | Through their eyes | 1 |
| Response not directly related <ul style="list-style-type: none"> ● (Student F) The three branches of government because they control the us with equal power. | None | 1 |
| Turning point <ul style="list-style-type: none"> ● It makes it important when it changes everything around you in that time period | Turning point | 1 |

After students shared out their answers, I revealed the TLH categories using wall posters with the categories and their corresponding questions, and then compared them with student answers. The wall posters remained at the front of the classroom for the duration of my full control of 8th grade. I provided direct instruction on the TLH categories later this week by means of 10-minute mini-lecture with a Google Slides presentation titled “How to write excellent ID’s” which I then uploaded to Google Classroom. This was followed by guided practice of writing IDs using TLH categories. Students copy & paste TLH category instructions into their IDs; correct Section 1 IDs to include at least 1 TLH category per ID; and begin Section 2 IDs to include at least 1 TLH category per ID. While the students worked, I circulated the room to check for understanding, answer questions, and provide feedback.

Also during Week 6 I held an individual conference with Student E. He had been absent for most of class due to an in-school suspension for taking one of the school’s iPad chargers home with him but came in to ask about classwork during Study Hall.

Week 7 individual conference with Student F regarding make-up work; he had been absent for 2 days before the test due for club soccer (not through the school). Progress report parent-teacher conferences were this week but no 8th-grade parents came. Since 2/6, Student I completed missing assignments, re-did low-scoring assignments, and passed two quizzes. This raised his grade from a 68% (F) to 84% (C+)

Week 8 additional scaffolding included in ID Google Doc: TLH chart and detailed instructions. Also this week I implemented guided practice. The class watched a video on *Marbury v. Madison* then wrote the ID importance for “Judicial Review”; I suggested that the class use Turning Point as a TLH category for ID. I held an individual conference with Student E and discussed my written feedback from the Chapter 8 Sections 1 & 2 IDs; he showed me that he had incorporated these into the final turn-in version of the assignment. We also discussed turn-in procedures.

In Week 11, there were two data points: the Chapter 9 Section 4 ID assignment and the Chapter 9 Test ID questions. On the Chapter 9 Test, students were given two terms and instructed to complete one ID of their choice for one point or two IDs for one point plus a bonus point.

The Chapter 9 test IDs display the students’ ability to articulate historical importance using their own knowledge, without the support of notes or the textbook. I instructed students verbally to include the TLH category in their Importance section and drew their attention to the TLH posters at the front of the classroom. Compared with Week 2 with respect to required terms, Student E demonstrated improvement; Student F demonstrated deterioration; Student J demonstrated improvement; and Student I demonstrated no change.

Table 6: *Test IDs (Week 11)*

| | Identification A | Identification B | Average of attempted IDs |
|---|--|---|--------------------------|
| E | 1 Importance not stated explicitly; incomplete thought expressed. | 4 if “because” is taken to represent TLH category of cause and effect. 1 if not. Importance not stated explicitly; partially inaccurate information included. | 2.5 |
| F | 1 definition mostly inaccurate. Importance contains accurate information but does not state the importance for <i>American</i> history per instructions. | 0 | 1 |
| J | 0 | 4 (cause and effect category) 1 piece of inaccurate information | 4 |
| I | 1 | 1 (Importance not stated; inaccurate information included) | 1 |

With respect to the Chapter 9 Section 4 IDs turn-in, the students performed as follows.

Highlighted text indicates items on which the students received written teacher feedback in their Google Doc with suggested edits.

Table 7: *Chapter 9 IDs*

| | Section 1 Due 3/4 (Week 9) | Section 2 Due 3/11 (Week 10) | | | Section 3 Due 3/13 (Week 10) | | Section 4 Due 3/20 (Week 11) | | | Week 11 Average | Chapter 9 Average |
|---|----------------------------------|---------------------------------|---|---|------------------------------------|---|---------------------------------|---------------------|---------------------|--------------------|----------------------|
| | ID #1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | |
| E | 1 | 1 | 1 | 1 | 4 | 4 | 4 “Be- cause” | 4 “Be- cause” | 4 “Be- cause” | 4 | 2.6 |
| F | 1 | 2 | 2 | 2 | 2 | 2 | 4 | 4 | 4 | 4 | 2.6 |

| | | | | | | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|------------------------|------------------------|--------------------|--------------------|--------------------|---|--|
| J | 0→ 4* (17 days late) | 0→ 4* (10 days late) | 0→ 4* (10 days late) | 0→ 4* (10 days late) | 4* (Late, same day) | 4* (Late, same day) | 4* (1 day late) | 4* (1 day late) | 4* (1 day late) | 4 | 2.2 (weekly average before makeup) 4* (weekly average after makeup) |
| I | 1 | 1 | 1 | 1 | 4 | 4 | 4 | 1 | 1 | 2 | 2 |

Student E. For #1-4, Student E did not incorporate teacher written feedback into his revisions. For 7-9, the definitions were incomplete. His responses on #7-9 also did not explicitly state which TLH category/-ies applied, but did use the word “because” indicating a cause-effect relationship.

Student F. For #1, Student F did not incorporate teacher feedback (written editing suggestions) into any later revisions. F began #1 in class during guided practice but did not complete it later. On #5, his explanation of the TLH category “through their eyes” did not demonstrate understanding of the term defined nor of what it means to use the past to understand the present. Student F completed Section 2 two days late and also turned in #5-7 late the day it was due.

Student J. Student J completed the IDs late (Section 1: 17 days late, and at 12:10 a.m. (3/20); Section 3: after class the day it was due (3/20); Section 2: 3/21 (10 days late), 2:12 a.m.; Section 4: 1 day late (3/21), 2:12 a.m. In individual teacher conferences with Student J occurred in the week leading up to Quarter 3 grades ending, Student J and I discussed what it would take for him to raise his grade to a passing grade by the end of the quarter, and he did so. I offered

him an extra day to complete as much of his missing work as possible and he thanked me. He turned in approximately 8 missing assignments by the last day of the quarter and successfully raised his grade by over 20 points to a 70, which is passing. Teacher feedback in his IDs Google Doc indicated that he fulfilled expectations for #1, 5, and 6. Student J turned in these sections early enough to receive written feedback; he turned in later sections too late to receive written feedback on them. Some IDs had partially inaccurate information, but on the whole his work demonstrated clear thinking, good use of capital letters when called for, and almost always writes in complete sentences. At times Student J's analysis is original and correctly infers beyond what is explicitly stated in the textbook, as in (writing about the term "Santo Domingo": "This term shows turning points because since Napoleon actions to regain the control of something they lost failed it caused more damage to France and made Santo Domingo more powerful."

Student I. Student I completed Sections 1, 2, and 3 on time. He completed Section 4 1 day late. With the exception of my suggestion to revise his definition of #1, he did not accept any of my suggestions to improve his Importances by incorporating TLH language. While he did mention the word "past" in #1, Student I was not clearly utilizing the category of "Using the Past" in his explanation, and so this item received a coding of 1 rather than 4. No written feedback was given on his importance section because the definition of the term itself needed to be corrected in its entirety, as he had defined a different term than the one provided. Student J nevertheless did not change the importance even after correcting the definition. His definitions appear often as copies from the textbook, and his Importances more often in his own words. The Importances he writes in his own words are often vague, confusing, or unclear, such as on #6

“American Vessel Chesapeake”: “it's change and continuity because they change the way of thinking because the answer is not always war and war.”

Week 11 was the end of the third quarter, and I held individual conferences with Students F and J. Both were failing the course with grades below 60%. I asked if they would be willing to work to turn in missing assignments to raise their grade, and offered an extension to accept missing assignments. Both students agreed to both terms and said thank you. Student J immediately wrote down for me 3 missing assignments that he had completed, and handed me another note on the last day of the quarter with the rest of the missing assignments he had completed. As Week 11 progressed and Students F and J turned in assignments, I provided electronic feedback by entering their grades in Powerschool and individual verbal feedback by finding them, telling them: “I entered your grades in the gradebook, your grade has gone up X points to a Y%, your work is paying off, keep going,” and giving a handshake, high five or fist-bump. Students responded with smiles, a “thank you,” and/or promises to continue working. By the end of the week, Student F had not raised his grade to passing, but Student J did, to a 70%. Later that day, I entered the assignment grades and his grade went up several points. Student F turned in fewer than 50% of eligible missing assignments; Student J turned in 100% of eligible missing assignments.

Also during Week 11, I conducted a self-reflection survey using the following prompt: “Let Sister Catherine Thomas know how Social Studies class is going for you. What is going well; what are your successes? Is there anything confusing; do you have any worries about the class?” Target student responses were as follows, retaining original spelling and punctuation:

E: "Social studies class has been going good because I've been doing all of my work on time and doing it completely I'm really proud of that. I just got to keep this streak going till the end of the year."

F: "I think it is going well because I answers question and something that are confusing was the question I didn't get."

I: "I feel like I'm doing alright because I have a C+ and I think I try but then I move down just like a rollercoaster I dig think my test are doing well"

J: "Class in social studies is going well but doing my homework for this class has not been going well"

Week 12 began the fourth quarter. Student F withdrew from San Miguel due to the high likelihood that he would not graduate with his current grades. Students E and I were recognized as having earned Second Honors for Q3. Student J was absent one day due to a family emergency, and did not turn in any assigned work, including an in-class assignment from the last day of Q3; consequently, his grade was a 0% at the end of Week 12.

During Week 13 I held individual conferences with Students E and J, asking "How are the IDs going? Any questions for me?" Jesus showed me that he had none of the IDs attempted from Chapter 10. I told him he could come to Mr. Rost's room to work with me during WIN today if he gets his teacher's permission. Elias: Answered "Good," and had no questions. I looked at his IDs and pointed out several ID items where he still needed to include TLH categories. I did not hold an individual conference with Student I.

During Week 14, students took a chapter test and near the end of the class period, I noticed Student E looking over his test and doing dance moves in his seat. I asked him if he was

doing a happy dance about his test and he said yes. Jesus did not finish his test in the allotted time, and after an individual conference with him about whether he needed more time to finish, he took extra time during the next class period and turned in excellently detailed responses to the DBQ and ID sections. Neither Student E nor Student I incorporated my written feedback suggestions on their IDs in their Chapter 10 ID's Google Docs; Student E did not incorporate the suggestions and corrections we discussed in his individual conference in Week 13.

Discussion of Data

At baseline, the students' average TLH rating ranged from 0 (Student I) to 3 (Student F). Student E had only one item attempted out of three; Student F had attempted all three; Student I had attempted no items; and Student J had attempted all three. Viewed in comparison with the baseline scores, a general overall growth trend appears for the average ID scores for Weeks 11-14. Students E, I, and J had significantly lower Social Studies (SS) grades at Week 5 of Q3 than they had at the end of Q2. Student F had a higher grade at Week 5 than he did at the end of Q2.

A word of explanation regarding the data points will be helpful. Two significant points of comparison are the Week 11 and Week 14 test ID grades. Because students approach the task with the support of wall posters with the TLH categories but without the supports guided practice, individual conference, or written feedback, changes from Week 11 to Week 14 would likely indicate changing levels in fluency in the TLH categories. The other data points represent the ID assignment in the Google Doc with the supports of guided practice, individual conference, or written feedback. Students E and I demonstrated gains from the Week 11 Test IDs to the Week 14 Test IDs. Student F had withdrawn from the school by Week 14, so his second data point is

null. Student J demonstrated the same high score (4) on both the Week 11 and Week 14 test IDs, which indicates that this skill level remained constant for him over this time period.

Student E. Student E’s TLH scores demonstrated a significant degree of growth from his initial base level of 0.33, with some fluctuation between Weeks 11 and 12. This may be due to the fact that Week 11 was the last week of the third quarter and possibly a peak motivation time, as report card grades followed. Week 12 may have represented a decrease in motivation as it followed a week of spring break and was the beginning of a new quarter beginning; all three students in the study who remained in the school demonstrated a drop in TLH scores between Weeks 11 and 12.

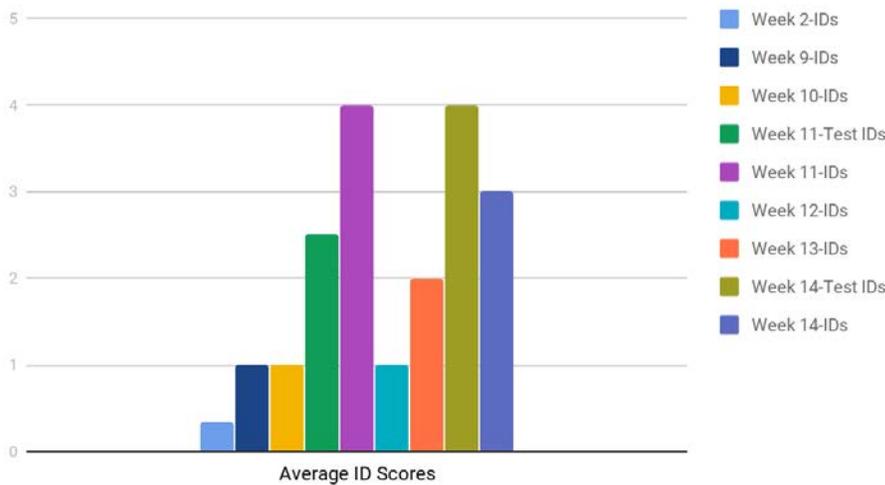


Figure 5: Student E’s Average ID scores

Student E demonstrated gains from his baseline of 0.33 as compared with every other data point. After the significant drop between Weeks 11 and 12, Student E’s TLH scores continued on an upward trend between Weeks 13-14, with the Week 14-IDs score average being lower than the Week 14-Test ID’s score. Reasons for this include that Student E did not incorporate the suggestions from my written feedback in his Google Doc nor from our individual

conference; he had little support of guided practice for this; and his motivation may have reached a plateau after receiving satisfactory report card grades. This may indicate that among the solution strategies, guided practice was the most effective in raising Student E's skills in articulating historical importance.

Student E's grades rose steadily from Weeks 5-13, with a slight drop at Week 14. There were several assignments that were a completion grade during Weeks 12-13, and two test grade assignments (Chapter 10 test, Chapter 10 ID's final turn-in) that were graded for accuracy; Student E's accuracy and assignment completion both improved during the course of interventions, but rate of completion progressed more rapidly than accuracy. During Weeks 5-11, with direct instruction, written feedback, guided practice, and individual conferences (Weeks , Student E demonstrated a steady increase in makeup work completion, work completed on time, and higher Social Studies test scores.

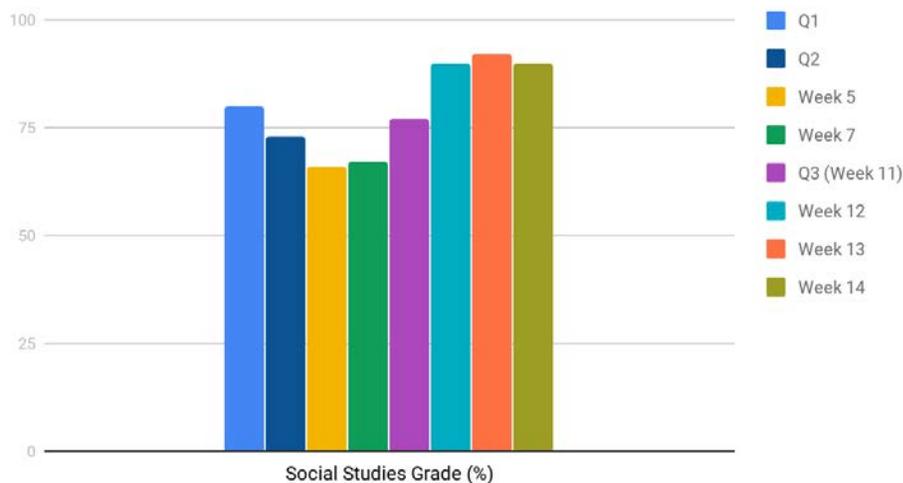


Figure 6: Student E's Social Studies Grade (%)

Student F. As Student F withdrew from San Miguel after Week 11, he has no data for Weeks 12-14 for either grades or TLH scores. It is interesting to note, however, that his TLH

score fluctuated, dropping from a baseline average of 3 to a 1 on the Week 11 test IDs and then rose to a 4 at Week 11 IDs. Without further data, it is not feasible to identify the causes of this fluctuation. His Social Studies grade dropped steadily lower as the quarter progressed and the number of missing assignments increased; however, with individual conferences during Week 11 he did succeed in turning in makeup work, although not enough to raise his grade to a passing grade.

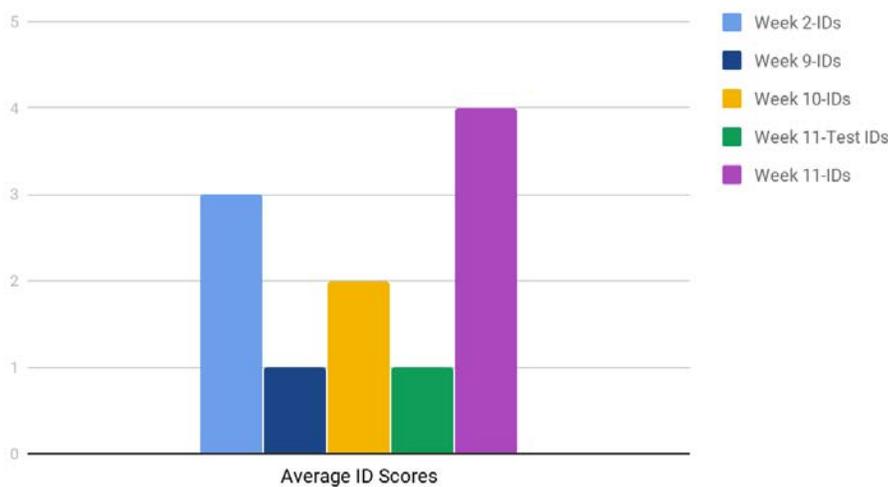


Figure 7: Student F's average ID scores

Student F's grades steadily dropped as the semester progressed and his overall number of missing assignments increased, with the exception noted above of Week 11 when he turned in some makeup work. Individual conferences with and without providing class time to work on assignments were followed by an increase in makeup work completion for Student F. One contributing factor for the decline is Student F's frequent school absences for club soccer during the third quarter (Weeks 2-11).

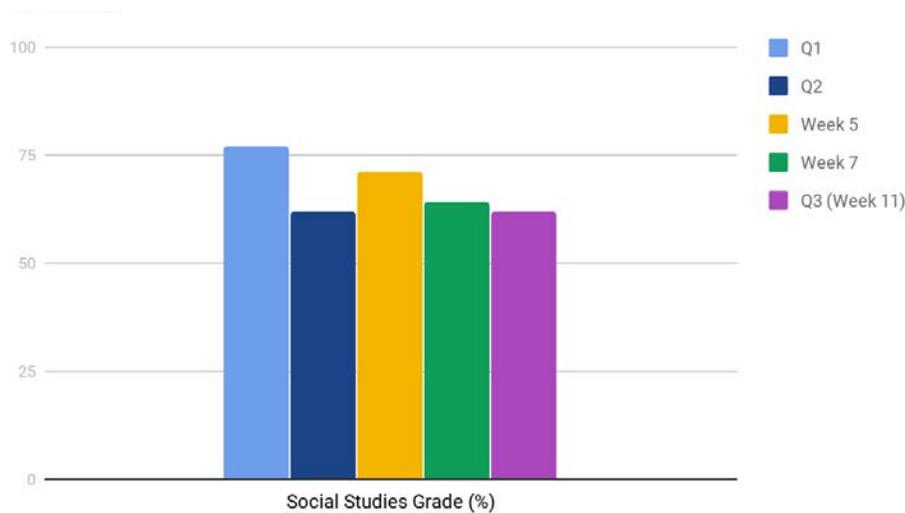


Figure 8: Student F's Social Studies Grade (%)

Student I. Student I demonstrated gains from his baseline TLH score of 0 as compared with every other data point. The most notable gain is between the Week 11-Test ID's score (=1) and the Weeks 11-12 ID's score (=4). This indicates that Student I's skills in articulating historical importance at Week 11 was sensitive to the supports of guided practice, individual conferencing, and written feedback, as he scored higher with these supports than without them. Furthermore, his increased score from Week 11 to Week 14 on the test ID's likely indicate increased fluency in the TLH categories, as he scores higher on the same measure without supports.

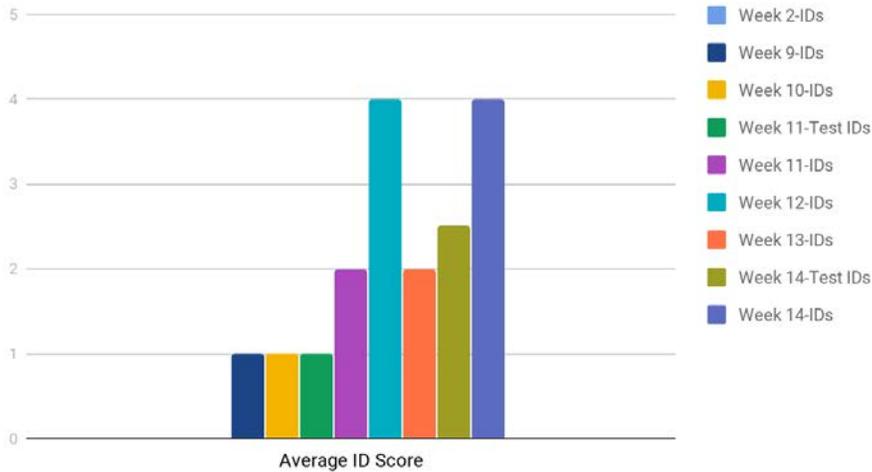


Figure 9: Student I’s Average ID score

Student I’s SS grade rose from Week 5 to Week 13, with a drop at Week 14. The greatest jump in Student I’s SS grade, between Weeks 5 and 7, was also the period of most frequent individual conferences, suggesting that this strategy had the greatest impact on his skill of completing assignments on time.

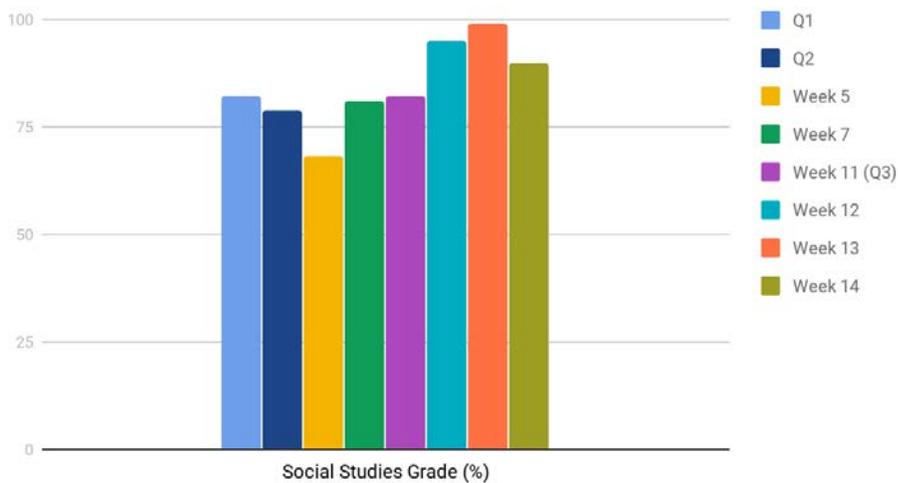


Figure 10: Student I’s Social Studies Grade (%)

Student J. Student J demonstrated gains from his baseline TLH score of 2 to a 4 at Week 11. A motivational shift almost certainly accounts for much of the sharp decrease from Week 11

to Weeks 12-14 for Student J, when his average score for the non-test ID's dropped to a 0. With multiple individual conferences during Week 11, Student J made up approximately 9 missing assignments and raised his grade by almost 20 points to a barely-passing grade (70%) on his report card. During Week 12, Student J returned to his previous pattern of completing no Social Studies work outside of class times; additionally, he was absent for two days on account of a family emergency. As noted in the Observational Data Collection, Student J completed three out of the four Chapter 9 ID's assignments late, which would earn an initial TLH score of 0; however, when he did attempt them, he consistently earned a 4, reflecting that he stands in little need of feedback or guided practice to demonstrate the skill of articulating historical importance.

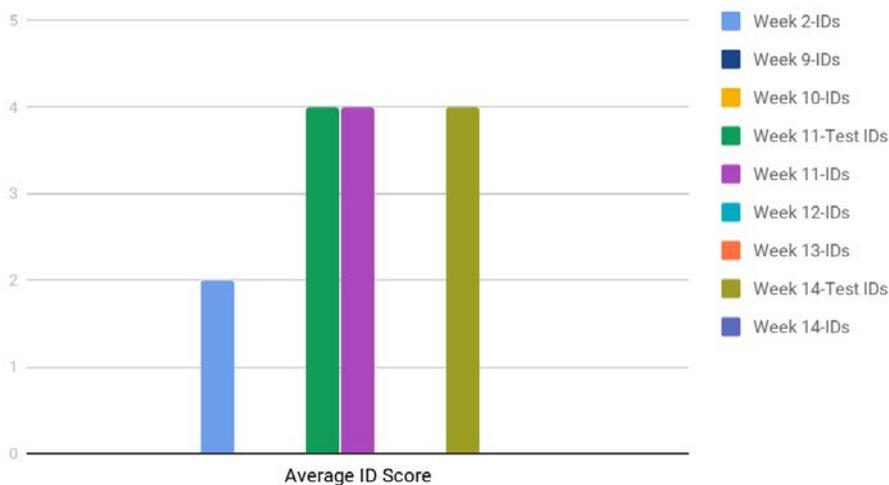


Figure 11: Student J's average ID scores

By Week 11, individual conferences with Student J seemed to serve the purpose of increasing his motivation to complete the task, rather than supporting the development of his skill in doing so. One hypothesis for this is that Student J completes work at a consistently slower pace than that of his classmates. Other teachers have confirmed that when Student J produces work, it is detailed, thorough, and captures the main point at issue, but he works at a

significantly slower pace than his classmates to do so. Thus his non-completion of assignments appears to be due to a lack of motivation rather than a lack of acquired skill, and this lack of motivation may be due to the comparatively long time it takes him to complete his work.

Student J’s SS grade dropped from Week 5 to Week 7 due to an accumulation of missing assignments, then spiked at Week 11. This spike, as alluded to earlier, is most likely the result of Student J’s awareness of the approaching end of the quarter and the support of multiple individual conferences this week to identify missing assignments, provide grade and assignment updates, and encouragement. He turned in no work during Week 12 for reasons discussed above; his grade improvement during Week 13 represents partial completion of graded in-class assignments, a failing (but still above 0) quiz score. In Week 14, he scored highly on test, earning a 92% on a test with a grade range of 57-93%. I provided additional time for him to complete the test, and with this additional support he demonstrated his capacity to work at the level of the highest quality in his class.

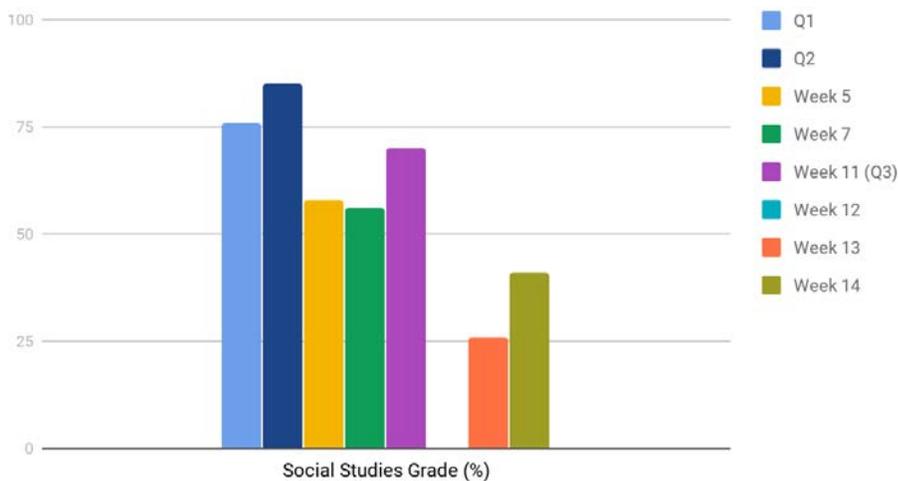


Figure 12: Student J’s Social Studies grades

Reflection

The results of the ARP intervention strategies on the three target students present through Week 15 were generally positive. They demonstrated a general upward trend as measured by assignment completion, overall social studies grades and students' use of the TLH historical thinking categories to articulate historical terms. The constellation of interventions thus appeared to have demonstrated effectiveness in these three areas.

It is not possible, however, to isolate these solution strategies from other classroom variables that also may have affected student learning. One major variable was the very shift from Mr. Williams to myself. The students have had Mr. Williams as their Social Studies teacher from 6th-8th grade, and the very element of variety in having a new Social Studies teacher all of a sudden may have contributed a level of novelty and thus have also been a contributing factor in the students' motivational uptick. Furthermore, Mr. Williams and I have different personalities and classroom demeanors, his notably calm and mine notably energetic. Student E, when he learned that Mr. Williams would be teaching again, said: "Noooo!" Mr. Williams, calm as ever, asked Student E what he liked about Sister that he (Mr. Williams) could do; Student E replied, "She's so *enthusiastic!*" Another 8th grader wrote a goodbye note: "Thank you for being so enthusiastic and making social studies fun for us." Thus, the personality difference did appear to impact student motivation, although the degree to which this is the case cannot be known without further research.

Mr. Williams also noted a motivational shift in the class. He noted, and other teachers have confirmed, that this particular class of 8th graders has had low motivation since they were 6th graders at the same school. Mr. Williams further noted that during the spring semester, as

high school acceptance is released and the end of the school year approaches, 8th graders tend to lose motivation. However, he commented during Week 15 (after I returned control of the class to him) and during my final evaluation meeting the following week, that the 13 students in the class I taught appear to have increased motivation to complete assignments and participate in class activities, as seen in the rate of assignment completion. He pointed to the example of Student E, who completed an entire worksheet individually, whereas at the beginning of the semester he completed assignments rarely, and then more often only with a partner.

Another variable which had a positive effect on student learning was the seating chart change I implemented during Week 4. I noticed that in the previous seating arrangement, Student F was able to “zone out” during instruction because he was seated in the back, far from the teacher. Student I would engage in off-task behaviors such as reaching out and touch other students, or their desks or personal property, or talking to a neighbor, every couple of minutes during class. Student J sat apart from other students, in the front left corner of the classroom, and rarely interacted with any of the students. Student E sat in the back, next to another student to whom he frequently turned and talked. He engaged in other off-task behaviors such as putting his head down, playing with his hair, staring at the wall, and asking to leave the classroom for a water/bathroom break. With the new seating chart, Student J was in the front middle of the classroom, Student F was in the left middle of the classroom, Student E was directly in front of me, and Student I was in the front right seat, close to Mr. Williams’ desk and within close proximity to me while I was teaching. Student F’s new placement resulted in an increase of turning around and talking to neighbors or touching their belongings; Student I’s new placement

had little effect on his off-task behaviors; Student J continued to interact with classmates only when expressly required to do so; but Student E became almost an entirely new student.

In his old seat, Student E rarely completed classwork or homework. He raised his hand almost exclusively to request to leave the classroom, and engaged in the off-task behaviors already described unless a teacher intervened with proximity or a verbal correction. After the first class his new seat, Mr. Williams reported to me that Student E asked him to be moved away from Student F because the latter is a distraction to him. In his new seat, being almost always close to the teacher during desk work made it easy to use proximity to gain his attention, either by standing directly in front of him and making eye contact during a lecture, or with a gentle tap on the arm if his head went down. In the new seat, far from the student to whom he used to turn and talk, Student E exhibited fewer of the off-task behaviors and more positive classroom behaviors. He became a regular contributor to class discussions, raising his hand to volunteer to answer questions, assisting other students in their work, and in the last couple of weeks going days on end without asking to leave the classroom once. The seating chart change was in combination with the other solution strategies, but it is likely a strongly contributing factor to Student E's gains in his Social Studies grade and assignment completion. His successes contributed a sense of pride and self-efficacy, as demonstrated by his response to a self-reflection survey: "Social studies class has been going good because I've been doing all of my work on time and doing it completely I'm really proud of that. I just got to keep this streak going till the end of the year." He also wrote a goodbye note: "Thank you for helping me!"

An unanticipated side effect of the solution strategy interventions have been the increased student-teacher interactions over the ID assignment. I opened up individual conference

opportunities and additional times for guided practice to any students who wished to come to Mr. Williams' room during academic intervention and/or study hall times, and three more students elected to come. Two of these students were low-performing in Social Studies as measured by grades and assignment completion, but one of them was a very high-performing student by the same measures. All three students were able to ask questions when confused, receive and immediately implement teacher feedback, and in consequence they, too, improved their ID assignments.

An additional intervention that appeared to help Student J was extra time. On a variety of individual assignments, Student J consistently completes work more slowly but also with greater precision than most of the other students. Having confirmed this observation with two other teachers, I offered him extra time on the Chapter 10 test and on a couple of other assignments. He used the extra time and did work that was thorough and precise. Additionally, throughout Weeks 5-14 Student J had initial TLH scores of 0 on ID assignments that he completed late (between 1-17 days late) with scores of 4. Thus it appears that for Student J, allowing additional time to complete assignments is an effective intervention at promoting assignment completion. Other possible interventions could be to reduce of the number of required items and time management strategy instruction. In his goodbye note, Student J wrote: "Thank you for supporting me get my grade up and teaching." If I had more time in this classroom, I would conference with Student J about experimenting with additional time and/or reduced length of assignments.

The student teaching experience has had a profound effect on my preparation as a teacher. While I had four years of experience teaching high school theology, I discovered that I delight in

students of middle school age, and that teaching history is an exciting vehicle to teach students how to *think*, how to gather and evaluate evidence, and how to encounter other persons and one's self. I have realized that I prioritize the process of doing history over the coverage of content, as measured by time spent on both. I expected to enjoy teaching the students after having spent a semester doing observations at the same school, but I loved it even more than I expected. I thought that perhaps the students being boys, being of different cultures from my own, being ELL, being, in other words, very different from myself, that it might be difficult for us to enjoy and understand each other, but it was quite the contrary.

It was also a constant source of encouragement and assistance to have Mr. Williams in the classroom to observe my instruction, give feedback on my lesson plans, and give additional background on students, and generally to be a sounding board for my questions and teaching ideas. He similarly commented that he “learned a lot” from having a student teacher who was also an experienced teacher, specifically in the way he noticed that I utilized a wide variety of instructional strategies, and thanked me for my help. I learned a great deal from observing him as well, specifically the effectiveness of the student-led procedures and activities he implements, and the immediacy and direct personal approach he takes to address issues that arise with students, whether it is cheating on an assignment or a student who seems to be having an “off” day. I have experienced classroom collaboration at its best, and I will miss having another experienced and trustworthy set of eyes, mind, and heart in my classroom all the time.

My expectations of the experience of teaching at the school and my overall teaching beliefs were largely confirmed and validated by months of student teaching. The ARP had the effect of pushing me to pay focused attention to the progress and needs of particular students, to

push myself and them to find workable solutions, to rejoice in their successes and to look for new solutions when the students did not succeed. If I could extend my student teaching or re-do it, what I would do differently would be to have more opportunities for individual conferences and guided practice for all the students on a greater variety of assignments. Being in a small middle school afforded many opportunities to get to know students personally, by having lunch with them, coming out to recess with them, and chatting with them in the hallways. I have a renewed desire to leave my classroom more outside of teaching times in order to be present to the students in more ways, honoring the truth that “Father, they are your gift to me.” (John 17:24)

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Appendix A

Pre-implementation student responses to the question: “What makes something important to history?” (Week 6)

1. (Student E) When it was very important during that time or changes something about the world happens like the constitution was very important to history.
2. (Student F) The three branches of government because they control the us with equal power.
3. (Student I) Thing that affect society bad by a lot or that affects something that is important already but it turns bad
4. (Student J) Something that causes a impact on a lot of people.
5. Something that makes history important is how it affected the future.
6. When it has a big effect on our society.
7. An event that changes how the country is governed or an event that is devastating and kills lots of people.
8. Something that is important to history has to be remarkable and had to be important or helpful to the country.
9. What is important to history is that the event or what ever happened made big impact in society.
10. If it is the first time that the event happens.
11. It makes it important when it changes everything around you in that time period
12. The way that it changed how people view things. Also how it changed the way things are in the present.

13. Something that changes the way something works, like new countries or governments.

14. A big event that changed something

Appendix B: Student E

Pre-implementation artifact: Chapter 8 Section 1 ID's (Week 5)

| | |
|--|---|
| | <p>1) p. 253: Precedents of President George Washington Definition: tips social life to all of the president , that has came into power. Importance: this is important <u>becuase</u> the present knows what to do in a case.</p> <p>2) p. 255 Judiciary Act of 1789 Definition: United states federal statute adopted on september first sessions of the first united states congress. Importance: this lets every congress have the same amount of power and <u>wouldnt</u> have more power than others.</p> <p>3) p. 255 Bill of Rights Definition: it is the first ten amendments to the us Constitutions Importance: it helped everything in america to be equal.</p> |
|--|---|

Mid-implementation artifact: Chapter 8 Section 1 ID's with my written feedback (Week 6, after implementation of direct instruction, guided practice, and written feedback)

GOOD ATTEMPT, [redacted]!

In the Importance section, write which historical thinking category (or categories) applies to the term and why. (For example, "This term shows cause and effect because... This is an example of how we can use the past because...")

Sec. 1

1) p. 253: **Precedents of President George Washington**
 Definition: ~~tips social life to all of the president , that has came into power.~~
 Importance: this is important because the present knows what to do in a case (of what) What are you saying here?

Re-do the definition and importance. See Mr. [redacted] or me for assistance.

2) p. 255 **Judiciary Act of 1789**
 Definition: ~~United states federal statute adopted on september first sessions of the first united states congress.~~? What did this Act do for the court system?
 Importance: ~~this lets every congress have the same amount of power and wouldnt have more power than others.~~ Talk about the importance of the court system that this Act established

3) p. 255 **Bill of Rights**
 Definition: it is the first ten amendments to the us Constitution. Yes!
 Importance: ~~it helped everything in america to be equal. (Slaves)~~ The Bill of Rights did not make "everything" equal.

Post-implementation artifact: Chapter 8 Section 1 ID's (Week 8)

1) p. 253: **Precedents of President George Washington**

Definition: traditions that George Washington started for future presidents

Importance: this is important because future president started to use his precedents like creating departments within the executive branch and the bill of rights to the constitution

2) p. 255 **Judiciary Act of 1789**

Definition: federal court systems with 13 district courts and three circuit courts to serve the nation.

Importance: federal courts had the power to reverse state decisions, judiciary act also helped it started creating a strong and independent national judiciary.

3) p. 255 **Bill of Rights**

Definition: it is the first ten amendments to the us Constitution.

Importance: limits the powers of the government. And also protected rights of individuals liberty such as freedom of speech.

Appendix C: Student I

Pre-implementation artifact: Chapter 8 Sec 1 IDs (Week 5)

Sec. 1

1) p. 253: **Precedents of President George Washington**

Definition: Washington knew the president's of traditions he establish will shape the future of the United States know sleep hope as unnoticed he said with Congress Washington will create department within the executive branch set up the court system and add the bill of Rights the Constitution

Importance: for the Precedent to know what to do at the right moment

2) p. 255 **Judiciary Act of 1789**

Definition: disagreements arose between those favoring a uniform or standards National legal systems and those favoring States courts the two groups reach a compromise and just their Judiciary act of 1789 within the with which Congress establish a federal court system with 13 district court and circuit courts to serve the nation

Importance:for the specific places to have the same amount of equal power

3) p. 255 **Bill of Rights**

Definition: Bill of Rights limits the powers of the government its purpose is to protect the rights of individual liberty such as freedom of speech and the rights of the person accused of crimes including trials by jury with the 10 amendments

Importance:to protect the rights of the people

Post-implementation artifact: Chapter 10 Section 1 ID's (Week 12, initial turn-in before receiving written feedback on this item)

Section 1: Economic Growth (Choose 3)

For your importance, write which historical thinking category (or categories) applies to the term and why. (For example, "This term shows cause and effect because...This is an example of how we can use the past because...")

- Industrial Revolution: Industrial revolution the changes this system brought about were so great that this historic development British inventors created machinery to perform some of the work involved in cloth making, such as spinning. The machines ran on waterpower so British clothmakers built mills along rivers and installed the machines in these mills. People left their homes and farms to work in the mills and earn wages.

importance: can learn from the past because the people can know how they and the machines in the past and redo them but make them even better.

- Cotton Gin and Eli Whitney

- Interchangeable Parts

- Patent

- Factory System

- Capitalism - Capitalism was the economic system of the United States necessary to strong industrial growth is an economic system that allows competition to flourish with a minimum of government interference

Importance: this affected the future because now the people want to have a healthier world and with less pollution example can be a the new cars like tesla is economic friendly.

- Free Enterprise

- In 1793 Eli Whitney of Massachusetts Invented the cotton gin, a simple machine that quickly and efficiently removed the seeds from the cotton fiber. The cotton gin enabled one worker to clean cotton as fast as 50 people working by hand. In 1790 Congress passed a patent law to protect the rights of those who developed useful and important inventions. A patent gives an inventor the sole legal right to the invention and its profits for a certain period of time. One of the first patents went to Jacob Perkins for a machine to make nails.

Importance: this affected the future because if Eli Whitney didn't get cotton not that much people will use it know in the future

- Corporations

- Dangers of City Living

Appendix D: Student J

Pre-implementation artifact: Chapter 7 Section 1 ID's (Week 2)

1)- Bicameral- Bicameral where two house to divide the power even further. Most states divided the government function between the governor and the legislature. The Bicameral was made to prevent abuse of power in the states and to keep the power in the hands of the people in the state. The state legislature were elected. The Bicameral was important because the limited the power and prevented abuse of power.

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x2) Articles of Confederation- The article of Confederation was a plan for a new government. It provided a new government where the states kept most of their power. The article of confederation was a firm league of friendship for the states in which the states retained its sovereignty, freedom and independence. This allowed congress to conduct foreign affairs, maintain armed forces, borrow money, and issue currency but it also did not allow congress to regulate trade, force citizens to join army, or impose taxes. The confederation also carried most of executive business such as selling lands. The article of confederation were not wholly supported by the states and there was only 1 and all states had to approve any amendments. On March 1, 1781 the article of confederation formally became the government of the United States of America. The Article of confederation was important because it prevented them to live like how they lived when they were with Britain.

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x3)Problems with Britain/Spain- Americans had problems with British as the the American government became more evident. This was because in the treaty of Paris 1783, Britain promised to withdraw from the land east of the Mississippi River but Britain troops instead continued to occupy several strategic forts in the Great Lakes region. American merchants also complained that the British were keeping Americans out of the West Indies and other profitable British markets. John Adam was sent to London to discuss the problems but Britain was not willing to talk and Britain claimed that Americans paid loyalists for property taken from them in the Revolutionary war. America relationship with Spain was worse than it was with Britain. This was because since Spain controlled Florida as well as lands west of the Mississippi River, they were anxious to stop Americans expansion into their territory so they closed the lower Mississippi River to Americans shipping. This caused western settlers to have no access to the Mississippi River which they used for trading. Because of this, Americans made an agreement with Spain but the representatives from the southern states blocked it because it didn't include the rights to use the Mississippi River. This is important because it the Problems with Britain and Spain caused American to agree that they needed a stronger government.

Post-implementation artifact: Chapter 9 Section 4 ID's (Week 11; Initial turn-in, prior to written feedback on this item)

Sec. 4 (pp. 294-298)

In the Importance section, write which historical thinking category (or categories) applies to the term and why. (For example, "This term shows cause and effect because...This is an example of how we can use the past because...)

7) Battle of Horseshoe Bend

Definition: The Battle of Horseshoe Bend was a battle in March 1814, when Andrew Jackson attacked the creeks. He forces slaughtering to more than 550 creek people. In this battle the defeat forced creeks to give up most of their lands.

Importance: This terms shows turning point because Jackson attacking the creeks eliminated more work for the United States in fighting the creeks themselves.

8) Battle of New Orleans

Definition: The Battle of New Orleans was a final battle that occurred at New Orleans. British troops moved toward New Orleans in December 1814. Andrew Jackson and his troops were waiting for them behind thick cotton bales and when the British troops arrived which was on January 8, 1815, they absorbed the British bullet and while the British were advancing in the open it provided easy targets for Americans which ended in a short battle that killed hundreds of British soldiers. Americans won the battle and Andrew became a hero to Americans because of his victory against the British troops.

Importance: This terms shows using the past because Americans troops were ready for an unexpected attack against them because Andrew Jackson used his knowledge about the treaty not reaching the United States yet letting the British still have the opportunity to attack America.

9) Treaty of Ghent

Definition: Treaty of Ghent was a treaty signed by American and British representatives for peace in December of 1814. It was signed in Ghent Belgium and this treaty did not change any existing borders. This treaty also did not mention about the impressment of sailors.

Importance: This term shows using the past because since America and Britain were having many battles they decided to end the conflict by making a treaty and both agreeing on it.